

**BOARD OF TRUSTEES  
MIAMI UNIVERSITY  
Minutes of the Academic and Student Affairs Committee Meeting  
April 25, 2013  
Hoyt Hall, Career Services Center**

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on Thursday, April 25, 2013 in the Career Services Library in Hoyt Hall 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, Mike Gooden and Mark Ridenour, and Student Trustee 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; Jim Oris, Dean of the Graduate School and Associate Provost; Mike Curme, interim Dean of Students and Associate Vice President for Student Affairs; Deedie Dowdle, Associate Vice President for Communications and Marketing; Michael Kabbaz, Associate Vice President for Enrollment Management; Carolyn Haynes, interim Associate Provost; James Kiper, Chair, University Senate Executive Committee; Scott Walter, Assistant VP for Student Affairs; John Tassoni, Director of Liberal Education; Rebecca Baudry Young, Director of Student Wellness; Nick Miller, Associated Student Government, Secretary for Academic Affairs; Danny Stewart, Associated Student Government, Secretary for Academic Affairs (elect); 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 discuss personnel matters and 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. She congratulated Miami's Mock Trial Team for their strong finish in the National Tournament, thanking Professor Dan Herron for his efforts and success in leading the program, and congratulating Miami students Catherine Law, who was named an All-American attorney, and Claire Meikle who, was named an All-American witness.

### **Student Trustees**

Student Trustee Arianne Wilt discussed and demonstrated the new Degree Audit and Reporting System, with its new user interface. She informed the Board that the interface is more user-friendly, allowing students to see at a glance their progress towards graduation. She stated that the next step will be a "U-Direct" system that will allow students to plan their future course of study and to quickly see the effect of various major and minor field of study choices.

Ms. Wilt's report is included as Attachment A.

### **Associated Student Government**

Secretary Nick Miller introduced the secretary elect, Danny Stewart, and updated the Committee on Associated Student Government (ASG) matters, in particular, ASG's draft four-year strategic plan. He stated the plan was designed to more specifically address on-campus matters. There was a great deal of discussion regarding the plan and it was suggested that the final version focus more on matters ASG can impact. Mr. Miller stated it is a draft and therefore a work in progress; he also stated that ASG is working to ensure the final version is aligned with the Miami 2020 plan.

Mr. Miller thanked the Board for the past year and for the time he has been able to work with them. Mr. Miller's written report and the draft ASG four-year strategic plan are included as Attachment B.

### **University Senate**

Professor James Kiper, Chair of the University Senate Executive Committee, highlighted recent Senate activities and recommendations, including; the creation of a new Department of Media, Journalism and Film, and the ability of academic divisions to use the title "College," should they choose. He informed the Committee that Steve Wyatt would be the Executive Committee Chair for Academic Year 2013-2014, and that Bryan Marshall would be the Chair Elect.

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

## **Academic Affairs Reports**

### **Global Miami Plan Update**

John Tassoni, Director of Liberal Education, Updated the Committee on the progress of the Miami Plan Redesign Task Force. Dr. Tassoni outlined the process to date; the use of online surveys, the conversations generated and the identification of ways to define and assess the Miami Plan Redesign. The Task Force has learned of the value of clusters, e-portfolios, first-year seminars, linked seminars, themes and experiential learning. The next step in the process is a Global Miami Plan Retreat in June, to which the Academic and Student Affairs Committee members are invited.

Dr. Tassoni's report is included as Attachment D.

### **Provost Update**

Provost Gempesaw presented to the Committee a resolution to form a partnership with Columbus State Community College. He stated this partnership will increase access consistent with Ohio completion goals. He told the Committee that associated with the resolution are twenty plus program agreements, and this should be a very positive relationship. The Provost also informed the Committee that his office is currently working with Sinclair Community College to form a similar partnership.

Following the Provost's remarks, Sharon Mitchell moved, Robert Shroder seconded, and by unanimous voice vote, the Committee voted to recommend approval of the resolution to the full Board of Trustees.

The resolution is included as attachment E.

### **Online Teaching Evaluations**

Interim Dean of Students and Associate Vice President Mike Curme updated the Committee on online teaching evaluations. He stated there have been some issues to work through such as ensuring the evaluations were distributed to the appropriate students, as well as some reluctance by faculty in using the online form, possible reasons being the time window for completion, and also the desire of faculty to craft a personalized evaluation.

Dr. Curme stated another concern has been student completion rate, but there are several options to help ensure it remains acceptable. He also informed the Committee that the system is now implemented across all divisions and departments, with enrollment being the default and non-enrollment requiring and "opt out" action.

Dr. Curme's presentation is included as attachment F.

## **Advising**

Associate Provost Carolynn Haynes updated the Committee on the current status and remaining challenges of undergraduate academic advising. She stated the vision includes an integrated model with a more centralized structure and the capacity to coordinate, integrate and hold diverse units accountable. Another aspect is that the University's advising philosophy would be widely understood, and that ongoing assessment and evaluation are integral.

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

## **Graduate School Enrollment Initiatives and Trends**

Dean Jim Oris, Dean of the Graduate School, briefed the Committee on the profile of graduate students, and strategies to increase the number of fee-paying graduate students. He reported that combined programs are becoming more successful, following an administrative change that allows students to maintain their undergraduate student status (and therefore their scholarships) until final completion. Dean Oris then presented additional initiatives and the projected enrollment numbers and revenue, thorough FY22.

Dean Oris' presentation is included as attachment H.

## **Enrollment Management**

Associate Provost Michael Kabbaz updated the Committee on Enrollment Management. Specifically, he updated the Committee on the Fall 2013 incoming class, and applicant yield. He discussed factors affecting yield, such as scholarships, and the scholars program. Associate Provost Kabbaz also spoke of wait list strategies, and how it can play an important role in building an incoming class.

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

## **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 J.
- Academic Integrity (joint with Student Affairs) – Brenda Quaye, Coordinator Academic Integrity initiatives; Susan Vaughn, Director of Ethics and Student Conflict Resolution, Attachment K
- SPR 19-20, Streamlining the Curriculum – Associate Provost Carolyn Haynes, Attachment L
- Divisional naming; College vs. School – Provost Gempesaw, Attachment M
- e-Learning – Carine Feyten, Dean School of Education, Health and Society, Cheryl Young, Assistant Provost, Attachment N



## **Student Affairs Reports**

### **Vice President for Student Affairs Update**

Vice President for Student Affairs, Barb Jones' update report is included as Attachment O.

### **Alcohol.edu**

Rebecca Baudry Young, Director of Student Wellness provided a presentation on student alcohol use. Ms. Young discussed the surveys taken by Miami students and the student profile generated. The data show Miami students have a higher percentage of high-risk drinkers than averages at similar universities. Ms. Young outlined some of Miami efforts to address student drinking, such as alternative activities, student discipline policies, and RA education. Future actions include efforts such as; bystander behavior education, benchmarking medical amnesty policies, and the hire of a full-time sexual assault response coordinator. In her next update Ms. Young will also provide information on best practices at other universities.

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

### **Student Affairs Written Reports**

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

- Academic Integrity (joint with Academic Affairs) – Brenda Quaye, Coordinator Academic Integrity initiatives; Susan Vaughn, Director of Ethics and Student Conflict Resolution, Attachment K
- Student Affairs “Good News” - Barbara Jones, V.P. Student Affairs. Attachment Q

### **Other Items**

#### **Career services Presentation**

Miami students demonstrated Career Services tools including the use of LinkedIn.

Information on Career Services is included as Attachment R

### **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 S
- Information Technology Update, Debra Allison Vice President for Information Technology, Attachment T

### **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



**Arianne Wilt, Student Trustee**  
**Report to the Academic & Student Affairs Committee**

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Good morning,

Several weeks ago, Miami held its Student Body elections. It was a fierce election between two very strong tickets, but the “Empower Miami” ticket came out on top, electing Charlie Schreiber and Courtney Bernard as Miami’s new Student Body President and Vice President. I have invited Charlie here today, and without further adieu I would like to yield my time to him to tell you all a little about himself and his goals for Miami moving forward.



ASSOCIATED  
STUDENT  
GOVERNMENT

Nicholas M. Miller  
Secretary for Academic Affairs  
Associated Student Government  
[Mille534@miamioh.edu](mailto:Mille534@miamioh.edu) (419) 290-5579

April 13th, 2013

Ladies and Gentleman of the Board,

As always, the end of the academic year is always an extremely busy time for the Associated Student Government. Recently, we held elections to select our new Student Body President for the 2013-2014 school year. With over 4600 students voting, I am happy to report that Charlie Schrieber, a Junior Political Science major from Cincinnati, Ohio and Courtney Bernard a Junior Journalism and Strategic Communications major from Carmel, Indiana have been elected the as the next President and Vice-President of the Student Body. I'm sure we can all expect great things from them moving into next year.

Elections for our Executive Cabinet are also currently underway. I am happy to report that Danny Stewart, a Freshman Business Economics major from Strongsville, Ohio has been elected as the next Secretary for Academic Affairs. With his election as my successor, he has been charged with the great honor of representing ASG in this committee next year. He has my complete confidence and will serve you all well.

For the business section of this report I would like to talk about the future of the Associated Student Government and give you a brief introduction to our Five Year Strategic Vision. We have been working very hard to craft a plan to carry our organization into the future and the adapting landscape of higher education. While this document is still not finished as of this written report date I can share with you some of the important goals of the vision.

Rising Cost of Tuition  
Student Safety  
Office of Residence Life  
Alumni Relations and Outreach  
Development of the Armstrong Student Center  
Residential Experience  
Administrative Accountability  
Regional Campuses  
Academic Advising  
Miami Plan Redesign  
First Year Seminar  
Winter Term  
Parking

While most of these issues are certainly not new, ASG believes that we must take new approaches to many of them in order to truly bring effective change to the student body and University.

Love and Honor,

Nicholas M. Miller

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

James Kiper, Chair

Steve Wyatt, Chair-elect

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

April 16, 2013

The following summarizes items of University Senate business conducted since the Board of Trustees last met on February 8, 2013.

- February 11, 2013, Senate Resolution
  - SR 13-07. Recommended the transfer of all functions and administration of the departments of business technology, computer and information technology, engineering technology, and nursing into the new academic division at the regional campuses. To be reviewed by the administration.
- April 8, 2013, Senate Resolutions
  - SR 13-08. Recommended the consolidation of the department of communication and the journalism and film programs into one department, the department of media, journalism, and film.
  - SR 13-09. Administration proposed changes to the University's smoke-free environment policy to make the campuses smoke and tobacco free. University Senate endorsed the proposal with the exception of the proposed deletion of the provision permitting smoking in personal automobiles parked on University premises (*Miami University Policy and Information Manual* and the *Student Handbook*). To be reviewed by the administration.
  - SR 13-10. Recommended proposed change to the term served on the All-University Faculty Committee for Evaluation of Administrators and the review timeline (*Miami University Policy and Information Manual* and *The Enabling Act of University Senate and Faculty Assembly*). To be reviewed by the administration.
- April 15, 2013, Sense-of-the-Senate resolution
  - SR 13-23, Sense-of-the-Senate resolution. Endorsed procedures for determining the promotion/tenure-initiating unit and academic home department of faculty assigned to the regional campuses. To be reviewed by the administration.
- April 15, 2013, Senate Resolutions
  - SR 13-11-SR 13-21. Recommended proposed revisions to the composition of Senate committees (*Bylaws of University Senate*).
  - SR 13-22. Recommended proposed revision to the appointment process to the University Appeals Board thereby no longer restricting membership to members of University Senate (*Student Handbook*). To be reviewed by the administration.
  - SR 13-24-SR 13-25. Recommended proposed revisions to the curriculum approval process thereby making provisions for the deletion of courses and aligning the curriculum approval process with the Ohio Board of Regents requirements (*Miami University Policy and Information Manual*). To be reviewed by the administration.
  - SR 13-26. Recommended proposed revision to the *Promotion and Tenure Guidelines* to incorporate assessment and student learning outcomes in the dossier preparations. To be reviewed by the administration.

Consent Calendar Items

- February 25, 2013, Senate Meeting
  - Revisions to the Miami Bulletin (Admission for Graduate Students, Non-degree Status) and Graduate Student Handbook, Section 1.2.L, Graduate Academic Regulations, Registration, Policy Relating to Undergraduates Taking Graduate Courses.
  - Courses Offered in One Division and Carrying Departmental Prefixes (or Subject Codes) in Another Department.
- April 8, 2013, Senate Meeting
  - Development of a Comprehensive Undergraduate Research Plan.
- April 15, 2013, Senate Meeting
  - A proposed name change for the School of Engineering and Applied Science to the School /College of Engineering and Computing.
  - A proposed name change for the Department of Chemical and Paper Engineering to the Department of Chemical, Paper and Biomedical Engineering.
  - A proposed name of the new academic division: College/School of Professional Studies and Applied Sciences.
- Special Reports
  - February 11, 2013, Senate Meeting
    - Google Migration Update – Debi Allison, Vice President for IT Services, and Brian Henebry, Associate Director for Enterprise Systems and Operations.
  - February 25, 2013, Senate Meeting
    - Accreditation Update – Carolyn Haynes, Interim Associate Provost.
    - Interactive Future, An Overview of the Interactive Degree Audit – Office of the Registrar.
    - Miami 2020 Plan, Metrics – Phyllis Callahan and James Kiper, Co-Chairs.
  - April 1, 2013, Senate Meeting
    - E-Learning Advisory Council – Carine Feyten and Cheryl Young, Co-Chairs.
    - Global Initiatives, Reorganization: Imperatives and Opportunities – Cheryl Young, Assistant Provost.
    - Information Technology Advisory Committees (Academic IT Planning Committee, Classroom Enhancements Council, and Niihka Advisory Committee).
    - Global Miami Plan Redesign Team – John Tassoni, Director, Liberal Education.
  - April 8, 2013, Senate Meeting
    - Task Force for the Prevention of Sexual Assault – Kenya Ash, Interim Director, Equity and Equal Opportunity, and Rebecca Baudry, Director of Student Wellness.
  - April 15, 2013, Senate Meeting
    - New Regional Division Implementation Update – Michael Pratt, Dean of the Regional Campuses.
    - Academic Divisions' Designation as College or School – James Oris, Dean of the Graduate School.

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

## **THE MIAMI PLAN REDESIGN TASK FORCE**

### **Summary Report to Board of Trustees/**

### **Academic and Student Affairs Committee**

**April 25, 2013**

Following a procedure approved by University Senate, the Miami Plan Redesign Task Force comprises faculty representatives from each division including the regionals, three students appointed by Associate Student Government, a representative from Student Affairs, and five elected faculty. The Director of Liberal Education serves as chair. The Task force was charged to draft alternative models to the current Miami Plan. Task force members were to foster diverse perspectives to ensure that each of their proposed plans represents the interests of different cognate areas and divisions on campus as well as the diverse needs of the Miami student population. In spring 2013, with input from the University community, the task force was to develop one final proposal to be discussed through a university-wide dialogue. Upon further revisions, a plan was to be drafted for approval and implementation.

### **RATIONALE FOR REDESIGN**

- The Miami Plan has not undergone a comprehensive revision since its inception in 1992. Since then, the demographics and needs of our students have changed and new curricular directions have emerged.
- A new plan may create new opportunities for collaboration on curriculum among departments and divisions, rather than competition for course enrollments.
- Students struggle to navigate an increasingly complex array of divisional and Miami Plan requirements. A new plan may help us to coordinate divisional and university curricular requirements and hopefully simplify course planning for students and thus improve advisement efforts.
- If purposefully created, a new plan may reduce “curricular glut” and better ensure efficient use of human and financial resources.

### **GUIDELINES FOR THE NEW DESIGN**

- Decrease credit requirements by at least 8
- Create a flexible plan easier to understand
- Develop an efficient and effective assessment model
- Build on university’s current strengths and also inform national conversation

### **ACTIVITIES**

The Task Force met weekly, 90-minute sessions in spring and 2-hour sessions in fall, to discuss issues in liberal education, identify internal and external factors that might curtail or facilitate



new models for liberal education, and generate and provide feedback for new designs. To ensure its recommendations would not conflict with the university's strategic planning, the Task Force, in late fall, delayed production of new designs while the Miami 2020 Plan was developed.

Task Force members also:

- Met with representatives from the Association of American Colleges and Universities, who visited campus in April 2012 and presented overviews of the national conversation on liberal education
- Reviewed liberal education initiatives at various other universities and contacted faculty/staff at other schools to discuss their programs and reform process
- Reviewed relevant scholarship, particularly publications by American Association of Colleges & Universities (AACU) and American Council on Education (ACE)
- Participated in a "Deep Dive" facilitated by Michael Bailey-Van Kuren (SEAS) to help generate key questions to bring to any new design
- Attended AAC&U's annual conference in Atlanta, GA, in January
- Met with Lindsay Carpenter, from the Provost's Office, to discuss implications of CRM budget model
- Met with Registrar Dave Sauter to discuss perimeters for the Ohio Transfer Module
- Met with Team Leader John Bailer to discuss goals of Miami 2020
- Met with Interim Associate Provost Carolyn Haynes to discuss expectations of the administration and review results of Degree Qualification Profile forums
- Conducted two university-wide online campus surveys, one focused on Liberal Education Goals and one on possible new models to gauge the Miami Community's reception of, understanding of, and ideas for proposed models
- Visited University Senate, Associated Student Government, and Council for Diversity and Inclusion to discuss prototypes for a new Miami Plan

## **THE MEANING OF "LIBERAL EDUCATION"**

The Task Force was guided by the definition for Liberal Education listed on Miami's Website:

Echoing the principles that Miami University agreed upon over 20 years ago as central to learning, the Board of Directors of the Association of American Colleges & Universities holds that "A truly liberal education is one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions. Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture and society; that we master core skills of perception, analysis, and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities."

## RECOMMENDED LEARNING OUTCOMES

The Task Force based their prototypes for a new Miami Plan on the below principles. The outcomes/goals are drawn from AAC&U's essential learning outcomes (ELOs). These AAC&U outcomes reflect multiple and extended dialogues with employers, faculty, staff, administrators, and students about liberal education goals; the AAC&U has also developed rubrics to help gauge student learning in regard to each ELO. Each outcome that the Task Force posted generally received positive response in a fall survey disseminated to the Miami Community, although respondents indicated that some refining still needs to be done to address overlaps in goals (e.g., Is "Problem Posing and Solving" a subset of "Critical and Creative Thinking"? Should "Integrative and Applied Learning" be represented separately?) and the language through which they are defined (much of the language used to describe the principles are drawn from AAC&U; however, some respondents found the language too abstract):

- Demonstrated competence in "Integrative and Applied Learning"
- Demonstrated competence in "Critical and Creative Thinking"
- Demonstrated competence in "Problem Posing and Solving"
- Demonstrated competence in "Effective Communication"
- Demonstrated competence in "Intercultural and Global Understanding"
- Demonstrated competence in "Breadth of Methods of Inquiry"

## POSSIBLE COMPONENTS FOR A NEW PLAN

The Task Force developed a variety of components that could shape a new Miami Plan and shared their ideas with the Council on Diversity and Inclusion, with Associate Student Government, with University Senate, and with Undergraduate Students, Graduate Students, Staff, and Faculty via an online survey. The survey results indicate a range of negative and positive responses toward each component: there were few clear winners or losers, in other words. However, undergraduates consistently expressed apprehension about the possibility of an e-portfolio requirement, many constituents expressed hesitance about requirements related to cohorts, and most constituents expressed interest toward the inclusion of a first-year seminar and for a requirement focused on information and technology literacy. A single Miami Plan can probably not include all of the components the Task Force has developed and still maintain a sense of coherence, but the Task Force recommends that future implementation teams assigned with developing a new Miami Plan consider a combination of some of the components listed below (and described briefly in relation to prototypes in the following section):

- Cohort Cluster
- E-portfolio
- First Year Seminar
- Information and Technology Requirement
- Signature Streams
- Certificates
- Inquiry Themes

- The Commons
- Experiential Certification
- Liberal Education Fellows
- “Foundation” Requirements/Ohio Transfer Module

## **PROTOTYPES**

The Task Force developed 4 different but overlapping prototypes (roughly summarized below) of new Miami Plans to indicate how various components above might coalesce in a particular plan. These prototypes were used in forums and online surveys to gauge the university community’s understanding of, reaction to, and ideas for possible changes; the models are meant to be fluid, i.e., open to revision/combination. The Task Force is currently considering ways to combine features of the below prototypes into a single model.

### **COHORT CLUSTER MODEL:**

- During the first year, students will take a first-year seminar that is designed and moderated by Liberal Education Fellows (faculty selected annually to develop the curriculum) and focused on “Big Questions” from different disciplinary perspectives, and students begin the work of building their liberal education e-Portfolio that will serve as a four-year representation of their Miami liberal education experience.
- In addition, in their early years of study, students complete competency courses to ensure exposure to the range of knowledge and skills mandated by the Ohio Transfer Module.
- During the second and third years, students choose cluster courses that are organized in cohorts of students that travel together through the series of three related classes. These courses can be related by theme, methodology, etc.
- In the final year, students take a 1-credit seminar to finish and reflect upon their e-Portfolio. During their Miami experience they must also participate in an experiential course or co-curricular activities in order to achieve an "experiential certificate." This will be represented in their portfolio.

### **THEME MODEL:**

- Students take themed courses (tagged as Inquiry Frameworks) in areas of Science Literacy, Quantitative Literacy and Formal Reasoning, and Social, Cultural, Historical Analysis to ensure exposure to the range of knowledge and skills mandated by the Ohio Transfer Module.
- Later, students elect three advanced (200-level or above) courses in relation to one or more Inquiry Themes. Inquiry Theme courses each help students to extend the Framework competencies and to engage themes relevant to local, national, and global stewardship. Organized around "Big Questions," these courses all relate to 1 of what will be 5 or 6 university-wide themes (e.g., “Cultures and Societies,” “Earth, Environment, and Sustainability,” “Ethics and Social Responsibility,” etc.) that support work in The Commons.
- The Commons is a series of seminars (Composition and Rhetoric, Self and Society, Acting in/for the World) that help students use writing and other media to integrate their knowledge

and apply it to real-world challenges relevant to their evolving personal, political, and/or professional goals.

### **SIGNATURE STREAMS COMMON CURRICULUM MODEL:**

- Focuses on providing a coherent and distinguished set of three core courses that focus on “Big Questions” that emphasize the core learning outcomes. Students would choose from among five “streams” (e.g., “Emergence and Change,” “Sustainability of Humanity and Natural Resources,” “Living and Dying,” “Mediated and Popular Culture,” “The Beautiful, the Good, and Other Questions of Value”) of 9 credit hours plus an immersive experience designed developmentally to build from a more directed and transdisciplinary focus on Big Questions to more individualized and student-directed inquiry in the capstone.
- The signature stream would be complemented by a general education base of 27 credit hours corresponding to the Ohio Transfer Module: Digital Literacy /Communication/Composition; Humanities; Social Sciences; Biological Sciences; Physical Sciences; Creative Arts.

### **BADGES AND CERTIFICATE MODEL:**

- At the first stage, a collection of competencies are formulated as “badges.” These badges track the Ohio Transfer Module and ensure some broad base of knowledge. The badges are not necessarily Miami experiences and can be earned through a variety of mechanisms, among them AP credit, transfer credit, CLEP, and PSEOP.
- The second stage is an intentional development of Miami signature experiences for each student. Fulfillment of this stage involves the completion of five certificates, which are a sequence of courses based on an integrated concept (e.g., "Global Issues and Intercultural Knowledge," "Scientific and Technological Expertise," "Written and Oral Communication," etc.). The certificates may begin with a badge course, but will progress well beyond that to examine the concept in detail.
- Of the five certificates, most students will complete three of them through pursuit of the major; the major is a partner in achieving liberal learning objectives. Two of the certificates will require work outside the division of major.

### **NEXT STEPS**

- The Task Force is still meeting regularly to refine descriptions of the various components it has developed and to consider possibilities for converging ideas from the prototypes into a coherent, consensual model.
- The Interim Associate Provost, Director of Liberal Education, Council of Deans, members of the Task Force, and others will be invited to participate in a summer retreat to refine the specific outcomes and consider the options developed by the Task Force.
- Liberal Education Council will vet components of this model through fall, arranging for multiple forums through which the university community can provide feedback and making arrangements for the new plan’s approval by spring 2014.

**TASK FORCE MEMBERS**

John Tassoni, Office of Liberal Education, Chair

Tresa Barlage, Student Affairs

Mary Cayton, Elected Member

Madelyn Detloff, Elected Member

Peg Faimon, SCA

Jennifer Kinney, CAS

James Kiper, Elected Member/SEAS

Mary McDonald, EHS

Nicholas Miller, ASG

William Newman, FSB

Glenn Platt, Elected Member

John Stefanski, ASG

Richard Taylor, Elected Member

Beth Uhler, Regionals

Arianne Wilt, ASG

## **Joint Resolution of Miami University Board of Trustees and the Columbus State Community College Board of Trustees**

This partnership agreement indicates the commitment of Miami University and Columbus State Community College to a regional strategy for higher education designed to expand access, increase student attainment, and support student attainment of educational goals. Part of this partnership is a process that facilitates transitions from one institution to another and clearly delineates a pathway to a baccalaureate degree for highly qualified students transferring from Columbus State Community College.

### **Miami, Columbus State Community College Partnership**

#### **Resolution 2013-xx**

*Whereas* the future growth and prosperity of the State of Ohio depends on increasing educational attainment; and

*Whereas* the State of Ohio has set a goal of increasing the number of baccalaureate degrees; and

*Whereas* Miami University has a goal of increasing its transfer student population; and

*Whereas* Columbus State Community College is an open access institution, providing opportunities for diverse learners and is committed to assisting all students from all backgrounds who seek to pursue postsecondary education; and

*Whereas* Miami University and Columbus State Community College wish to establish mutually beneficial collaborations that address regional workforce needs in a more strategic and sustainable fashion; and

*Whereas* the partners recognize the resource constraints faced by the state of Ohio and are committed to thoughtful stewardship of funds, seeking to maximize the use of assets already in place and ensuring that future investments increase access without duplicating resources; and

*Whereas* the partners are committed to advancing the principles of access, quality, affordability, efficiency, and economic leadership:

*Therefore be it resolved* that Miami University and Columbus State Community College establish a partnership that will guarantee access to a Miami University baccalaureate degree for highly qualified students transferring from Columbus State.

**DIGITAL COURSE EVALUATIONS REPORT  
MIAMI UNIVERSITY BOARD OF TRUSTEES  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
APRIL 25, 2013**

*I. Background.*

In March 2010, University Senate approved a set of six common faculty (course) evaluation questions<sup>1</sup>, with a target adoption date of roughly spring 2013. The decision to move toward a common set of course evaluation questions also rekindled a campus conversation about how evaluations are administered. In response, an ad hoc committee on faculty evaluations was created in late 2010. The committee first met in February 2011 with the following charge (quoting from the original enabling document): determine “through pilot tests (during spring 2011 or fall 2011), the following:

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

*II. Context and Process.*

The ad hoc committee engaged in an extensive review of digital course evaluations and related benchmarking (see [http://www.fsb.muohio.edu/fsb/rpt/preliminary\\_report\\_final.pdf](http://www.fsb.muohio.edu/fsb/rpt/preliminary_report_final.pdf))<sup>2</sup>. Two of the major strategic issues examined were:

1. Advantages and disadvantages of online course evaluations.

The primary advantage of digital course evaluations identified by the committee was enhanced opportunity to improve teaching and learning. For example, online evaluations provide quicker feedback to faculty, allowing the results to be used for productive change while a course is still fresh in an instructor’s mind, and prior to the next iteration of a course. In addition, digital surveys make it easier to merge course evaluation information with other student and instructor data, allowing for better institutional research on teaching effectiveness. Online course evaluations are also cheaper and cleaner than paper evaluations.<sup>3</sup> Relative to paper, online processes, in general, are more accurate and efficient – they allow faster completion, reduce errors, require less human input, and are more easily modified, refined and revised.

In theory, digital course evaluations can be administered in exactly the same way that paper evaluations are currently administered. Thus, there are few, if any, inherent weaknesses related to digital evaluations. The greatest concern raised about digital evaluations is low response rates, which result from the fact that digital course evaluations are generally completed outside of class.

2. Hosted platform vs a Miami (in-house) solution.

In-house solutions store potentially sensitive data on Miami University servers, which enhances security and also allows for easier institutional research to discern ways to improve teaching and learning (since

<sup>1</sup> The six common course evaluation questions are:

- My instructor welcomed students' questions.
- My instructor offered opportunities for active participation to understand course content.
- My instructor demonstrated concern for student learning.
- In this course I learned to analyze complex problems or think about complex issues.
- My appreciation for this topic has increased as a result of this course.
- I have gained an understanding of this course material.

<sup>2</sup> The ad hoc committee’s most recent report can be found at [http://www.fsb.muohio.edu/fsb/rpt/pilot\\_report\\_final.pdf](http://www.fsb.muohio.edu/fsb/rpt/pilot_report_final.pdf)

<sup>3</sup> In addition, the infrastructure that supports Miami’s current paper course evaluation system is antiquated and would have needed to be updated or replaced if the university did not commit to online evaluations.

the data are more easily merged and analyzed with other local data sources). Miami's new Niihka (Sakai) learning management system may have the long run potential to be a more general purpose platform, able to support (for example) student evaluation, program assessment and course (faculty) evaluations; however, the platform was reviewed and found to be not yet up to the task.<sup>4</sup>

Relative to in-house solutions, (good) vendor platforms are less risky in an operational sense. Ex ante, they have a reviewable performance record, are likely to work very well "out of the box," and have the advantage of administrative scale (since they are used across multiple institutions). Vendor platforms also benefit from the profit incentive (receptiveness, continuous improvement, accountability, etc). Vendor platforms are also likely to be more nimble and responsive given their high degree of specialization and narrow scope. Finally, vendor platforms are able to promulgate best practices and lessons learned from the experiences of other schools that have transitioned to online evaluations, and updates are done off site and after considerable testing.

The committee formally reviewed and evaluated five course evaluation systems, using the following criteria: (i) ability to include multiple levels of questions (e.g. university, divisional, departmental, instructor); (ii) appearance; (iii) ease of use; (iv) data issues related to survey functionality; (v) data issues related to data extraction and reporting.

Ultimately, in consultation with Associate Provost Michael Dantley, the committee elected to adopt the *What Do You Think* platform,<sup>5</sup> and planned a limited fall 2011 pilot with the expectation that use would then increase across campus each semester leading to eventual universal adoption in fall 2013.

### *III. Pilot Summary.*

The fall 2011 pilot had an initial target participation group of two departments per division. The committee's greatest concern was, and remains, student response rates. Some universities that use digital course evaluations require students to complete or opt out of course evaluations (by, for example, restricting access to computing services until evaluations are completed or opt out is exercised). Other universities offer students incentives for completing course evaluations, such as earlier access to final grades. These restrictions/incentives can require significant institutional resources (especially IT) up front.

Miami has used fairly limited response incentives. In fall 2011, students who completed all course evaluations were entered into a drawing to win one of three five-seat blocks in a suite for a Miami University home hockey game. In spring 2012, the committee offered students a chance to win one of fifty \$25 gift cards for the Miami University bookstore. Finally, in fall 2012, the committee secured the FSB marketing organization Phi Sigma Epsilon (PSE) to develop an extensive awareness and marketing campaign for digital evaluations. PSE's campaign included an internal branding of the platform (Hawk Squawk), the extensive use of social media, and a large number of Miami-related promotional items (e.g. parking passes; reserved study space in King library; earlier access to course registration) linked to evaluation completion.

As a point of comparison, the committee estimated that the response rate for paper evaluations (derived from spring 2011 data) was roughly 70%.<sup>6</sup>

<sup>4</sup> The committee also reviewed a small, internally developed digital evaluation platform, but it, too, did not compare well to the best available alternatives.

<sup>5</sup> *What Do You Think* is supported by CollegeNet, the same vendor that provides Miami's online graduate school application system.

<sup>6</sup> This actually overstates the true response rate, since courses that did not administer evaluations were not included in the data. One benefit of digital course evaluations is that they can be set up so that no courses are excluded.



### 1. Key Pilot Statistics.

In the table below, **Units** represents the number of departments or programs participating in digital evaluations in a respective term; **STU (FAC)** is the number of students (faculty) participating. **SECS** represents the total number of sections, and **EVALS** the total number of possible digital course evaluations. The overall response rate is captured by **RR**; note that response rates vary across academic divisions.

<b>Semester</b>	<b>Units</b>	<b>STU</b>	<b>FAC</b>	<b>SECS</b>	<b>EVALS</b>	<b>RR</b>
<b>Fall '11</b>	18	11,709	353	902	22,175	60%
<b>Spring '12</b>	41	15,310	613	1,413	33,543	60%
<b>Summer '12</b>	29	3,100	201	263	4,070	31%
<b>Fall '12</b>	60	20,073	1,033	2,490	64,075	54%

### 2. Satisfaction Survey Results.

Shortly after the close of the digital evaluation periods in fall 2011 and spring 2012, a satisfaction survey was sent to all students and faculty participating in the pilot. Among the questions asked were:

1. Overall, I am satisfied with the performance of the online course evaluation system. (**Overall satisfaction**)
2. Overall, I prefer this online evaluation system to Miami's paper evaluations. (**Prefer to paper**)

The response scale was strongly disagree (1) to strongly agree (5).

	<b>Fall 2011</b>		<b>Spring 2012</b>	
	<i>Faculty (n=138)</i>	<i>Students (n=923)</i>	<i>Faculty (n=123)</i>	<i>Students (n=713)</i>
<b>1. Overall satisfaction</b>	3.15	4.23	3.38	4.09
<b>2. Prefer to paper</b>	3.10	4.07	3.21	3.98

### IV. Moving Forward.

All courses will be digitally evaluated beginning fall 2013. In preparation, in spring 2013 all courses are being digitally evaluated unless an explicit "opt out" option is exercised.

The Provost has named an ad hoc committee (attached to Academic Policy Committee) charged with making recommendations related to the course evaluation process and the system's oversight and administration. In addition, a program administrator, Susan Cramer from the ISA department, has been named to ensure the smooth execution of the digital course evaluation process.

To date, the ad hoc committee and program administrator have recommended or adopted the following details about the operation of the digital course evaluation system:

- Fall and spring semesters will each have two evaluation sessions – session 1 will be structured around first half sprint courses, and session 2 will be structured around courses that are completed at the end of the semester.
- The evaluation period will be roughly two weeks in length.
- The evaluation period will generally end before the start of the final examination period.
- Evaluation results will be available within three hours after final grades are due to the Registrar.

***Ad Hoc Committee on Faculty Evaluations  
Report on the Fall 2011 Pilot, 1/20/12***

Respectfully submitted by:

- Sarah Bauer (student representative)
- Mike Curme (FSB)
- Diane Delisio (SEAS)
- Susan Ewing (SFA)
- Ann Frymier (CAS/GSOARS)
- Carole Johnson (University Communications)
- Don Kidd (IT)
- Tim Kuykendoll (Office of the Registrar)
- Vahagn Manukian (MTH/Regional)
- Dave Scoville (IT; Niihka)
- Cecilia Shore (CAS/CELTUA)
- Neal Sullivan (CAS/OARS)
- Rose Marie Ward (SEHS)
- Dave Woods (IT)

## I. EXECUTIVE SUMMARY

The ad hoc committee on faculty evaluations was assembled in February, 2011 and **charged with determining (quoting from the charge) “through pilot tests (during spring 2011 or fall 2011), the following:**

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

Most of the issues related to our charge were addressed in a 5/20/11 [Preliminary Report](#) and 8/11/11 [Report to Faculty](#). In the latter report, the committee – charged with developing a plan for implementing online evaluations – recommended a fall 2011 **pilot of CollegeNet’s *What Do You Think*** online evaluation platform.

A thorough review and analysis of the fall pilot is provided in sections II and III, respectively, of this report. In short, the committee feels that the potential for digital course evaluations to enhance teaching and learning depends critically on increasing the student response rate above the level observed in the pilot. Additionally, given some customization, the ***What Do You Think*** platform appears capable of meeting our institutional needs.

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

The committee was disappointed with the response rate for the end of term (phase 3) pilot (roughly 60%). A survey of student and faculty participants indicates that students were aware of the online course evaluation process and that the evaluations were easy to find and complete. The only incentives for completing digital course evaluations were the urging of faculty, a small student run marketing campaign, and the chance to win tickets to a MU hockey game. Thus, more explicit incentives seem warranted, and the committee recommends that the university adopt the most commonly used incentive associated with online course evaluations: earlier access to grades for students who complete all course evaluations. Additionally, Miami should also consider allowing **students who complete course evaluations to view summary information on instructors’** prior evaluations. It should be noted, however, that these incentives are costly, in that they require IT resources both in terms of development and ongoing administration. For this reason, and given the great potential value of course evaluations to teaching and learning, the university should also **explore ways to “require”** students to complete (or opt out of) course evaluations. In the meantime, faculty who remain concerned about response rates should be encouraged to have students complete the evaluations in class using laptops.<sup>1</sup> It should be noted, however, that this practice creates its own set of issues, in that faculty teaching the same course may end up evaluating their courses differently. In addition, it is not known what sort of server bottleneck issues might be

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<sup>1</sup> Students who do not own or forget to bring a laptop to class have the opportunity to complete the evaluation outside of class.

caused in Miami's network or CollegeNet's system if this practice becomes widespread during the last week of classes.

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

Distributing the right paper course evaluation to any given class is a relatively easy task for an instructor. The pilot highlighted a number of challenges associated with digitally identifying each unique "class" (specific instructor/student combination) to be evaluated. Some of these complications will be eliminated when the entire university (all classes) moves to digital evaluations.

**3. The committee recommends that the responsibility for policy decisions related to digital evaluations be quickly transitioned to the Academic Policy Committee.**

There are a number of important policy issues related to digital course evaluations that the ad hoc committee has had to decide, temporarily, in order to move forward with the pilot. All policy questions related to the nature, scope, timing, distribution, storage, general oversight, etc. of online course evaluations should be considered and ultimately answered by a standing faculty committee; some immediate pressing concerns include e.g.:

- The length and timing of the evaluation period(s), and in particular whether the evaluation period should overlap the final exam period.
- The number of evaluation periods each semester.
- The process(es) for adding (or changing) evaluation questions at all levels (university, division, department, instructor, and across other attributes such as honors courses, Miami Plan courses, etc). This should include a consideration of the overall length of the survey and the prevention/elimination of redundancy in questions across levels.
- Incentives for encouraging response rates.
- Access rights and processes for using the resulting data for purposes of institutional research, etc.
- Administrative access rights and related controls.
- Review rights to results across **different "levels" (university, division, department, instructor, etc).**
- Process and timeline for the elimination of paper evaluations.

**4. Recommendations beyond the pilot.**

The committee has established the following explicit short run goals for improving the performance of the **What Do You Think** system for the spring semester 2012:

- More explicit response incentives for students.
- More university communication to students regarding the use and value of course evaluations, and more communication to faculty regarding the need to encourage students to complete course evaluations.
- **An explicit agreement between the Provost's office and IT that the data transfer task from Miami to CollegeNet will be a top priority.**

- Input from the conversation recommended in #2 above that will allow for a better institutional understanding of (and, thus, fewer system issues related to) the idiosyncrasies associated with cross-listed, team-taught, lecture-lab, online, sprint and other non-standard courses.
- The development of a simple review process that involves each department signing off on and verifying the courses to be evaluated in the digital system.
- The establishment of a more formal timeline for the university-wide adoption of digital course evaluations.

The committee has also identified the following as important longer run goals:

- The gradual transfer of the administrative oversight of the digital evaluation **system from the Online Evaluation Committee to the Provost's office.**
- Clearly communicating with CollegeNet the institutional expectations for platform performance and support.
- Identifying and committing the internal resources necessary to allow for the efficient execution of the digital course evaluation system.
- The development of a consistent process for the centralized downloading and storage of all data and reports generated by the *What Do You Think* system.

## **II. REVIEW OF THE PILOT STRUCTURE**

At the recommendation of the Online Course Evaluation Committee, Miami University piloted CollegeNet's *What Do You Think (WDYT)* online course evaluation platform during the fall semester 2011. The pilot was carried out in three phases; the phases are briefly described below and then evaluated in part III of this report.

### ***Phase 1: INTERNAL COMMITTEE TEST (September 22-September 28)***

The initial phase of the pilot occurred in September (running from 9/22 until 9/28), and was a test run of the system conducted exclusively within the committee, using a very small data transfer **from Miami University's central IT to** CollegeNet. Each committee member was able to access the *WDYT* system as both a student and an instructor, which allowed the committee to (i) see the platform from the perspectives of a student, receive announcements and reminders about the availability of online course evaluations, and complete multiple course evaluations; (ii) see the platform from the perspective of a faculty member and observe response rates and evaluation reports; and (iii) execute and get a better sense of the myriad system administrator tasks associated with a course evaluation session. This experiment also allowed IT to test the functionality and security of the link into the CollegeNet system through myMiami, and provided a trial run of the data transfer protocol through which the course/instructor (to be evaluated) and student (to complete the evaluations) information is passed from Miami University to CollegeNet.

### ***Phase 2: LIMITED SPRINT COURSE PILOT (October 6-October 16)***

The committee evaluated the first half semester sprint classes for pilot departments choosing to participate. The committee opened the evaluation period the Thursday night before the last scheduled week of the first half semester sprint term (10/6/11), and

the window remained open until the Sunday night after the end of the term (10/16/11). **This “pre-pilot” allowed the committee to test the platform using real courses (36),** instructors (27) and students (957). In addition, the hyperlink to CollegeNet was moved from the development to the production server and added to the My Courses section of myMiami. This was also the first test of the data transfer protocol using real courses/instructors and students.

### ***Phase 3: END OF TERM PILOT (December 4-December 18)***

The final phase of the pilot was formally executed between 12/4/11 and 12/18/11, and included most of the classes from the participating departments ending on 12/10/11 (the formal close of fall semester full term courses). The departments formally participating in this phase were: CHM, CSE, DMS, ECO, EDP, GEO, KNH, NSG, and SPN/POR. Two other departments, ARC and THE, significantly opted into the pilot, as did a few other faculty from outside of these participating departments. Overall, about 393 instructors in 960 courses/sections and around 12,000 students were included in the last phase.

### **III. ANALYSIS OF THE PILOT**

The three most prominent concerns of the committee going into the pilot were:

- Data transfer issues, **and the identification of the “unit of observation.”**<sup>2</sup>
- Response rates.<sup>3</sup>
- System performance.<sup>4</sup>

#### ***Phase 1: INTERNAL COMMITTEE TEST (September 22-September 28)***

Data transfer. The mock data transfer was executed without significant issue. The exercise provided IT with the opportunity to test its script for pulling the information requested by CollegeNet from our Banner system and returning the data to CollegeNet in a form that is recognized by its system while also properly defining, from our perspective, the unit of observation for course evaluations.

Response rates and overall system performance. Committee members were able to access the **WDYT** online platform through the Miami University development server without significant issue. The platform performance was deemed acceptable from each (student, faculty and administrator) perspective, although the platform was not stretched significantly.

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<sup>2</sup> This relates to the ability of our IT group to effectively communicate with the CollegeNet IT team to identify the courses/instructors to be evaluated and the students to receive evaluations. More generally, the data transfer protocol precisely defines each virtual “classroom” to which (digital) course evaluations are to be distributed. In essence, then, this step defines the unit of observation for the system that then determines (i) *which students* will be invited to complete a course evaluation, (ii) the *specific questions* that a course evaluation will contain, and (iii) who will have **access to the report** summarizing the input received from the students within a defined unit. Properly identifying (defining and then flagging via the data transfer protocol) the unit of observation is perhaps the biggest challenge encountered throughout the entire pilot process.

<sup>3</sup> In particular, relative to our estimates of paper evaluation response rates. Related to this concern are the various biases that might be associated with the non-random sampling process.

<sup>4</sup> E.g., will students and faculty find the system easy to use? Will the system operate effectively with respect to user access and basic administrator functions? This latter issue is particularly important, since the system administrator function is perhaps the primary task toward which Miami University will have to dedicate resources to a digital, vendor hosted course evaluation system.

***Phase 2: LIMITED SPRINT COURSE PILOT (October 6-October 16)***

Data transfer. The data transfer was executed without significant issue. The sign on to the **WDYT** platform was moved to the production server for this phase, and student access to the course evaluations was through a link for each participating course located in myMiami/My Courses.

Response rates and overall system performance.

Overall, the student response rate was 66%, in spite of the absence of explicit incentives. **Very few “help” emails** related to the system were received: 957 students were invited to participate in the course evaluation process, and a total of 11 students submitted emails seeking help with the system. Almost all of these inquiries were questions about accessing the **WDYT** system, as **some students were searching for “course evaluations”** in the myMiami Quick Links area, and found an old, disabled link to a different, internal online course evaluation network.

After the first half semester sprint grades were submitted and faculty had access to the **WDYT** evaluation reports, all faculty and student users were invited to complete a digital satisfaction survey developed by the committee. Survey results indicated overall satisfaction with the system and support for moving to digital course evaluations:

- Faculty (7 respondents/27 invitations): Faculty expressed overall satisfaction (4.14 on a 5-point scale) with the **What Do You Think** platform, and all means related to questions about the performance of the system were higher than 4. There was some concern that the evaluation period was too short. Open ended comments did not yield any concerns that the committee had not already considered.
- Students (103 respondents/957 invitations): Students indicated overall satisfaction (4.13) with the **What Do You Think** platform, and all questions regarding system performance had means in excess of 4. One theme that emerged from the open ended comments was student concern over anonymity. Therefore, the anonymity issue was addressed in every announcement and e-mail reminder used in phase 3 of the pilot (end of term evaluations).

The **committee’s evaluation of phase 2 was bolstered** by CollegeNet’s **willingness and ability** to provide individual faculty reports just after final exams were due for the pilot courses, as opposed to waiting until the end of the fall term (e.g. December) to provide these reports. Given the available evidence regarding system performance, the committee was very confident that the final phase of the pilot would run smoothly from a technical perspective, **although there were some concerns about CollegeNet’s administrative support.**

One specific concern about system performance during phase 2 was that the evaluation period was opened before the scheduled time. Students and faculty were notified via email of the system opening several hours before the evaluation system was actually

accessible; **the “term start”** announcement went out around 2:00pm on Thursday 10/6/11, and the evaluations could not be accessed until roughly midnight.

In preparation for phase 3, the committee worked with Carole Johnson (University communications), PR Visions (a strategic communication student organization), the Associated Student Government, and the chairs of the participating departments to inform and prepare the university community for the **last phase (“end of term”) of the pilot**. This effort was complicated, to a degree, by the limited scope of the pilot – more departments on campus were **not** participating than participating, and even within participating departments, some faculty elected to opt out of the system (and other faculty, from non-participating departments, elected to opt in).

Much of the communication related to phase 3 focused on the crucial issue of response rates. Research on digital evaluations suggests that the most important factors in promoting high student response rates are (i) student understanding of the use/importance of course evaluations; (ii) faculty encouragement and input into factor (i); and (iii) explicit response incentives, in particular earlier access to grades. The committee was concerned about the lack of explicit incentives, but was encouraged by the 66% response rate from phase 2.

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

### ***Phase 3: END OF TERM PILOT (December 4-December 18)***

Data transfer. There were a number of issues associated with the data transfer:

- Some courses (about 60) expecting to be evaluated were not included in the initial data transfer.<sup>5</sup> Most of these omitted courses were added into the system on 12/8/11. Although the evaluation period for these courses ended up being the same length as the evaluation period used for the first half semester sprint courses (phase 2), the response rate here (42%) was lower than the 61% rate for the other 902 end of term courses that had the longer evaluation period (starting 12/4/11). In part, this highlights the need to clearly define the number of evaluation “sessions” to be deployed in a semester for digital evaluations; i.e., should a different evaluation session be administered for every set of courses with a common end date? The committee believes this is a policy matter that will have to be addressed by the Academic Policy Committee.<sup>6</sup>

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<sup>5</sup> Almost all of these were sprint (non-full term) courses. There was also one course that was omitted because it was cross-listed with three other (non-participating) departments, and the enrollment in the participating department’s CRN was less than 5. The committee’s intent was to include all courses in the phase 3 pilot with the same ending date as full-term courses.

<sup>6</sup> For spring 2012, the committee will use two sessions – one to capture all courses that end on or before the end date of first half semester sprint classes, and the other to capture all courses that end after this date.



- Some (about 15) course sections could not be uniquely identified within the **WDYT** system.<sup>7</sup> This issue was resolved manually before the evaluation period opened for phase 3, but the problem underscores the need to more consistently label unique courses/sections through the CRN assignment process. Currently, **Miami's assignment of CRNs** is ad hoc, inconsistent, and often a reflection of the **good will of the registrar's office trying** to make things easy for departments (and thus idiosyncratic). As noted, such lack of coordination makes it very difficult to construct an algorithm for the data transfer process that assigns course evaluations in a way that mimics the current paper process.
- Some (fewer than 5) instructors from non-participating departments were pulled into the online system.<sup>8</sup> In addition, some students (fewer than a dozen) were excluded from the system.<sup>9</sup>
- Some faculty members (around 40) were associated with incorrect, numeric email addresses that actually reflected the CRN of one of their courses. It is not clear why this occurred, but the problem was fixed manually early in phase 3, so **did not affect faculty's ability to review reports**.
- Some "courses" with fewer than 5 students enrolled were included in the system.<sup>10</sup>

CollegeNet's most impressive administrative support throughout the entire process was in working with us to resolve the issues above. At the same time, one of the biggest failures of the system occurred in this phase – it appears that the **WDYT** system failed to email one of the reminders to the students. CollegeNet has been unable to confirm this since excessive server traffic apparently caused them to lose the logs of some outgoing email activity on the day in question.

#### Response rates and overall system performance.

Overall, the student response rate was about 61% (although, as noted, there was a lower (42%) response rate for the courses added into the system late). However, the 61% response rate includes a number of sections that were expected to use digital evaluations that ultimately opted to use paper instead. Again, the actual response rate of nearly

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<sup>7</sup> This occurred in cases where (i) a course section had more than one assigned instructor and more than one CRN per instructor, and/or (ii) different courses/sections were assigned the same instructor and meeting time/location. In these cases, the algorithm used in our data transfer process either assigned a unique course/section multiple "combined section" numbers, or the same "combined section number" was assigned to different courses/sections. In that a course/section is the unit of observation within the **WDYT** system, each must have a unique "combined section" number (and vice versa).

<sup>8</sup> This occurred with cross-listed courses having a common CRN that were team-taught by participating and non-participating faculty. Obviously, this will not be a concern if/when a digital system is universally adopted.

<sup>9</sup> This occurred for a cross-listed course (one participating department, one not participating) that used different CRNs for each departmental designation. Again, this will not be a concern if/when a digital system is universally adopted.

<sup>10</sup> These were typically independent or dissertation studies such that the sum of the enrollments across all instances for a faculty member exceeded 4 (e.g. a **single faculty member with 5 or more independent studies**). The committee's intent was to exclude all individual study experiences, but this too may be a policy matter best addressed by the Academic Policy Committee.

two-thirds was achieved in spite of the absence of significant explicit incentives. The only material incentive for students was the chance to win one of three 5 seat blocks in a suite for the Friday, January 21 Miami-WMU hockey game. It seems likely that response rates will remain below 70% unless more explicit incentives (such as earlier access to grades or extra credit) are adopted. Students could also be required to complete (or explicitly opt out of) the course evaluations.

Very few, if any, system performance issues were encountered by students and faculty. The [courseevals@muohio.edu](mailto:courseevals@muohio.edu) entity account received 37 emails from students, and most of these inquiries were related to finding the link to the online course evaluations (located on myMiami in My Courses). There were a total of 8 emails received from faculty, most related to the data transfer issues already discussed.

Similarly, the IT help desk (as of 12/14/11) received only 6 calls regarding the **WDYT** platform, and 4 of these were for help locating the link. Given that almost 12,000 students and roughly 400 faculty members were involved in this phase of the pilot, the **committee's assessment is that the platform performed well and is easy for students and faculty to use.**

The impression above was confirmed by a follow up survey administered to faculty and students after the phase 3 evaluation period concluded and instructors received reports. Survey results indicated:

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

<b>Issue</b>	<b>Rating...</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
<b>Satisfaction</b>		<b>27</b>	<b>21</b>	<b>21</b>	<b>31</b>	<b>32</b>	<b>3.15</b>
<b>Prefer to paper</b>		<b>33</b>	<b>17</b>	<b>29</b>	<b>14</b>	<b>41</b>	<b>3.10</b>

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

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

*You Think* platform, and expressed a preference for the digital system over the current paper process (4.07).

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

Both surveys as well as anecdotal evidence indicate that some faculty members had students complete the online course evaluations during class (by using a computer lab or asking students to bring laptops to class). While this practice fails to capture some of the benefits of online course evaluations (e.g. additional class time; more time for students to make written comments), the practice also mitigates some of the major concerns (low response rates; students evaluating the course at different points in time).

One additional faculty concern of note focused on the timing of the evaluation period; some faculty strongly believe that the evaluation period should close before final exams **begin**. **The committee's review of current practice in the top 20 *U.S. News and World Report* colleges** suggests that 19 of the 20 use online course evaluations, with 9 closing the evaluation period after finals are over, and 8 closing the evaluation period before the start of finals (in the other 2 cases we were unable to identify the relevant information). This is another example of an important policy issue that should be decided by the Academic Policy Committee. For spring, 2012, the evaluation period for full semester courses will run the last two weeks of class (April 15-April 29), and close before the start of final exams.

# **DIGITAL COURSE EVALUATION REPORT**

**MIAMI UNIVERSITY  
BOARD OF TRUSTEES  
ACADEMIC AND STUDENT AFFAIRS  
COMMITTEE  
APRIL 25, 2013**

# HISTORY AND CONTEXT

March 2010: Senate approves six common university-wide course evaluation questions

- *My instructor welcomed students' questions.*
- *My instructor offered opportunities for active participation to understand course content.*
- *My instructor demonstrated concern for student learning.*
- *In this course I learned to analyze complex problems or think about complex issues.*
- *My appreciation for this topic has increased as a result of this course.*
- *I have gained an understanding of this course material.*

## HISTORY AND CONTEXT, 2

**Start February 2011:** *Digital course evaluation committee created*

**Examine pros/cons:** *Digital cheaper, cleaner, easier; concern over responses rates*

**Research in-house vs hosted:** *More secure; scale advantages and profit incentive*

**Review five platforms:** *Graded on dimensionality, appearance, ease of use, narrow and broad data issues*

**Pilot:** *Very limited spring 2011; wider pilots starting fall 2011*

# PILOT ISSUES

Platform performs well

Difficult to replace human judgment

*Enrollments > 4*

*"Form" triggered by subject*

*All listed instructors evaluated*

*Combining rule: same day(s), time(s),  
room(s), title*

Number of sessions and evaluation period  
(finals week?)



## PILOT ISSUES, 2

- Response Rates and Incentives
  - Fall 2011: Hockey tickets*
  - Spring 2012: Fifty \$25 bookstore cards*
  - Fall 2012: Pi Sigma Epsilon campaign*
- New departments --> lower marginal response rates --> lower average
- Extra credit seems to be effective
- Smaller/upper level courses higher
- Other options (earlier access to grades; intranet block until complete/opt out)
- Paper response rate: 70%



# PILOT RESULTS

<b>SEM</b>	<b>DEPTS</b>	<b>STU</b>	<b>FAC</b>	<b>SECS</b>	<b>EVALS</b>	<b>RR</b>
Fall '11	18	11,709	353	902	22,175	60%
Spr '12	41	15,310	613	1,413	33,543	60%
Sum '12	29	3,100	201	263	4,070	31%
Fall '12	60	20,073	1,033	2,490	64,075	54%
Spr '13...		21,208	1,486	3,955	85,836	tbd

# PILOT RESULTS

*Overall satisfaction (scale: 1-5 (best))*

	Fall 2011	Spring 2012
Students:	4.23	4.09
Faculty:	3.15	3.38

*Prefer to Paper (scale: 1-5 (strongly agree))*

	Fall 2011	Spring 2012
Students:	4.23	4.09
Faculty:	3.15	3.38

# MOVING FORWARD

- Program Administrator (Susan Cramer)
- Ad hoc Committee (attached to Academic Policy)
- Spring 2013 move to "opt out"
- Fall 2013 "full" implementation

# MOVING FORWARD

## *POLICIES*

- Two sessions per term (aided by calendar change)
- Evaluate last two weeks of class (not including finals week)
- Results available 2 hours after final grades due
- Combine data with other sources into BI framework



# QUESTIONS?

# REPORT ON UNDERGRADUATE ACADEMIC ADVISING

*MIAMI UNIVERSITY*

APRIL 25, 2013

According to the National Academic Advising Association and David S. Crockett, Senior Vice President of Noel-Levitz, university and college advising systems should be evaluated on the following factors:

**MANAGEMENT:** an organizational model for the delivery of advising services which has a designated authority who promotes integration and accountability

**POLICY:** a comprehensive written statement of institutional philosophy in relation to academic advising and policies and procedures aligned with that philosophy, including guidelines on ratio of advisees to advisor and approaches to advising sessions

**ASSESSMENT AND EVALUATION:** a clear statement of goals and outcomes as well as a systematic program for evaluating goals and assessing outcomes, including the ongoing collection of data which are analyzed and then used for improvement

**DELIVERY SYSTEM:** a clear and transparent system of advising that uses advising and academic support personnel in purposeful, rational, and efficient ways and provides sustained support for the holistic needs of students, including the special needs of subpopulations of students

**TRAINING & DEVELOPMENT:** a comprehensive, regularly scheduled and ongoing training and development program for all those involved in advising students

**INFORMATION SYSTEM:** a comprehensive information system that provides academic advisors and students with the information and resources they need and when they need them and that enables accurate and timely communication between advisor and advisee as well as among all of those involved in advising

**REWARD AND RECOGNITION:** meaningful rewards and recognition for those involved in academic advising

The table below demonstrates the progress we have made in terms of these factors this year and what we hope to make in the future:

<b>Factor</b>	<b>Prior to Fall 2012</b>	<b>2012-2013</b>	<b>2020</b>
Management	Highly decentralized management with one university council that met sporadically and different chair appointed almost every year; no entity assigned clear authority for oversight & accountability of university-wide advising	In collaboration with Student Affairs, Associate Provost assumes leadership over university-wide council; clear charge and organization structure for Council developed	A centralized structure with a respected, nationally recognized leader with the capacity to coordinate, integrate and hold units accountable for advising excellence
Policy	No formally articulated and shared philosophy, goals, or outcomes for advising; differing perspectives among different divisions	Shared "learner-centered" advising philosophy with clear objectives and outcomes is created	Advising philosophy is widely understood, informs practice and is reviewed and modified periodically
Assessment & Evaluation	Evaluations are done sporadically & mostly at unit or division level; evaluations are not aligned to university-wide advising philosophy; no assessment of learning outcomes is conducted.	Assessment plan aligned with advising philosophy goals and outcomes is developed for implementation in 2013-2014	Ongoing assessment and evaluation are commonplace; annual retreats are held for key advisors to establish priorities for improvement based upon analysis of data; highly reflective advisors who willingly share concerns and problems and collaborate for improvement
Delivery System	Highly decentralized model is in effect with students feeling confused about where to go for what type of help; uneven collaboration and communication exists among different advising units	New and more integrated model of first-year advising is developed and approved by members of the Council (see summary below) with improved support for subpopulations of students.	Integrated model is extended to all four years of the undergraduate experience. Miami undergraduate advising system is seen as an exemplary developmental model of innovation, effectiveness, and efficiency fueled by powerful partnerships across all units. Miami graduates are well prepared to make informed decisions for lifelong and professional success.

Training & Development	Decentralized training and development exists, with different divisions overseeing their own programs and inviting participation from other units	Agreement is secured that all divisions will co-design a comprehensive training plan with the academic divisions taking the lead on coordination of the training of academic advising and Student Affairs taking the lead on socio-emotional/transitional advising; some online advising modules are developed.	Regularly scheduled, ongoing advising development and training are offered annually for all individuals involved in academic advising. Some portions are required for all advisors while others are optional. Advising certificates are awarded to those who complete an appropriate amount of training and development. The advising training and development opportunities are so exemplary that they are made available to advisors from other institutions for a fee.
Information System	Highly decentralized. There is no comprehensive site of advising information or shared use of resources/tools; over 20 different electronic advising tools, many of which were not integrated with one another, exist at Miami.	Agreement exists among all council members on a shared set of e-tools to be used consistently across the University; development of new "My Advising" tab on MyMiami for advisors and students to ensure greater consistency in information	Well-integrated and comprehensive resources and e-tools are used consistently by all those involved in academic advising; appropriate e-tools and resources are readily available to students to assist them in making informed decisions
Reward & Recognition	No formal rewards or recognition are given at the university level	New advising excellence awards are formally established; two winners (one faculty and one staff) will be named in September 2013	A Presidential Academy of Distinguished Advisors is created to guide future advising-related policy and planning; a Miami advisor wins an advising award from a national organization, such as NACADA.



## ***New Integrated Model of First-Year Advising***

### **College Transition & Socio-Emotional Support**

Coordinated primarily by Student Affairs but advanced by all advisors who

- Offer socio-emotional support and guidance on the transition to college (e.g., gaining a sense of belonging, forging friendships, overcoming homesickness, creating a healthy lifestyle, resolving interpersonal conflicts, extra- and co-curricular involvement)

### **First-Year Experience Course**

Collaboratively designed by Residence Life staff, divisional staff advisors, academic support specialists, and faculty advisors from each division but coordinated by Student Affairs:

- Features several modules that are offered to all students (e.g., summer reading, academic integrity, e-advising tools, healthy lifestyle, time management) and one or two modules that are specific to the division of the student's major
- Inverted or flipped classroom approach with discussion breakouts led by peer advisors and Residence Life staff.

**STUDENT**

### **Special Support for Subpopulations**

Coordinated and provided primarily by:

- Career Services
- Harry T. Wilks Leadership Institute
- Howe Center for Writing Excellence
- Office of International Education
- Liberal Education
- Pre-Law, Pre-Med Centers
- Rinella Learning Center
- Student-Athlete Academic Support Services
- University Honors Program
- Office of Diversity

### **Academic Advising**

Coordinated primarily by Academic Affairs but advanced by all advisors who

- Provide expert advice on the MU curriculum, divisional requirements and requirements of the student's major.
- After the first year or once a student declares a major, he or she is assigned a faculty advisor within the department of his/her major.

Each student is assigned one primary advisor who is the main contact for that student throughout the year but who will refer the student to specialists and other advisors as needed.

Primary advisors in the first year could be a faculty member, Residence Life staff member, or divisional staff member. All are trained by Academic Affairs on curricular matters, by Student Affairs on Socio-emotional matters and support units on special needs.

# UNDERGRADUATE ACADEMIC ADVISING

***MIAMI UNIVERSITY***

Carolyn Haynes

Interim Associate Provost

Chair of the Undergraduate Academic Advising Council

# Key Advising System Factors

- Management
- Policy
- Assessment & Evaluation
- Delivery System
- Training & Development
- Information System
- Reward & Recognition





# Current Advising System

# Advising Factors (Pre-2012-13)

- **Management:** highly decentralized with one university-wide committee that had no authority for oversight & accountability
- **Policy:** no shared and formally articulated philosophy goals, outcomes; differing perspectives on advising among the divisions
- **Assessment:** evaluations conducted sporadically or at the unit level; no assessment of student learning outcomes

# Pre-2012-13 Factors

- **Delivery System:** Hand-off from one advisor to another, with students confused about who to go for what assistance; uneven collaboration and communication among advisors
- **Advisor Training:** Conducted unevenly and at unit level only
- **Information System:** Over 20 different advising e-tools, many of which did not “talk” to one another; no comprehensive site for advising resources and information
- **Recognition:** No formal rewards at university level

# Vision for Advising in 2020



# Miami 2020 Vision for Advising

- **Management:** Centralized structure with the capacity to coordinate, integrate, and hold diverse units accountable
- **Policy:** Widely understood university advising philosophy that informs practice and is reviewed and modified periodically
- **Assessment:** Ongoing assessment and evaluation with data analyzed at annual retreats and used to establish priorities for improvement; highly reflective advisors who collaborate productively and purposefully



# Miami 2020 Vision for Advising

- **Delivery System:** MU advising system is seen as an exemplary developmental model of innovation, effectiveness and efficiency fueled by powerful and productive partnerships among all units
- **Training:** Comprehensive advising training for all advisors; advising certificates awarded to MU advisors and advisors from other institutions
- **Information System:** Well-integrated and comprehensive resources and e-tools used consistently by all advisors; appropriate and readily accessible e-tools for students
- **Recognition:** Provost Academic Advising Awards established; national recognition for MU



Undergraduate Academic Advising

# 2012-2013 PROGRESS STEPS

# Revised Undergraduate Academic Advising Council

- Appointed Interim Associate Provost as chair
- Executive Council (6 members)
- Council (21 members from all divisions)
- Six Subcommittees:
  1. Professional Development
  2. Technology
  3. Communication
  4. Assessment
  5. Transitions
  6. Policy

# New Shared Advising Philosophy

**Learner-centered advising** requires advisors and academic support specialists who are experts in their area of responsibility, *see every opportunity the student needs to make a choice as a learning opportunity*, and assist students in steadily gaining ownership over the whole college experience.

Advisors serve a purpose that is similar to that of faculty. Through the art of conversation and dialogue, they teach students purposefully and intentionally to value the learning process, apply decision-making strategies, put the college experience into perspective, set priorities, develop thinking and learning skills, and make informed choices.

# New Advising System Goals

- Academic advising practice and policy are grounded in the learner-centered philosophy statement.
- Learner-centered advising goals and outcomes are advanced across the institution.
- Roles and contributions of different types of advisors and academic support personnel are clear; appropriate training and ongoing evaluation for advisors and academic support personnel are in place.
- The advising system is easy to navigate, sustainable, and collaborative across all units.
- Technology and data are leveraged efficiently, effectively, and consistently to improve advisement.

# New Advising Outcomes

- Students understand the advising system and where to find answers to questions.
- Students understand the roles of advisors and academic support personnel and have a sustained connection with at least one advisor.
- Students know their graduation requirements and use advising tools to manage timely degree completion.
- Through meaningful dialogue with their advisor, students craft a developmentally appropriate educational and career plan.
- Academic advising is a dynamic partnership between student and adviser, leading to intentional course selection, co-curricular involvement, and career planning.

# New & Revised Policies

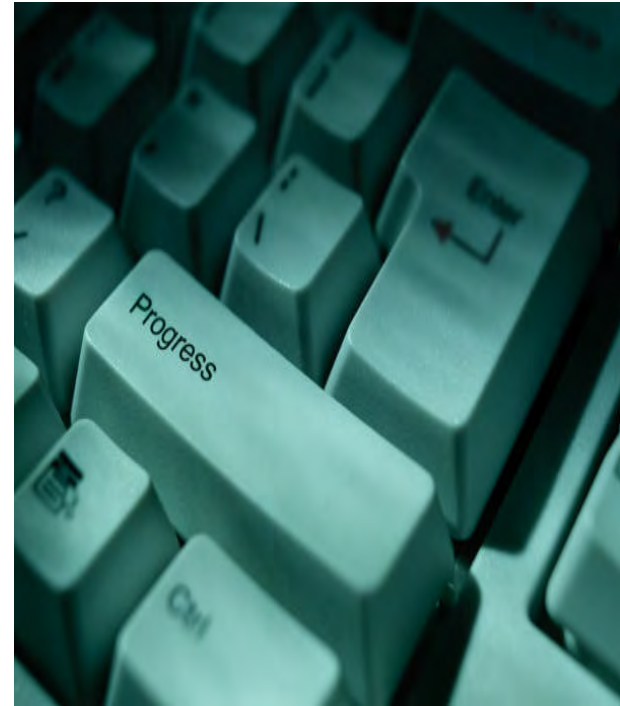
1. Revised Course Repeat Policy
2. Revised Add-Drop Policy
3. Revised Policies To Align With New Calendar
4. Change in Credit Hour Requirement for Relocation
5. Dual Enrollment & PSEO Guidelines
6. Policy on Timing of Associate of Arts Degree
7. Deleting Courses Policy and Procedures
8. Policy on Undergraduates Taking Graduate Courses
9. Policy on Pre-Requisites, Co-Requisites, and Concurrent Enrollments
10. Policy for Cross-Listing Courses





# New & Planned E-Tools

- Interactive Degree Audit Report
- U.Direct
- Early Alert Warning & Advising Note/Scheduling System
- “My” Advising Tab on MyMiami for students and advisers





# Improved Support for Special Populations

- Undecided Students: New University Studies Program
- Waitlisted & Relocation Students: New Oxford Pathways Program (to be launched 2013-2014)
- Student-Athletes: Partnership among IAC and Academic Divisions led to significant improvements
- Students on Academic Warning and Probation: Ad Hoc Working Group is reviewing the intervention processes (Spring 2013 for implementation in 2013-2014)
- Stop-Out Students: Interventions made with students with 120+ credits who have not graduated
- High-Ability Students: Revision of University Honors Program and new Academic Scholars Program (to be launched 2013-2014)

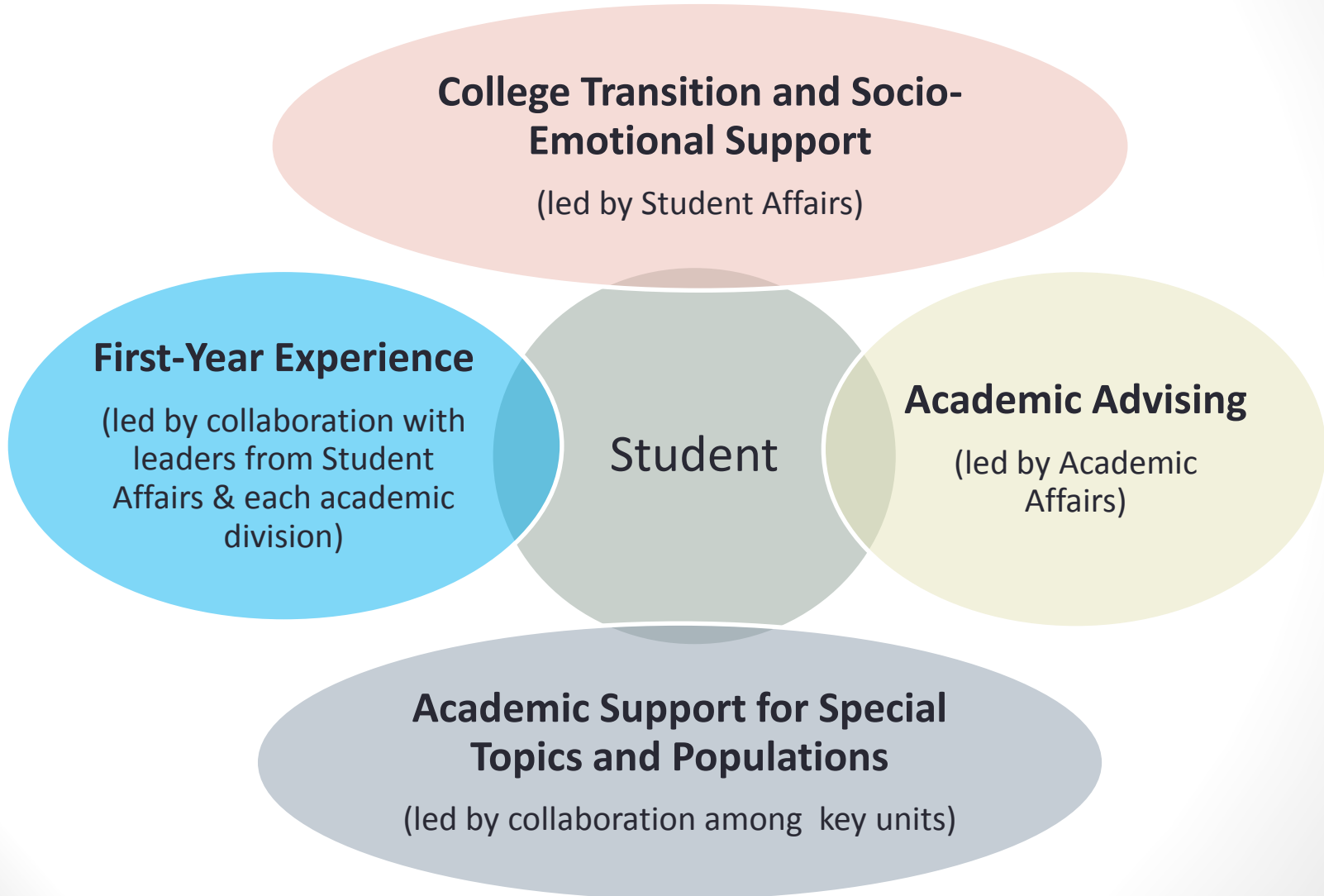
# Provost Academic Advising Excellence Awards

- *First winners will be selected this semester.*
- *Winners and all nominees will be recognized at a reception in the fall semester.*



# New Advising Model: 4 Components

*[To begin implementation in summer 2014]*



# Principles of New Advising Model

- Each component is aligned with the learner-centered advising philosophy, goals, and outcomes.
- The goals and approach of each component part are co-designed and evaluated by leaders from all divisions.
- Particular units or divisions take the lead in coordinating a component, but all units participate in varying degrees in each component.
- Transparent and ongoing communication exists among all divisions.
- Key advising tools are consistently used across all advising units.
- Improved and shared training is available to all advisers.

# Timeline

<b>Fall 2013</b>	Ad Hoc Working Groups on Each Component formed
	Early Alert, Scheduling and Note Taking System selected
	Graduation & Course Management System (u.Direct) data input process completed
	Training on new u.Direct and early alert software begun
	First draft of Ad Hoc Working Group plans completed
	“My” Advising Tab on MyMiami for students and advisers launched
<b>Spring 2014</b>	Vetting and revision of Working Group plans
	Comprehensive training of advisers and academic support specialists begins
<b>Summer 2014</b>	Implementation of other components of new advising model begins



**Report to the Student and Academic Affairs Subcommittee  
Miami University Board of Trustees  
25 April 2013**

James T. Oris, Ph.D.  
Dean of the Graduate School  
OrisJT@MiamiOH.edu  
513-529-3600

The Graduate School at Miami University was founded in 1946. Over the course of its history, the school has developed an extensive set of over 50 master's level offerings across the university and 12 active doctoral programs in areas of selected excellence within the College of Arts and Science and the School of Education, Health, and Society. The Graduate School works directly and in close collaboration with these programs to enhance the value of graduate education and its contribution to the undergraduate mission of the university. Our tag line is that we are "A Community of Scholars".

The Dean of the Graduate School is the chief administrator of the graduate programs and oversees a professional staff of seven. In addition, he chairs three university senate committees: Graduate Council, Academic Program Review Committee, and Extramural Professional Activities Committees.

This report is meant to provide an overview of the Graduate School's administrative role, recent enrollment trends, and strategic initiatives implemented or proposed that are meant to increase the strength and diversity of the graduate student body and to increase revenue-generating activities at the university.

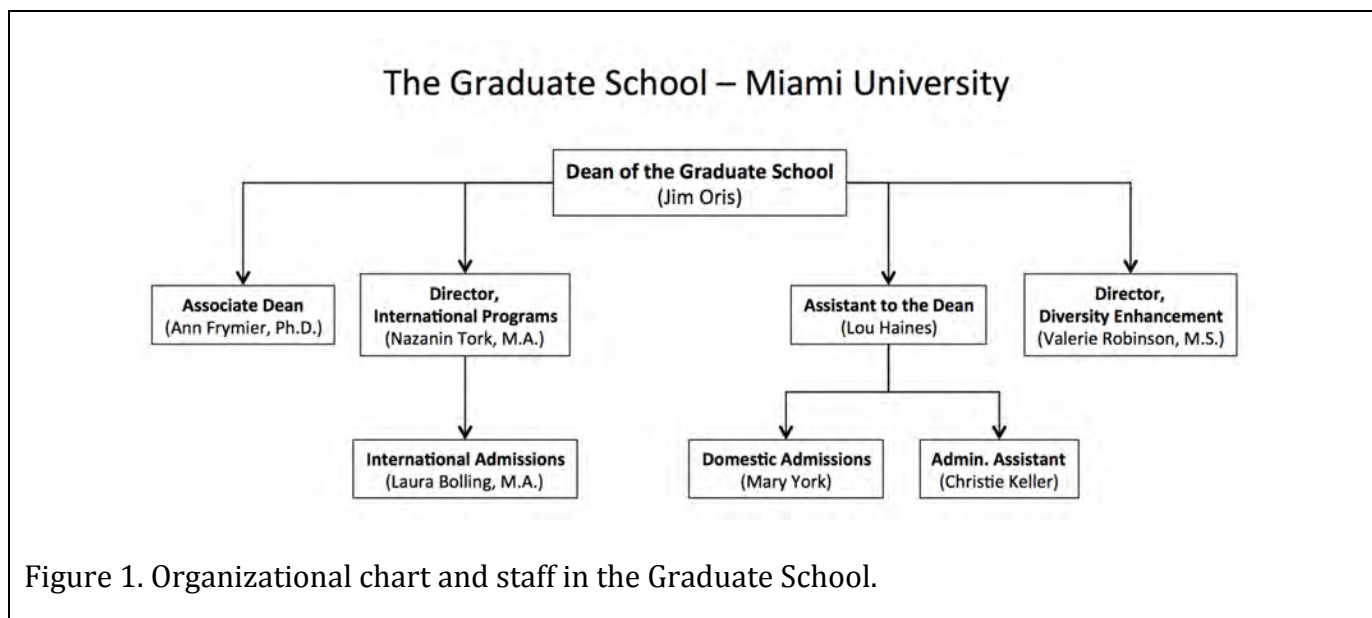
### **1. The Graduate School – Roles and Responsibilities.**

The Graduate School currently employs eight full-time staff members, including the Dean. This includes the Associate Dean, Director of Diversity Enhancement, Director of International Programs, Executive Assistant to the Dean, and three Program Associates (Fig 1). The combined staff is responsible for setting university-wide policy for graduate programs; interfacing with the Ohio Board of Regents and the Higher Learning Commission on external programmatic requirements; determining allocation of graduate assistantships and tuition waivers to academic divisions; collecting materials from and screening domestic and international graduate applicants; implementing programs to enhance strength and diversity of graduate programs; developing and implementing programs to increase the number of fee-paying graduate students; collaborating with academic units to enhance recruiting, matriculation, and graduation efforts; supporting co-curricular activities of the Graduate Student Association, the Graduate Students of Color

Association, and the individual graduate programs; and evaluating the strength of graduate programs through the academic program review process.

The role of the Graduate School in recruitment and matriculation of students is different from the approach of the undergraduate Office of Enrollment Management. The recruitment and matriculation of graduate students is more decentralized because personal and individual communications between prospective student and advisor are essential. The role of the Graduate School is to facilitate the ability of programs to recruit and to serve as a clearing-house for the information and materials needed to evaluate prospective students beyond the minimum requirements of the Graduate School.

A majority of the resources for graduate programs are budgeted to the academic divisions. The Graduate School retains approximately 13% of total allocated costs to provide incentives to enhance the diversity of our domestic and international students, to matriculate high-ability students, and to encourage increased levels of research activity.



## 2. Recent Enrollment Trends.

The Graduate School manages approximately 680 university-funded graduate assistantship stipends and tuition waivers. Nearly all are allocated on an annual basis to academic units housed on the Oxford campus to support the educational missions of the graduate programs. An additional 120 assistantships are typically funded from external grants and contracts generated by individual faculty. These assistantships are critical for the success of the programs at both the graduate and undergraduate levels. All of the doctoral programs and many of the masters programs must offer these incentives to remain competitive and to attract high quality graduate students. In addition, all of the students who receive assistantships perform teaching or research duties in their programs. These activities are essential for the success of the undergraduate teaching mission within programs and provide enhanced ability for faculty to perform in the classroom and in their research or scholarly pursuits.

From 2000-2008, graduate student enrollment remained stable at around 1,200 registered students with females comprising slightly less than 60% of enrollment (Fig. 2). Beginning in 2009, there has been a steady increase in enrollment to nearly 1,800 students. The majority of the change is reflected in a significant increase in female graduate students, who now comprise over 65% of enrollment.

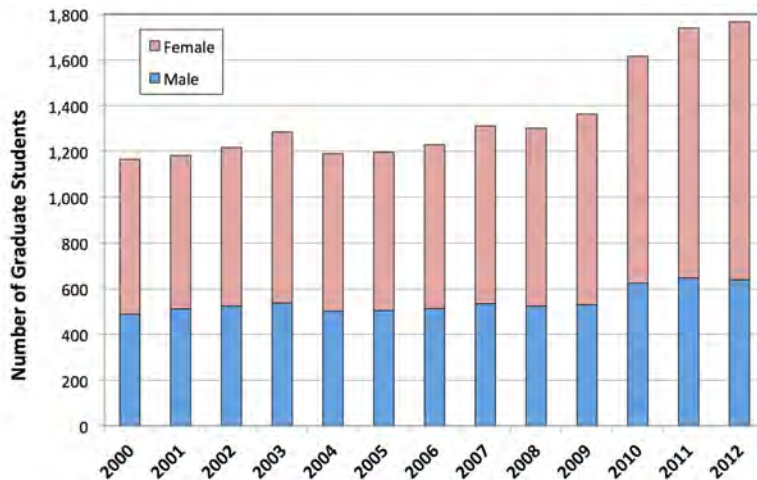


Figure 2. Graduate student enrollment (2000-2012), showing distribution based on gender.

The increased enrollment has been the result of the growth of part-time, low-residency and on-line students, most of whom are fee-paying students. Since the majority of these new students are part-time, it is best to examine enrollments using Full Time Equivalents (FTE), defined as the total number of enrolled credit hours divided by 12 credit hours in a semester (i.e., 12 cr/student)(Fig. 3). When displayed as FTE's, the increase in enrollment is not as dramatic as total enrollment; however, there is a trend toward fewer FTE Funded students and a significant increase in FTE Fee-paying students. The decrease in funded students is the result of several master's programs beginning to matriculate fee-paying students (e.g., MBA, Project Dragonfly, IES).

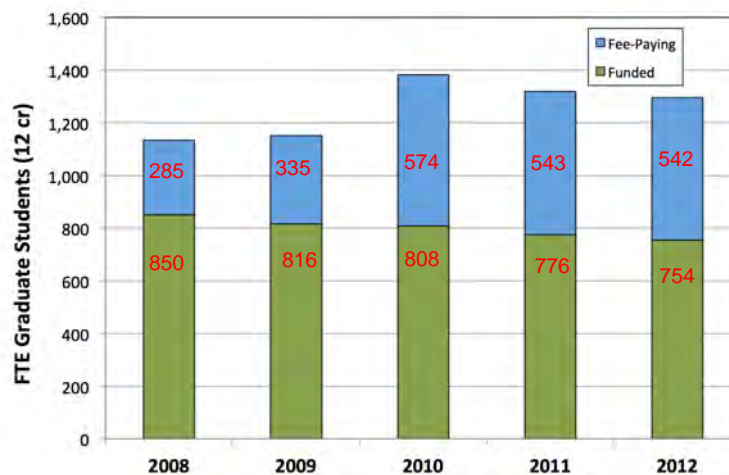


Figure 3. Full Time Equivalent graduate student enrollment (based on 12 credit hour/student), distributed by funded versus fee-paying students.



The ethnic and racial distribution of the graduate student body is weighted toward White (or unknown) with a historical average of approximately 75%. The remaining 25% of graduate students are from diverse groups comprised of domestic and international students, split approximately in half (Fig. 4). Over the past decade, the number and diversity of domestically diverse students has risen steadily (Fig. 5), keeping pace with the trend in enrollment, but the overall percentages of these students has only increased by a few points (Fig. 4). The Graduate School maintains two programs to assist in diversity enhancement, providing up to 31 Diversity Enhancement Program assistantships and tuition waivers to domestic students and up to 20 tuition waivers for targeted international students. Initiatives are in the proposal stage to revise the programs to further enhance the diversity of students in the Graduate School (see "Strategic Initiatives").

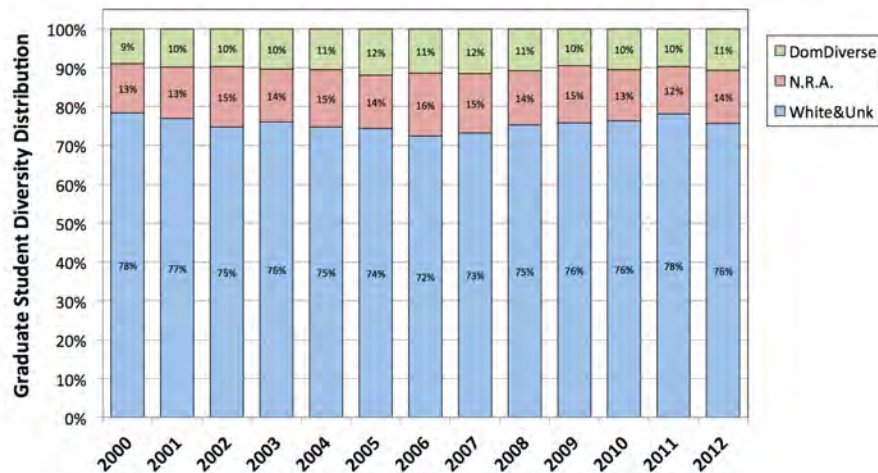


Figure 4. Racial/ethnic distribution of graduate students (2000-2012). "DomDiverse" = Domestic Diverse students, "N.R.A." = Non Resident Aliens (international), and "White&Unk" = White and Unknown Race (i.e., either self-reported as white or did not self-report).

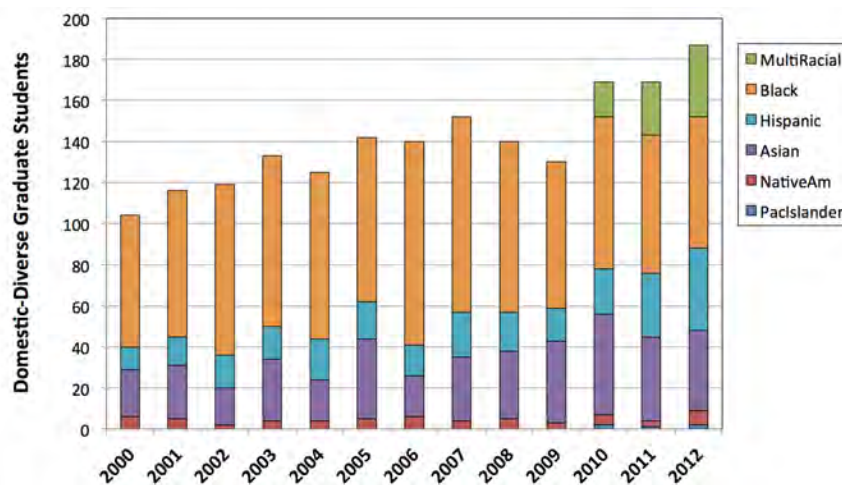


Figure 5. Racial/ethnic distribution of Domestic Diverse graduate students (2000-2012). The category "MultiRacial" was added in the 2010 Census and is now included in the Graduate School application packet.

### 3. Strategic Initiatives.

In the time that Dr. Oris has served as Dean (interim [7/11 to 6/12] and permanent [7/12 to present]) a review of nearly all processes and procedures within the Graduate School has been initiated. These reviews have been aligned with Strategic Priorities Task Force recommendations and have resulted in the implementation or proposed implementation of several strategic initiatives.

*3.1. Review of Graduate Programs.* The Graduate Dean serves as the Chair of University Senate's Academic Program Review Committee (APRC). This committee serves as an oversight and coordinating body for all academic program reviews, including graduate programs. The traditional process for academic program review placed emphasis on past performance and was not amenable to cross-disciplinary comparisons. At the direction of the Graduate Dean, the APRC and an *ad hoc* committee of Graduate Program Directors devised a complete overhaul of the academic program review process, one that is now focused on strategic planning in a forward-looking process. Programs will now be reviewed based on a departmental self-study that includes a report on past performance (where they've been), a Five-Year Strategic Plan (where they're going), and the identification of Key Issues that need to be addressed to achieve the goals of the Strategic Plan (how they're going to get there). In addition, a series of clearly defined review criteria and metrics were developed that are scaled to disciplinary norms (i.e., expectations for tenure and promotion) so that comparisons of programmatic performance can be conducted across all disciplines.

During the revision process, regular program reviews were suspended throughout Academic Year 2012-13. The revisions were approved by the University Senate in fall of 2012, and the new academic program review process will begin in fall of 2013.

A comprehensive, university-wide Graduate Program Review will commence in the 2013-14 academic year, and the review will be complete by the end of fall 2014. This review will be used to provide feedback to academic deans and graduate programs on the quality and success of their programs and to initiate discussions with academic deans on best practices for aligning resources to enhance the strength of programs and to ensure that limited resources are invested effectively.

*3.2. Increase the number of fee-paying graduate students.* Because the recruitment and matriculation of graduate students is decentralized, with the majority of efforts located at the program level, the evaluation of program capacity, the ability to matriculate fee-paying students, and the desire to enhance existing or develop new programs must come from the individual programs. Thus the role of the Graduate School is to help facilitate, coordinate, and incentivize the work of graduate programs at the divisional and programmatic level.

*3.2.1. Facilitation Initiatives.* Since July 2011, the Graduate School has worked to facilitate four major efforts.

(1) Constituent Relations Management (CRM) software. The Graduate School will be the first implementation of the new CRM software on campus. When fully implemented, this system will provide a platform for departments to market their graduate programs, track recruits and applicants, recommend admission to programs, track progress as students, and maintain contact with alumni. Key to the implementation will be converting the application process and the graduate assistantship appointment process to a fully electronic workflow, eliminating the

cumbersome and inefficient paper-based system currently used. Initial implementation date (assistantship appointments) is April 15, 2013. Recruiting and application/admissions process will be implemented during the summer of 2013.

(2) Revision of Assistantship and Tuition Waiver Allocation. Beginning July 1, 2013, we will be changing the allocation of assistantship and waiver budgets from an individual position basis to a departmental pool basis. This change will simplify budget allocations to departments. More importantly, however, it will allow significant flexibility for departments to offer competitive stipend levels and combinations of stipends and fee waivers that could not be done when the allocation was on an individual position basis.

(3) Facilitation of New Programs. The Graduate School provided input, advice, and approvals on the development of several new programs. These included the development and/or approval of four new low-residency and on-line masters programs, three new agreements for 3+2/4+1 masters programs with partner institutions in China, initiated discussions with nearby undergraduate institutions to develop additional 3+2/4+1 masters programs, one new research and education agreement with an Indonesian institution, and developed a graduate-level program in intensive English and culture education (Grad-ACE) in collaboration with the College of Arts and Science (implementation – June 2103).

(4) Revision of Combined Bachelors+Masters Requirements. Miami has hosted a program for high ability students to combine their bachelors education with masters education, leading to a combined bachelors+masters degree within 5 years since 2003. The program should be revenue-generating. However, the requirements of the program were quite restrictive, the program was not popular, and a significant number of students who enrolled never completed the masters portion of the program. In 2011-2012, the Graduate School revised the requirements for combined programs and aligned them with other relevant programs (e.g., transfer credits, permissions for undergraduates to take graduate credit). These changes drastically increased the enrollment of students in combined programs (Fig. 6) – from an average of 5-6 students per year (with a 30% completion rate) to 31 students enrolled in fall of 2012 as the first class under the revised guidelines (a 6-fold increase in enrollment).

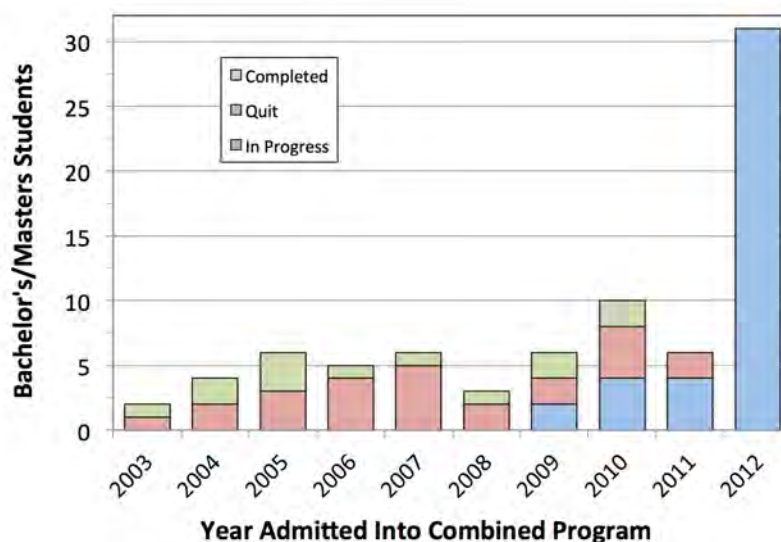


Figure 6. Enrollment and completion data for combined bachelors+masters programs.

### 3.2.2. Coordination Initiatives.

(1) The Graduate School coordinated an effort with academic deans in 2013 to determine target levels and capacities for new, fee-paying students. The Graduate School provided each divisional dean application, acceptance, and enrollment data from the last three years. Deans were asked to evaluate each of their graduate programs on the program's likelihood to recruit fee-paying graduate students based on current demand and program capacity. To do this, division deans consulted the appropriate department chairs and program directors and secured the chairs and directors' subjective estimates in increasing fee-paying graduate students enrolling in their programs. The division numbers were then aggregated to arrive at university-level estimates.

As shown in Table 1, the projected increases in graduate program enrollments range from 13 to 111 net new fee-paying graduate students per year for an overall cumulative total of 470 students by FY 22. Assuming the target enrollment goals are met, this initiative is projected to generate additional revenue of \$1.38 million in FY 14, increasing to \$5.66 million in FY 18 and \$7.44 million in FY 22.

Table 1. Projected increase in fee-paying graduate students and revenue FY14-FY22.

	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Doctoral	1.00	8.00	2.50	3.50	2.00	3.50	1.50	4.50	1.50
Master	100.00	84.00	73.00	55.50	31.00	27.50	11.50	10.00	18.50
Post-Master	0.00	12.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Non-degree/Certificate	1.25	6.50	2.75	3.00	0.75	2.25	0.75	1.00	0.75
Annual Change	102.25	111.00	78.25	62.00	33.75	33.25	13.75	15.50	20.75
University Cumulative Total	102.25	213.25	291.50	353.50	387.25	420.50	434.25	449.75	470.50
In State Tuition	\$13,500	\$13,770	\$14,045	\$14,326	\$14,613	\$14,905	\$15,203	\$15,507	\$15,817
Estimated Annual Revenue	\$1,380,375	\$2,936,453	\$4,094,234	\$5,064,350	\$5,658,820	\$6,267,591	\$6,601,986	\$6,974,389	\$7,442,087

(2) The Graduate School funds two full time staff to enhance and coordinate recruitment and diversity of domestic and international students. Domestically, we attend 10-15 targeted recruitment events annually, we belong to the National Name Exchange, we are a Project 1000 member (program housed at Arizona State that allows diverse STEM applicants to apply to up to eight programs with one application – MU and OSU are the two participants from Ohio), we sponsor a McNair Summer Scholars Visit Day, we provide additional funds to help pay for on-campus recruiting visits for diverse students, and we partner with Wheaton College to recruit diverse students who participate in summer internships in literacy and cultural studies. Over the next two years we will expand efforts to reach out to more HBCU's, more McNair Scholars, the Gates Millennium Scholars Program, and our own alumni to enhance domestic recruiting efforts.

Over the past few years, Miami University has taken an initiative to increase overall enrollment of international students. While undergraduate enrollment has been growing at a significant rate, partly due to Miami University's focus on undergraduate studies (UG), efforts on the graduate level have yielded a slower growth. Typically, U.S. schools have seen the opposite trend in their

international student body due to graduate students studying abroad at higher numbers than UG students. However, with the success MU has been seeing at the UG level it is clear that the same growth can be experienced at the graduate level with the execution of a focused internationalization strategy. Collaboration between The Graduate School, Undergraduate International Admissions (UIA), and the Office of International Education (OIE) along with a more targeted marketing strategy are just a few cost-efficient initiatives that can help increase diversity and enrollment.

In an effort to increase the enrollment and diversity of the international graduate student population at MU, the following recruitment strategies are being implemented over the next three years - admitting students conditionally based on English proficiency scores and offering an intensive English and Culture program for these students (Grad-ACE); targeted recruiting in countries that offer scholarships to students who enroll full time in graduate study in the U.S.A.; increased attendance at recruiting events, including virtual fairs, international fairs/centers and domestic travel targeted at foreign embassy's (Washington DC) and at domestic 4-year colleges that have high international enrollment; and offering full or partial tuition waivers for targeted countries based on World Bank Low Income Countries Data and additional strategic countries targeted for expansion (e.g. Vietnam, Turkey, Iraq).

### 3.2.3. Incentive Initiatives.

(1) Recruitment Funds: The Graduate School provides approximately \$10,000 per year to graduate programs for recruiting and advertising efforts. These funds support materials and travel funds for students to visit campus and for faculty to do regional recruiting.

(2) Research Grant Incentives: The Graduate School and Research Office provide tuition waivers for students whose stipends are supported by externally funded grants.

(3) Academic Achievement Awards: The Graduate School provides recruiting incentives in the form of additional financial aid to help programs recruit high-ability students. Over the years, the program has been spread thinly across all graduate programs. The program has been evaluated in the past year and we are proposing to revise the program to offer a one-year, service free fellowship to up to 12 highest merit graduate recruits per year.

(4) Diversity Enhancement Program: Thirty-one graduate assistantships are held in the Graduate School to encourage the recruitment of domestic diverse students. Nominees must be matched to an existing student funded directly by the home program (or cognate disciplinary program). Diversity is defined broadly and includes race/ethnicity, gender, age, and ability.

(5) Strategically Allocated Assistantships: Ten graduate assistantships are held in the Graduate School to be used in times of high demand or if a program is taking a strategically positive risk to develop new programming. We are proposing to use half of these assistantships to target McNair Scholars students (national, DOE funded undergraduate program for disadvantaged students interested in doctoral programs), and offering a "McNair Fellows" program at Miami University.



MIAMI UNIVERSITY

***The Graduate School  
Presentation to Academic & Student Affairs  
Subcommittee of the Board of Trustees  
April 15, 2013***

**Jim Oris**

Associate Provost, Research and Scholarship  
Dean of the Graduate School  
orisjt@MiamiOH.edu





# MIAMI UNIVERSITY

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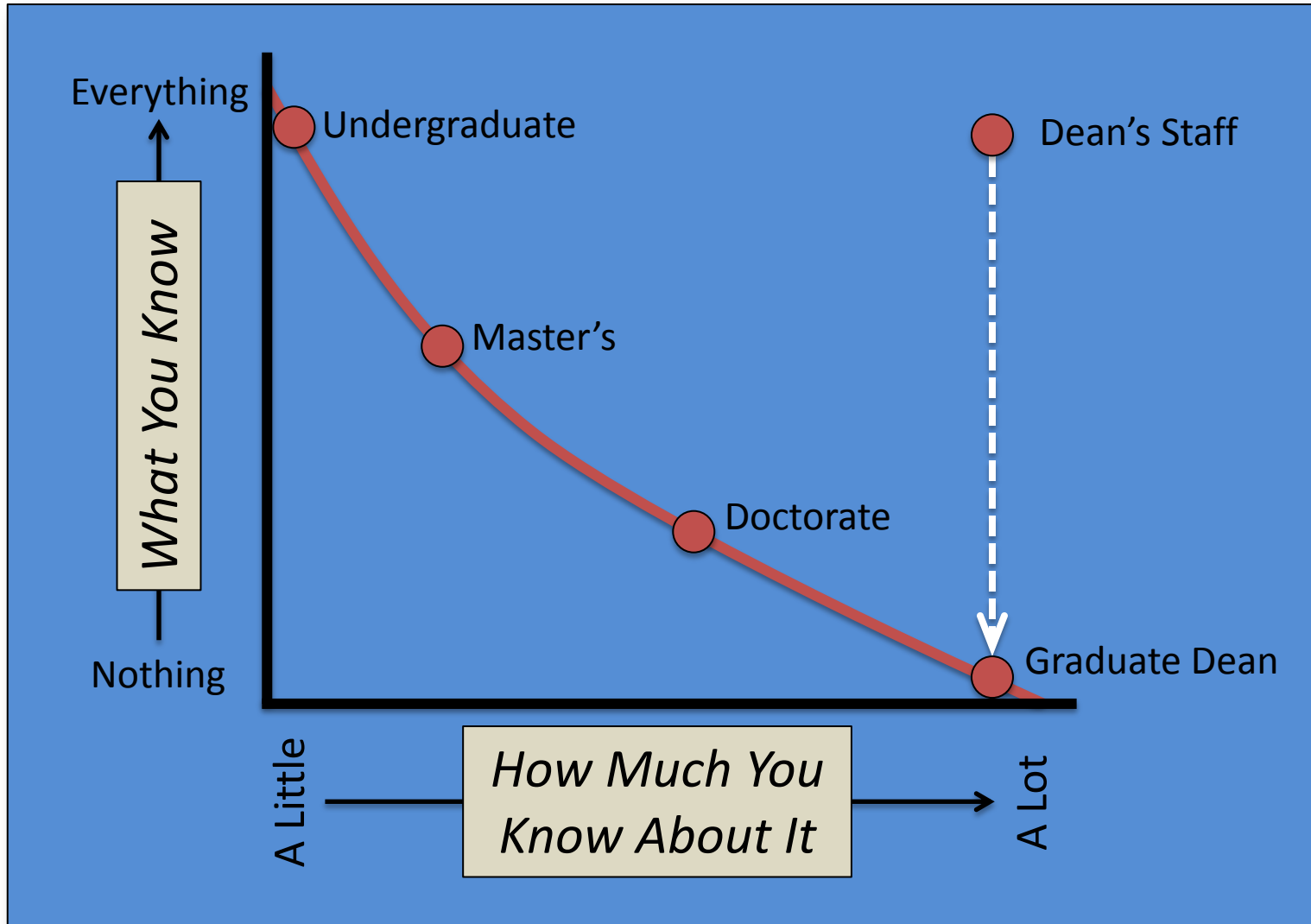
GRADUATE SCHOOL

**“A Community of Scholars”**  
*Since 1946*

12 Doctoral Programs

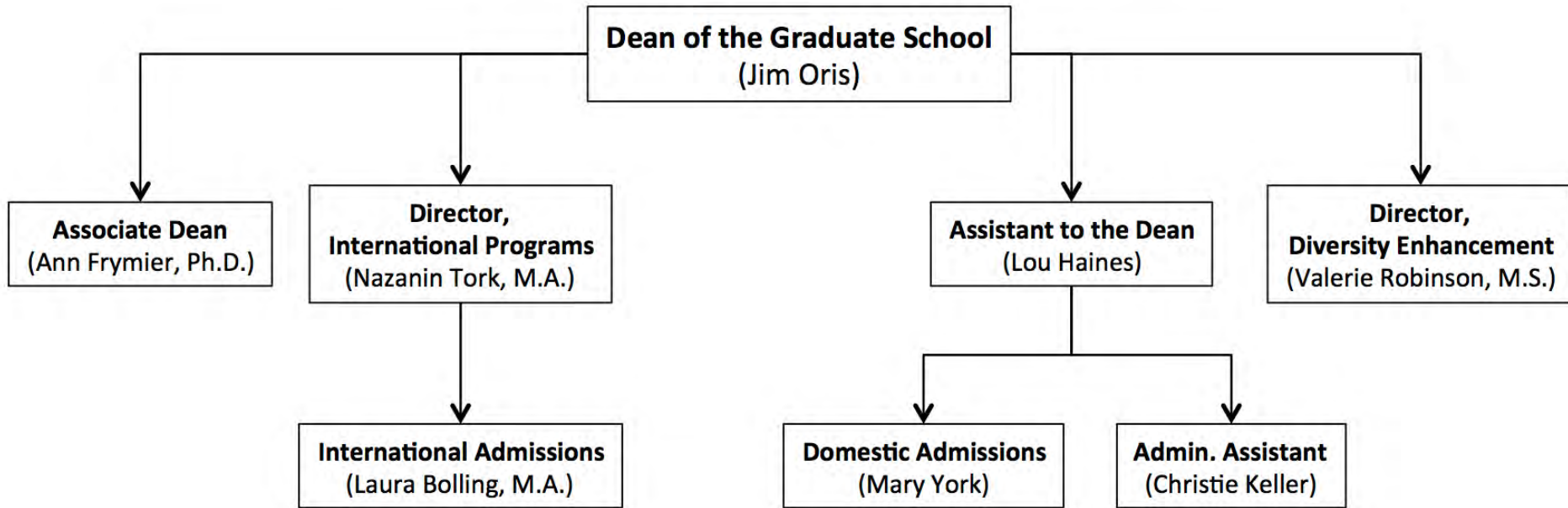
55 Master’s Programs

# Axiom of Academia





# The Graduate School – Miami University



# 1. Roles and Responsibilities

- Role of Graduate School is different from Enrollment Management
  - Recruitment and matriculation is decentralized
  - Individualized (advisor <-> student) communications are essential
- Set university-wide policy for graduate programs
- Interface with Ohio Board of Regents & HLC
- Allocation of graduate assistantships
- Clearing house for graduate application materials
- Screening and base-level review of application materials
- Facilitate ability of programs to recruit and matriculate students



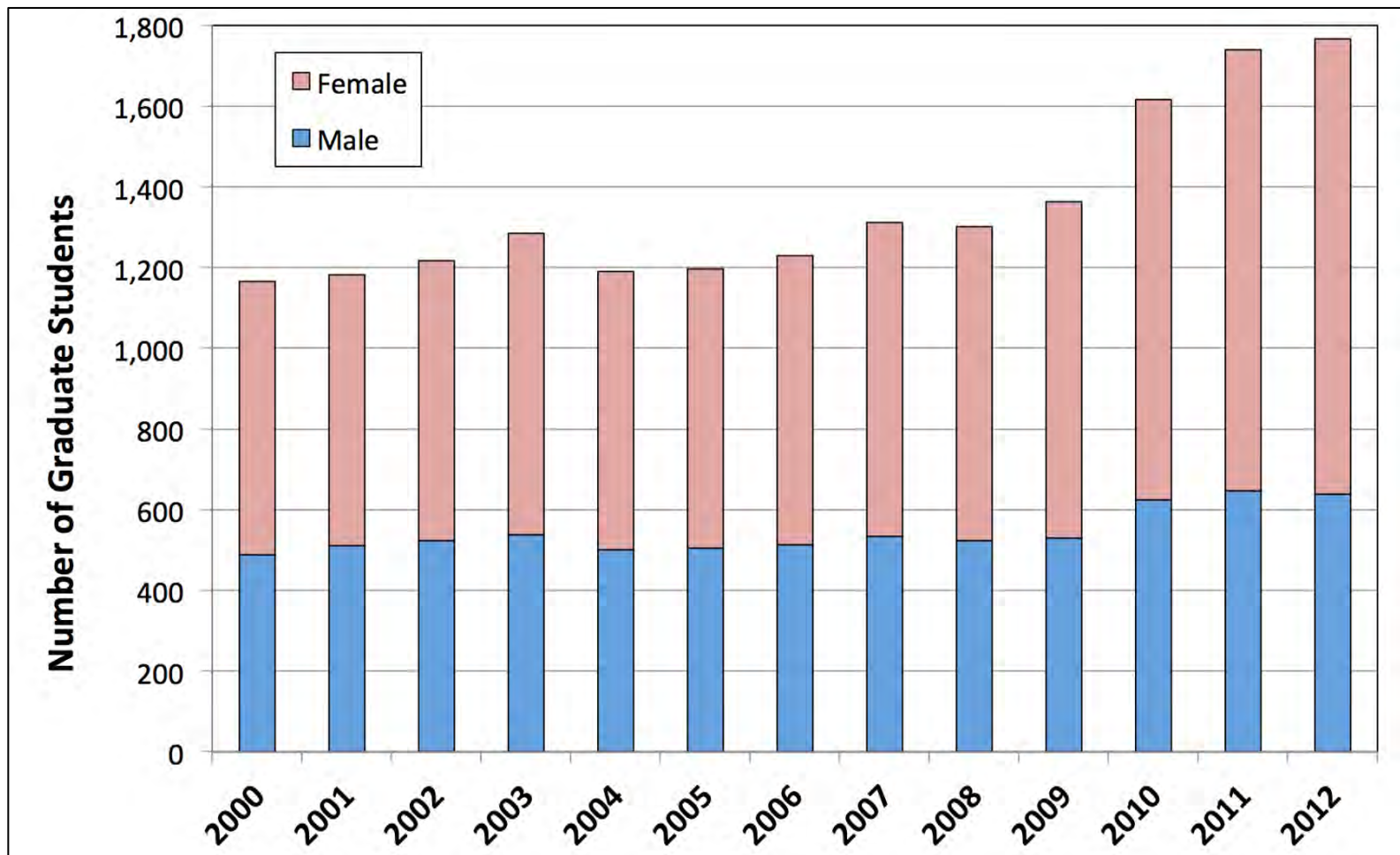
# 1. Roles and Responsibilities

- Develop and Implement programs to:
  - Enhance diversity of graduate student body
  - Increase the number of fee-paying graduate students
  - Enhance recruitment, matriculation, and graduation
- Support for:
  - Individual graduate programs
  - Graduate Student Association
  - Support Graduate Students of Color Association
- Evaluate strength of programs through Academic Program Review
  - Dean is Chair of Senate's Academic Program Review Committee

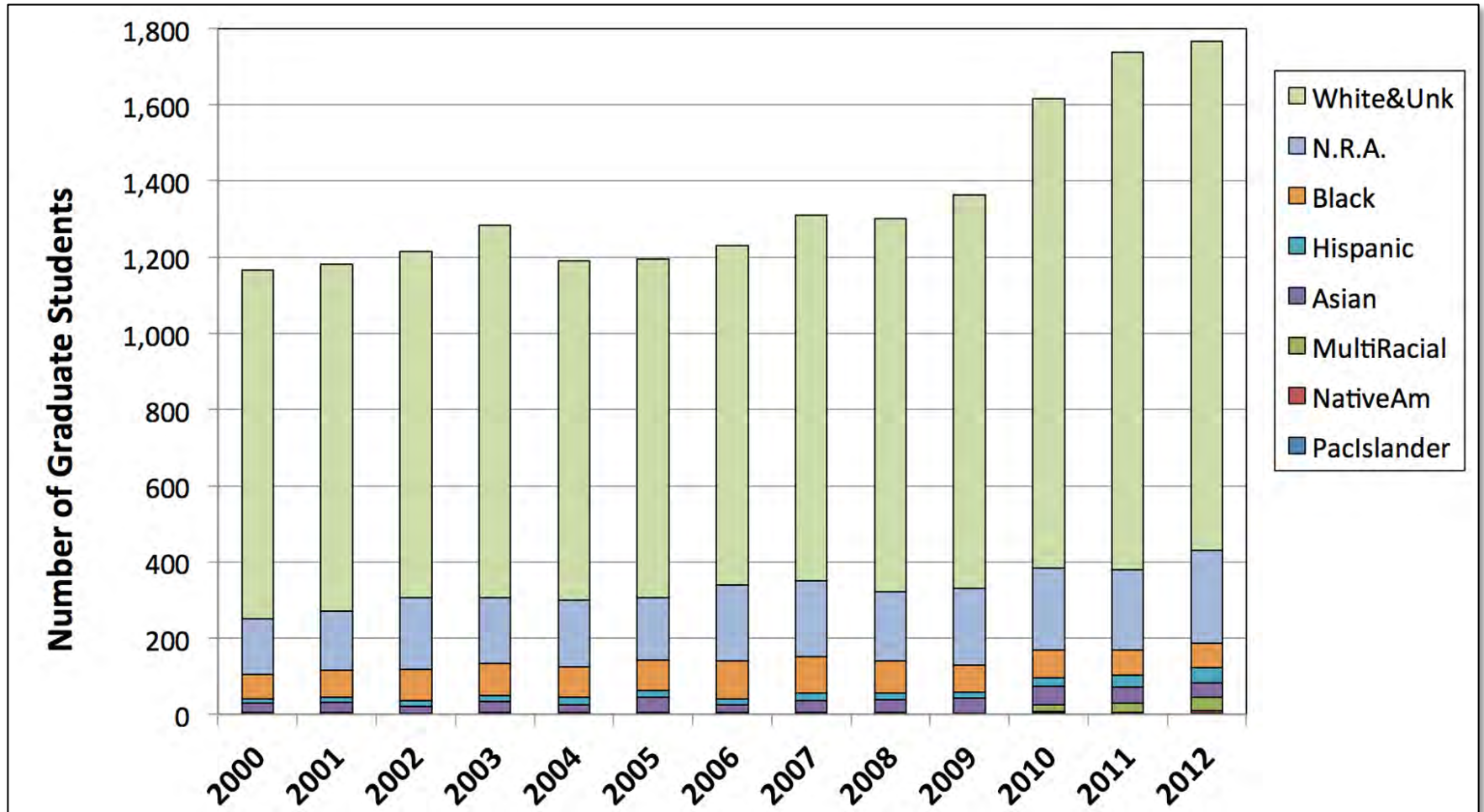


# 2. Recent Enrollment Trends

## Total Graduate Student Enrollment *(by gender)*

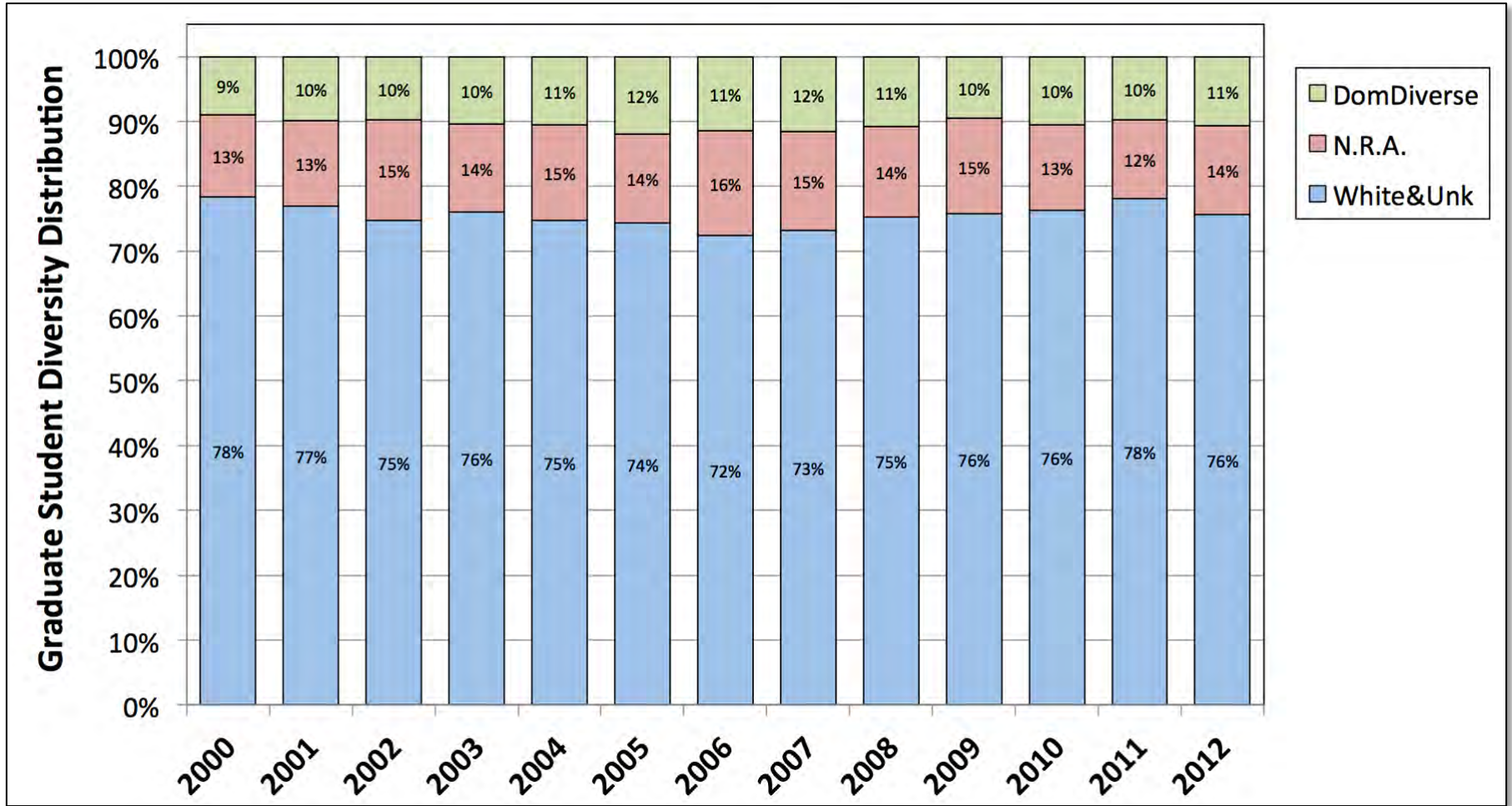


# Total Graduate Student Enrollment *(by race/ethnicity)*

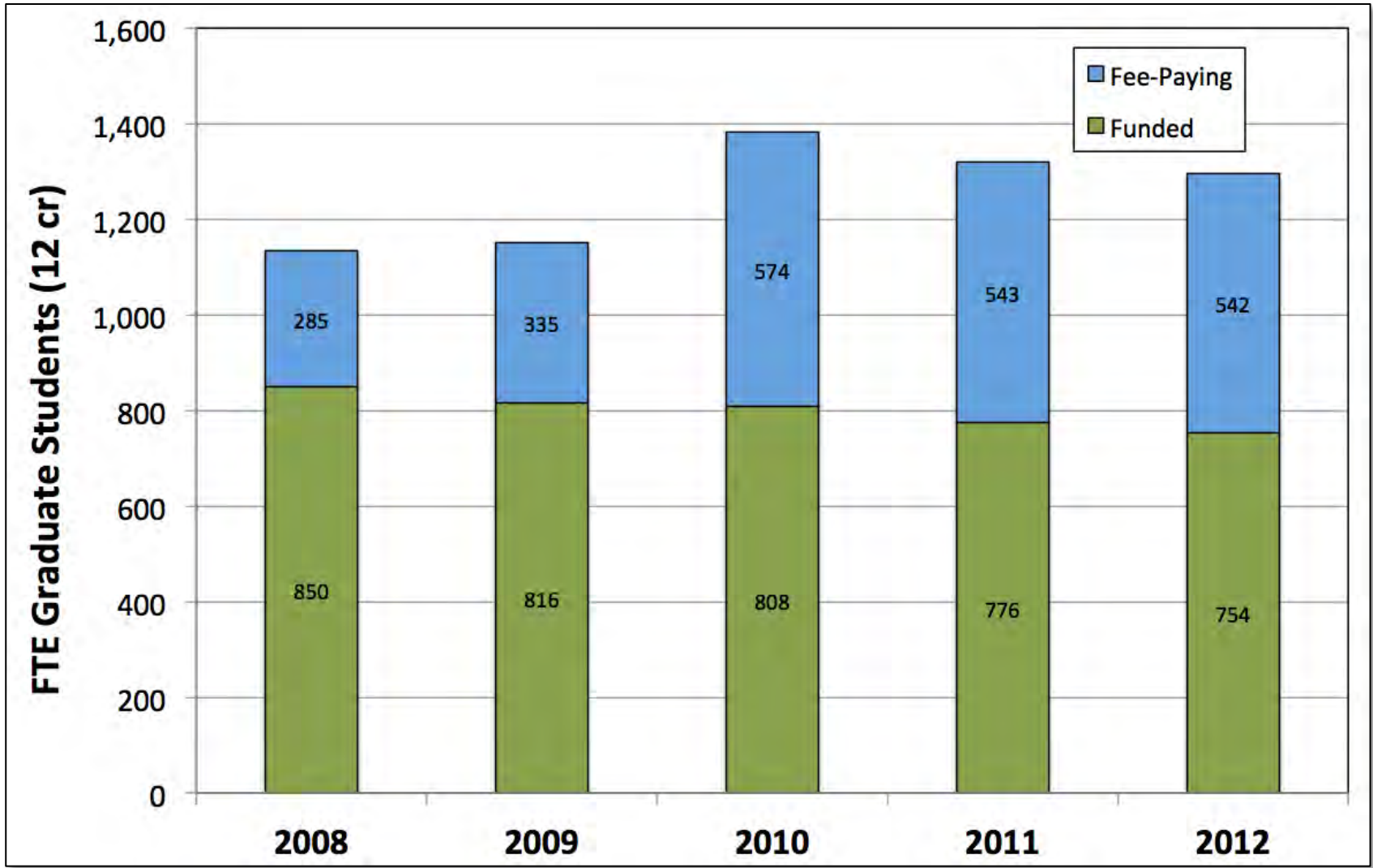




# Total Graduate Student Enrollment (by race/ethnicity)




# FTE Graduate Students



# 3. Strategic Initiatives

- I. Program Review
  - a. Program review process overhauled in 2012-13
  - b. Comprehensive Graduate Program Review to be initiated in 13/14



**Department Self-Study Guidelines**  
(November 2012)

**Academic Program Review – Miami University  
Department/Program Self-Study**

- Program prepares Self-study document  
(where you've been)
- Program conducts and develops a Strategic Plan  
(where you're going)
- Program prepares Key Issues Document [4-5 major items]  
(how you're going to get there)



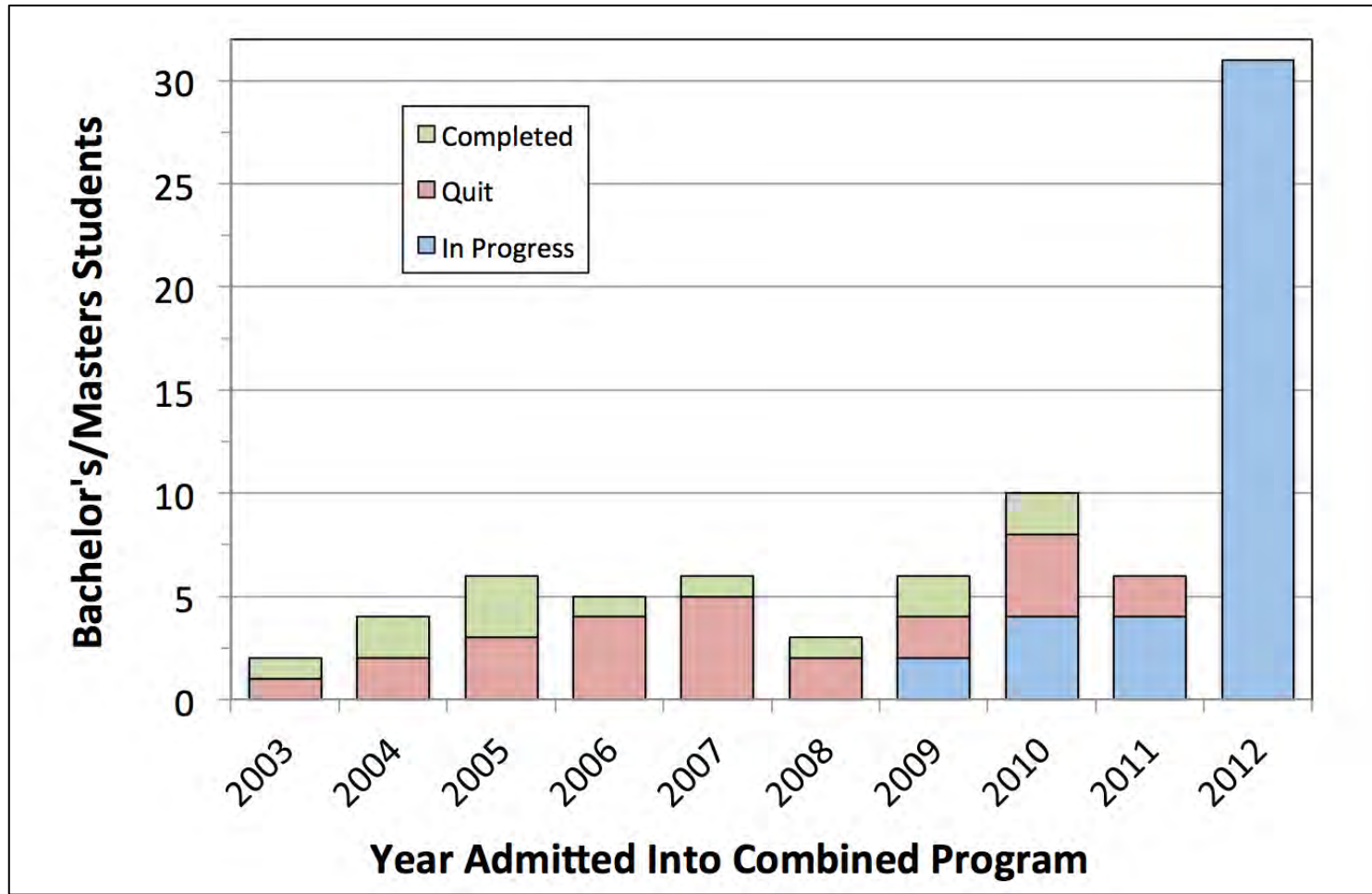
# 3. Strategic Initiatives

- I. Program Review
- II. Increase Number of Fee-Paying Graduate Students
  1. Facilitation
    - a. CRM
    - b. Stipend & Waiver Pools
    - c. New Programs
    - d. Combined Programs



# Combined Bachelor's-Master's Enrollment

*(since program inception)*



# 3. Strategic Initiatives

- I. Program Review
- II. Increase Number of Fee-Paying Graduate Students
  1. Facilitation
    - a. CRM
    - b. Stipend & Waiver Pools
    - c. New Programs
    - d. Combined Programs
  2. Coordination
    - a. New Revenue Projections
    - b. Diverse Domestic & International Recruitment



# Projected Revenue-Generating Graduate Students

	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Doctoral	1.00	8.00	2.50	3.50	2.00	3.50	1.50	4.50	1.50
Master	100.00	84.00	73.00	55.50	31.00	27.50	11.50	10.00	18.50
Post-Master	0.00	12.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Non-degree/Certificate	1.25	6.50	2.75	3.00	0.75	2.25	0.75	1.00	0.75
<i>Annual Change</i>	<i>102.25</i>	<i>111.00</i>	<i>78.25</i>	<i>62.00</i>	<i>33.75</i>	<i>33.25</i>	<i>13.75</i>	<i>15.50</i>	<i>20.75</i>
<i>University Cumulative Total</i>	<i>102.25</i>	<i>213.25</i>	<i>291.50</i>	<i>353.50</i>	<i>387.25</i>	<i>420.50</i>	<i>434.25</i>	<i>449.75</i>	<i>470.50</i>
In State Tuition	\$13,500	\$13,770	\$14,045	\$14,326	\$14,613	\$14,905	\$15,203	\$15,507	\$15,817
Estimated Annual Revenue	\$1,380,375	\$2,936,453	\$4,094,234	\$5,064,350	\$5,658,820	\$6,267,591	\$6,601,986	\$6,974,389	\$7,442,087

Targets set by Academic Deans in consultation with Graduate Dean and individual graduate programs, using In-State tuition values and 12cr/FTE.



# Diverse Domestic & International Recruiting

*(new initiatives)*

- Domestic

- *McNair Scholars* Doctoral Fellowships
- Leveraging existing MU REU programs
- *Gates Millennium Scholars* Program
- Alumni connections in academia



- International

- Grad-ACE
- Targeted recruiting trips and partnership development
  - Indonesia, Turkey, Iraq, Vietnam, Brazil, China
  - Primary focus – government-sponsored students
- Recruit from Domestic 4-Year Colleges and Universities



# 3. Strategic Initiatives

- I. Program Review
- II. Increase Number of Fee-Paying Graduate Students
  1. Facilitation
    - a. CRM
    - b. Stipend & Waiver Pools
    - c. New Programs
    - d. Combined Programs
  2. Coordination
    - a. New Revenue Projections
    - b. Diverse Domestic & International Recruitment
  3. Incentives
    - a. Recruitment
    - b. Diversity Enhancement
    - c. Grant Support
    - d. Academic Achievement Awards
    - e. Special Allocations





# Questions?

Jim Oris

orisjt@MiamiOH.edu



# *Enrollment Management Update*

Board of Trustees  
April 25, 2013

Michael S. Kabbaz, Office of Enrollment Management



MIAMI UNIVERSITY



# *Fall 2013 Enrollment Goals*

## **First-year Objectives:**

3600 first-year target

- Manage divisional capacity
- Hold FSB enrollment @ approximately 800 first-year students

Increase quality (ACT average)— SPTF

Increase non-resident enrollment— SPTF

- Non-resident domestic
- International

Increase ethnic/racial diversity— SPTF

Improve yield— SPTF

## **Other Enrollment Objectives:**

Increase transfer enrollment— SPTF

Increase ACE Program enrollment— SPTF/new priority

Implement new TOP Program— new priority

Manage financial aid budget

# Fall 2013 – Application Status by Academic Division

	Applied				Admitted				Confirmed			
	2012	2013	Diff.	%	2012	2013	Diff.	%	2012	2013	Diff.	%
School of Engineering & Applied Science	2483	2979	496	20.0%	1814	2013	199	11.0%	299	357	58	19.4%
College of Arts & Science	8847	9414	567	6.4%	6486	6126	-360	-5.6%	1169	1071	-98	-8.4%
Farmer School of Business	5890	6825	935	15.9%	2929	3411	482	16.5%	706	757	51	7.2%
FSB/University Studies	0	0	0	0.0%	1349	1254	-95	-7.0%	346	302	-44	-12.7%
School of Education, Health & Society	2148	2390	242	11.3%	1520	1543	23	0.0%	352	361	9	0.0%
School of Creative Arts	923	909	-14	-1.5%	656	601	-55	-8.4%	145	130	-15	-10.3%
SCA/University Studies	0	0	0	0.0%	18	9	-9	-50.0%	2	1	-1	-50.0%
<b>Total</b>	<b>20291</b>	<b>22517</b>	<b>2226</b>	<b>11.0%</b>	<b>14772</b>	<b>14957</b>	<b>185</b>	<b>1.3%</b>	<b>3019</b>	<b>2979</b>	<b>-40</b>	<b>-1.3%</b>

Note: data are as of 4/23/2013

# Fall 2013 – Application Status by Residency

	Applied				Admitted				Confirmed			
	2012	2013	Diff.	%	2012	2013	Diff.	%	2012	2013	Diff.	%
<b>Non-resident</b>	10987	12101	1114	10.1%	7789	7965	176	2.3%	1151	1159	8	0.7%
<b>Domestic non-resident</b>	8795	9812	1017	11.6%	6927	6909	-18	-0.3%	1052	1041	-11	-1.0%
<b>International non-resident</b>	2192	2289	97	4.4%	862	1056	194	22.5%	99	118	19	19.2%
<b>Resident</b>	9185	10294	1109	12.1%	6914	6932	18	0.3%	1867	1809	-58	-3.1%
<b>Residency TBD</b>	119	122	3	2.5%	69	60	-9	-13.0%	1	11	10	0.0%
<b>Total</b>	<b>20291</b>	<b>22517</b>	<b>2226</b>	<b>11.0%</b>	<b>14772</b>	<b>14957</b>	<b>185</b>	<b>1.3%</b>	<b>3019</b>	<b>2979</b>	<b>-40</b>	<b>-1.3%</b>

Note: data are as of 4/23/2013

# Fall 2013

## Accepted Student Key Quality Indicators

	Applications	Accepts	Accept Rate	Avg GPA	Avg ACT Best	Avg Rank Percent	Avg HS Curriculum
2013	22,517	14,957	66.4%	3.8	28.0	16.1	14.0
2012	20,314	14,788	72.8%	3.7	27.2	17.7	12.9
Difference	+ 10.8%	+ 169	- 6.4%	+ .10	+ .80	- 1.6%	+ 1.1

Note: 2012 data are final; 2013 data are preliminary as of 4/23/2013

# Fall 2013 Wait List Status

	<b>Offers</b>	<b>Offer Accepted</b>	<b>Admitted From WL</b>	<b>Avg GPA</b>	<b>Avg ACT Best</b>	<b>Avg Rank Percent</b>	<b>Avg HS Curriculum</b>
2013	2,884	733	TBD	3.20	23.6	36.7	9.0
2012	1,715	629	6	3.08	22.5	44.2	6.6

Note: 2012 data are final; 2013 are as of 4/23/2013

## *Other Enrollment Goals*

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

Fall 2013 – Enrollment goal is 75-100 first-year students

- 76 confirmed students or a 171% YTD increase versus fall 2012

### **Transfers**

Fall 2013 – Enrollment goal is 250 transfer students

- 100 confirmed students or an 17.7% YTD increase versus fall 2012

Note: data as of 4/23/2013

## *TOP Overview*

- The Oxford Pathway (TOP) cohort program is a short-term and intensive learning program for students who reside within driving distance (50 miles or less) of the regional campuses.
- These are local students have solid academic records but are wait listed to the selective Oxford campus.
- Students admitted into the TOP program enroll in classes during the fall term at the regional campuses and the spring semester on the Oxford campus.

Spring 2014 – Enrollment goal is 30 first-year Oxford students

- 610 students offered TOP
- 63 students have expressed interest
- 11 confirmations to date (May 1 deadline)

# University Academic Scholars Program

## Offers by Designation

Total Students	502
Creative Arts Scholars	50
EHS Leadership Scholars	68
Engineering and Applied Science Scholars	105
Farmer School of Business Scholars	140
Law and Public Policy Scholars	34
Premedical Scholars	67
University Sustainability Scholars	38

## UASP Student Profile

Average ACT Score (SAT Converted)	31.33
Average GPA	4.09
Average HS Curriculum	17
Non-Resident	50%
Female	53%
Domestic Students of Color	37%
Bridges Participants	10%
First-Generation	11%

Note: Data are as of 4/23/2013



# University Academic Scholars Program

UASP Designation	Target	Max	Offers	Enrolls
Creative Arts Scholars	5-15	20	50	17
EHS Leadership Scholars	15	20	68	13
Engineering and Applied Science Scholars	15-20	25	105	28
Farmer School of Business Scholars	25-35	37	140	37
Law and Public Policy Scholars	5-10	15	34	10
Premedical Scholars	10-15	20	67	14
University Sustainability Scholars	7-8	10	38	6
<b>Totals</b>	<b>82-118</b>	<b>147</b>	<b>502</b>	<b>125</b>

Note: Data are as of 4/23/2013

# *University Academic Scholars Program Expansion*

Additional designations currently under development for fall 2014:

- Computing Scholars (expansion of Engineering)
- Public Policy Scholars (expansion of Pre-law)
- Social Justice Scholars
- Media, Journalism and Film Scholars
- World Language and Cultures Scholars
- Humanities Scholars
- Global/International Scholars

Note: Total enrollment for Scholars could be 200+ students for fall 2014 across 12-14 designations

## *What Do We Know?*

- The goal is 3,600 first-year students on October 15
- This year is very different than last year
  - More applications with significant increase in quality (applicant pool and confirmed)
  - Change in financial aid awarding strategy
  - New University Academic Scholars Program
  - TOEFL increase
- It's early— the deadline is May 1
  - We need to receive more than 900 additional confirms to meet the enrollment goal
- We typically “melt” 6% of students over the summer
  - Fall 2012: 3,975 students deposited; 241 canceled (vast majority after May 1)
  - Melt percentages vary greatly among resident and non-resident (domestic and international)
  - High-ability students tend to melt at higher rates
- We have created a robust wait list as a strategy
- We cannot predict activity from cross-admitted schools



*Questions?*

# Good News from Academic Affairs

## January 2013- April 2013

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### **\$1.5 million gift creates endowed chair supporting SEAS**

01/24/2013

\$1.5 million gift from Miami University parent Karen Buchwald Wright, president and CEO of Ariel Corporation, has endowed a chair supporting the Karen Buchwald Wright Assistant Dean for Student Success within Miami's [School of Engineering and Applied Science](#) (SEAS).

### **Five Miami students named as Fulbright finalists**

02/01/2013

Five Miami University students have been considered as finalists for the 2013-2014 Fulbright Awards. All of them applied for the Fulbright English Teaching Assistantships. The students are:

**Brian Cash**, architecture major and German minor, for an English-speaking assistantship in Germany;

**Jessica DeCandia**, anthropology major and neuroscience minor, for an English-speaking assistantship in India;

**Ryan Martini**, integrated mathematics education major and American literature minor, for an English-speaking assistantship in Indonesia;

**Priya Mehta**, diplomacy and global politics major and history minor, for an English-speaking assistantship in Mexico;

**Jacob Hofstetter**, history major and Spanish minor, for an English-speaking assistantship in Spain.

The Fulbright Commissions in the countries will review the finalists' applications where the final review will take place.

### **Miami University again on Peace Corps' Top Schools rankings**

2/06/2013

For the seventh year in a row, Miami University has placed on Peace Corps' annual list of the top volunteer-producing mid-sized colleges and universities across the country. With 28 alumni currently serving overseas as Peace Corps volunteers, Miami ranks No. 11 and "remains a solid source of individuals committed to making a difference at home and abroad," said Peace Corps' release.

### **Team Red Blade wins second place in ION Autonomous Snowplow Competition**

02/12/2013

A team of Miami electrical and computer engineering students from Miami University won \$4,000 and second place in the third annual [ION Autonomous Snowplow Competition](#) held Jan. 24-27 in St. Paul, Minn.

### **"Miami Rocks Marketing" brings Fortune 500 marketing executives to Miami**

02/14/2013 written by Addie Rosenthal, [Farmer School of Business](#)

Chief marketing officers and top executives from some of the world's most recognizable brands will convene today for "Miami Rocks Marketing," a first-of-its-kind seminar and interactive workshop hosted by Miami University's Farmer School of Business, one of the top 10 public undergraduate business programs in the country.

### **Gunnery Sergeant at Miami NROTC: Best in nation**

02/28/2013

Gunnery Sergeant Francisco J. Corona, attached to Miami University's naval reserve officer training corps (NROTC), has been awarded the Assistant Marine Corps Officer Instructor (AMOI) of the Year award which recognizes him as the No. 1 staff non-commissioned officer from a field of 65 peers throughout the country.

### **Miami's Steven Keller selected as Fulbright visiting professor**

03/06/2013

Miami University's Steven Keller, associate professor of chemical and paper engineering, has been selected as a Fulbright visiting professor to Austria for the U.S. Scholar Program for the 2013-2014 academic year.

### **Forensics team wins state championship**

03/07/2013

The Miami University forensics team finished first at the Ohio Forensics Association's State Championship held in February at Marietta College.

### **Miami on National Service Honor Roll with Distinction**

03/13/2013

Miami University again has been named to the President's Higher Education Community Service Honor Roll - this time "with Distinction" - by the Corporation for National and Community Service (CNCS). The [honor roll](#), the highest honor of its type, recognizes higher education institutions that reflect the values of exemplary community service and achieve meaningful outcomes in their communities.

GOOD NEWS FROM ACADEMIC AFFAIRS: January 2013 –April 2013

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**Miami's part-time MBA among nation's top 50; Several grad programs in top 100**

03/13/2013

Miami University's [part-time MBA](#) program ranks within the top 50 programs in the U.S., according to U.S. News & World Report's 2014 edition of Best [Graduate School](#) rankings.

The rankings released March 12 place Miami's part-time MBA program in the [Farmer School of Business](#) at 46th in the country, up from 59th place last year.

**Kathryn Goforth to present at the 2013 CUR Posters on the Hill in Washington, D.C.**

03/19/13

Miami University senior in Education, Health and Society, Kathryn Goforth, was selected by the Council on Undergraduate Research to present her project, "Understanding Mathematics Achievement: An Analysis of the Effects of Internal and Family Factors" at the Posters on the Hill in Washington, D.C. on April 24, 2013. Kathryn's project was selected by CUR from over 800 applications.

**Farmer School of Business again among "Best Undergraduate Business Schools" per Bloomberg Businessweek**

03/20/2013

Miami University's [Farmer School of Business](#) moved up one spot in Bloomberg Businessweek's eighth annual survey of the nation's best undergraduate business programs, ranking 22nd overall and remaining 8th among public institutions. The Farmer School was again the top ranked Ohio institution and the only Ohio school in the top 25.

**Miami's Jane Karnes Straker receives president's award from Council on Aging**

03/21/2013

Jane Karnes Straker, senior research scholar in Miami University's [Scripps Gerontology Center](#), received the president's award from the Council on Aging (COPA) of Southwestern Ohio. The award recognizes individuals who take risks to improve the lives and living conditions of seniors. It was presented by Hamilton County Commissioner Greg Hartmann and COA Board Chairman William Thornton Jr.

**Miami's top-ranked digital game design program: "Liberal arts of the 21st century"**

03/22/2013

Miami University has earned an Honorable Mention on [The Princeton Review's 2013 list](#) of the best undergraduate schools in the U.S. and Canada for studying video game design. Only 30 undergraduate programs were recognized nationally and in Canada.

**Miami Mock Trial Team wins ORCS, advances to National Championship**

3/25/2013

The [Miami University James Lewis Family Mock Trial](#) team won first place in the Opening Round Championship Series (ORCS) held in Hamilton March 22-24. They will go on to compete in the 48-team field in the American Mock Trial Association National Championship Tournament hosted by the University of Virginia April 12-14 in Washington, D.C.

**Miami's forensics team wins third straight national title**

03/26/2013

Miami University's forensics team won the national championship for the third year at the 31st annual Novice National Tournament, reserved for first-year competitors. Twenty-four Miami students bested 17 other schools, including the University of Alabama, the University of Florida and Louisiana State University.

**Kimberly Hamlin receives Emerging Scholars Award**

03/26/2013

Kimberly Hamlin, assistant professor of American studies and history and affiliate of women's, gender and sexuality studies, received the Nineteenth Century Association's (NCSA) Emerging Scholars Award.

**Miami students named Goldwater Scholar and Honorable Mention**

04/08/2013

James Tong Morton, a junior at Miami University with a quadruple major in computer science, electrical engineering, engineering physics and mathematics and statistics and a minor in Chinese, has received a [Goldwater Scholarship](#). He is one of 271 students nationwide to receive the scholarship, the premier undergraduate award of its type in the fields of mathematics, natural science and engineering. Benjamin Fenton, a junior biochemistry major and double minor in molecular biology and music performance (flute), received a Goldwater Scholar Honorable Mention.

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4/12/2013



## Update on Academic Integrity Initiatives

For the Board of Trustees Subcommittee on Academic and Student Affairs

Submitted by: Brenda Quaye, Coordinator for Academic Integrity Initiatives, and  
Susan Vaughn, Director of Student Ethics and Conflict Resolution

Submitted on: April 10, 2013

### Background

Miami University's integrity initiative was begun in the 2005-2006 academic year with the goal of increasing student integrity both in and out of the classroom. An initial effort of the integrity initiative included participation in the Associate of American College and Universities (AAC&U) Core Commitments Project: *Educating Students for Personal and Social Responsibility*. Out of this project, emphasis was placed on honesty and integrity during summer orientation, and the *Miami Real World* sessions were implemented during First Year Institute (now called Welcome Week) to engage students in conversations about ethical issues. These projects have evolved, expanded, and continued.

During the 2009-2010 academic year, the academic integrity policy and procedures were revised in order to make faculty reporting and adjudication of cases easier and more consistent. Additionally, the Office of Ethics and Student Conflict Resolution and the Office of the Provost collaborated to merge in-class and out-of-class dishonesty offenses, share a database, and implement an online integrity seminar as a sanction for dishonesty offenses. The academic integrity policy continues to be reviewed on a regular basis.

Since 2005, several task forces and work groups have assessed the campus culture and needs with regard to academic integrity. One of the primary recommendations of these groups was that more campus-wide emphasis and coordinated efforts were needed in this area. In August 2012, a Coordinator for Academic Integrity position was created to lead campus-wide efforts regarding academic integrity. The Coordinator provides faculty development and student education about academic integrity, support with regard to policies and procedures, and maintains academic dishonesty records. The Coordinator also regularly collaborates with the Office of Ethics and Student Conflict Resolution on projects regarding integrity in general.

### Current Activities and Caseload

A comprehensive set of actions intended to encourage student integrity and ethical decision-making has been implemented and includes:

- Emphasis on integrity at summer orientation, including staff training (2006-present)



- *Miami Real World* values and ethics discussion groups with first-year students during Welcome Week (2008-present)
  - After participating in *Miami Real World*, students' attitudes toward issues of personal integrity are influenced positively (based on pre/post survey results)
- Continued collaboration between the Office of the Provost and the Office of Ethics and Student Conflict Resolution regarding dishonesty in and out of the classroom
- Presence of an academic integrity website with resources for students and faculty (2009-present)
  - please see: [www.miamioh.edu/integrity](http://www.miamioh.edu/integrity)
- Use of an online integrity seminar as a sanction for dishonesty offenses
- Participation in the AAC&U Personal and Social Responsibility Inventory
- Faculty development workshops about academic integrity and university policies (2013)
- Academic Integrity sessions presented for International students at International student orientation (2011-present)
- Inclusion of academic integrity discussion/activities in the EDL 110 course for International students (2012-present)

Since the implementation of the new academic integrity policy and procedures, which includes centralized maintenance of records, an increase in the number of academic integrity cases has been recorded. This can be attributed to an increase in reporting, due to making reporting easier for faculty and placing adjudication in the hands of department chairs as well as to the overall message that reporting is expected and one means of reducing dishonesty. Below is a brief synopsis of the academic dishonesty caseload for the past three academic years.

Academic Dishonesty	Number Reported	Suspensions
2009-2010	180	3
2010-2011	175	8
2011-2012	237	6
2011-2012 Details		
Responsible - 177 (74.7%) Not Responsible - 59 Pending - 1		
6 Suspensions due to two acts of academic dishonesty		

Thus far, for 2012-2013, 127 cases have been reported. Please note that a significant number of new cases are likely to be reported in the last weeks of the Spring 2013 semester. However, the potential return to a lesser number of cases, as compared to 2011-2012, may be attributable to changes in assignments or increased emphasis on academic integrity in courses that historically have had high numbers of academic dishonesty incidents.

### **Future Plans**

With the hiring of the new Coordinator for Academic Integrity, several new initiatives are in progress or are planned to begin in the next academic year. Many of these initiatives will include collaborations among several offices within academic affairs and student affairs.



These include:

- Continued and on-going, comprehensive faculty development workshops about academic integrity
- A revised mIntegrity online academic integrity tutorial for students
- Creation of web-based and multimedia educational resources for students and faculty
- Revision of the current academic integrity website to include more information and resources for faculty and students
- Creation of an academic integrity advisory board
- Creation of additional educational sanctions for students who commit academic dishonesty
- Comprehensive review of and revision proposal for the Academic Integrity policy to increase ease of understanding, reporting, and adjudication

Continued collaboration will occur to provide a comprehensive set of integrity initiatives and assessment of the initiatives will be on-going.

## REPORT ON CURRICULAR STREAMLINING

This written report provides an update on our progress on two curriculum streamlining goals: (1) reducing the overall number of undergraduate course sections and low-enrollment courses, and (2) eliminating or consolidating departments, degree programs and majors. Curricular streamlining assists Miami in using resources wisely so that the curriculum continues to meet our liberal education mission and the evolving needs of our students.

### REDUCING THE NUMBER OF COURSE SECTIONS & LOW-ENROLLMENT COURSES

The tables below provide data on the undergraduate course section counts including low enrollment section counts by campus and academic division from AY2007-2008 through AY 2012-2013. Low-enrollment undergraduate courses are courses with less than ten students enrolled at the end of the semester. Because these data were based on end-of-semester enrollments, it is possible the enrollment in a particular course was above ten students initially, but students dropped the course during the semester.

Academic divisions aim to decrease the number of sections offered by trying to ensure that every section reaches its enrollment capacity before offering any additional sections. Enrollment limits are determined by the faculty and based upon pedagogical principles that ensure quality of instruction and allow successful student learning outcomes. The enrollment of some courses, such as music courses which are private instrumental lessons, are purposefully kept limited.

The data in the following tables were provided by Tim Kuykendoll in the Office of the University Registrar.

#### OXFORD CAMPUS

Division		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
CAS	# Sections	2,731	2,769	2,673	2,654	2,664	2,551
	# Sections Low Enroll	173	180	174	139	129	140
	% of Sections Low Enroll	6.3%	6.5%	6.5%	5.2%	4.8%	5.5%
FSB	# Sections	719	795	732	728	777	730
	# Sections Low Enroll	5	10	6	6	6	15
	% of Sections Low Enroll	0.7%	1.3%	0.8%	0.8%	0.8%	2.1%
SCA	# Sections	562	532	611	516	524	539
	# Sections Low Enroll	87	106	82	45	44	54
	% Sections Low Enroll	15.5%	19.9%	13.4%	8.7%	8.4%	10.0%
SEAS	# Sections	248	248	242	238	233	213
	# Sections Low Enroll	14	12	11	10	7	8
	% Sections Low Enroll	5.7%	4.8%	4.5%	4.2%	3.0%	3.8%
SEHS	# Sections	818	867	832	841	833	761
	# Sections Low Enroll	32	72	59	61	60	40
	% Sections Low Enroll	3.9%	8.3%	7.1%	7.3%	7.2%	5.3%
<b>Undergraduate # Sections</b>		<b>5,079</b>	<b>5,212</b>	<b>5,090</b>	<b>4,976</b>	<b>5,031</b>	<b>4,795</b>
<b>Undergraduate # Sections Low Enroll</b>		<b>311</b>	<b>380</b>	<b>332</b>	<b>261</b>	<b>245</b>	<b>257</b>
<b>Undergraduate % Sections Low Enroll</b>		<b>6.1%</b>	<b>7.3%</b>	<b>6.5%</b>	<b>5.2%</b>	<b>4.9%</b>	<b>5.4%</b>

#### HAMILTON CAMPUS

Division		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
CAS	# Sections	609	677	735	838	798	663
	# Sections Low Enroll	70	62	45	57	48	33
	% of Sections Low Enroll	11.5%	9.2%	6.1%	6.8%	6.0%	5.0%
FSB	# Sections	98	107	131	125	125	94

	# Sections Low Enroll	14	8	13	10	8	0
	% of Sections Low Enroll	14.4%	7.5%	9.9%	8.0%	6.4%	0.0%
Regional	# Sections		5	11	10	12	8
	# Sections Low Enroll		1	1	0	1	0
	% Sections Low Enroll		20.0%	9.1%	0.0%	8.3%	0.0%
SCA	# Sections	76	78	83	92	92	78
	# Sections Low Enroll	9	8	8	9	13	10
	% Sections Low Enroll	11.8%	10.3%	9.6%	9.8%	14.1%	12.8%
SEAS	# Sections	141	147	151	160	176	152
	# Sections Low Enroll	39	26	20	17	18	12
	% Sections Low Enroll	27.7%	17.7%	13.2%	10.6%	10.2%	7.9%
SEHS	# Sections	180	203	229	243	259	223
	# Sections Low Enroll	25	20	24	17	18	24
	% Sections Low Enroll	13.9%	9.9%	10.5%	7.0%	6.9%	10.8%
<b>Undergraduate # Sections</b>		<b>1,104</b>	<b>1,217</b>	<b>1,339</b>	<b>1,467</b>	<b>1,462</b>	<b>1,218</b>
<b>Undergraduate # Sections Low Enroll</b>		<b>157</b>	<b>125</b>	<b>111</b>	<b>110</b>	<b>106</b>	<b>79</b>
<b>Undergraduate % of Sections Low Enroll</b>		<b>14.2%</b>	<b>10.3%</b>	<b>8.3%</b>	<b>7.5%</b>	<b>7.2%</b>	<b>6.5%</b>

## MIDDLETOWN CAMPUS

Division		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
CAS	# Sections	551	525	551	585	566	465
	# Sections Low Enroll	90	69	44	55	46	49
	% of Sections Low Enroll	16.3%	13.1%	8.0%	9.4%	8.1%	10.5%
FSB	# Sections	91	85	92	87	98	70
	# Sections Low Enroll	16	11	9	12	0	2
	% of Sections Low Enroll	17.7%	12.9%	9.8%	13.8%	0.0%	2.9%
Regional	# Sections		8	11	13	12	10
	# Sections Low Enroll		1	0	0	1	0
	% Sections Low Enroll		12.5%	0.0%	0.0%	8.3%	0.0%
SCA	# Sections	59	60	61	63	62	46
	# Sections Low Enroll	8	8	8	6	6	5
	% Sections Low Enroll	13.6%	13.3%	13.1%	9.5%	9.7%	10.9%
SEAS	# Sections	111	115	119	121	121	145
	# Sections Low Enroll	32	30	25	15	14	26
	% Sections Low Enroll	28.8%	26.1%	21.0%	12.4%	11.6%	17.9%
SEHS	# Sections	122	113	111	119	115	95
	# Sections Low Enroll	17	11	7	9	12	11
	% Sections Low Enroll	13.9%	9.7%	6.3%	7.6%	10.4%	11.6%
<b>Undergraduate # Sections</b>		<b>934</b>	<b>906</b>	<b>945</b>	<b>987</b>	<b>974</b>	<b>831</b>
<b>Undergraduate # Sections Low Enroll</b>		<b>163</b>	<b>130</b>	<b>93</b>	<b>97</b>	<b>79</b>	<b>93</b>
<b>Undergraduate % Sections Low Enroll</b>		<b>17.5%</b>	<b>14.3%</b>	<b>9.8%</b>	<b>9.8%</b>	<b>8.1%</b>	<b>11.2%</b>

The preceding tables demonstrate that since 2007-2008, the overall number of undergraduate course sections has dropped by 273 sections since 2007. In addition, since 2007, the overall number of low-enrolled undergraduate courses offered at Miami has been reduced by 202 sections.

## ELIMINATING OR CONSOLIDATING ACADEMIC PROGRAMS

### MERGERS OF DEPARTMENTS & PROGRAMS

The College of Arts & Science has merged the Department of Botany and the Department of Zoology into one department: the Department of Biology. That merger resulted in the decrease in the number of majors from seven to six and a reduction in the overall number of courses and course sections; it also resulted in greater curricular flexibility and simplicity.

In addition to this merger, the Department of Communication and Program in Journalism has recently been approved by a unanimous vote of the University Senate to become the Department of Media, Journalism, and Film. This anticipated merger is expected not only to advance administrative efficiencies but also to enhance cohesion, interaction and collaboration among faculty with mutual and synergistic interests.

The other academic divisions have not reduced their overall number of departments.

## ELIMINATION OF DEGREE PROGRAMS AND MAJORS

The following degree programs and majors have been eliminated since 2009:

Academic Division	Degree Program or Major	Degree Type	Department Program	or Location	Consolidation/Elimination
College of Arts & Science	Botany with emphasis in Environmental Science	Bachelor's	Botany	Oxford	Eliminated
	Botany with emphasis in Biotechnology	Bachelor's	Botany	Oxford	Eliminated
	Speech Communication	Bachelor's	Communication	Oxford	Eliminated
	Mass Communication (three tracks)	Bachelor's	Communication	Oxford	Streamlined into a single major instead of one major with three tracks
Farmer School of Business	Decision Sciences	Bachelor's	Information Systems & Analytics	Oxford	Eliminated
School of Education, Health, and Society	Physical Education And Health Education	Bachelor's	Teacher Education	Oxford	Eliminated
	Earth Science/Physical Education Major	Bachelor's	Teacher Education	Oxford	Eliminated
	Life Science/Physics Education Major	Bachelor's	Teacher Education	Oxford	Eliminated
School of Engineering & Applied Sciences	Paper Science and Engineering	Bachelor's	Chemical and Paper Engineering	Oxford	Eliminated
	Systems Analysis	Bachelor's	Computer Science & Software Engineering	Oxford	Eliminated
	Nursing ADN	Associate	Nursing	Regionals	Eliminated

Since 2010, Miami has eliminated ten degree programs and streamlined one degree program with three tracks into a single degree program. The regional campuses (Hamilton and Middletown) also merged into one regional division with a single administration.

## CONCLUSION

These data demonstrate that the University is making excellent progress in meeting the two major curricular streamlining goals of reducing the number of undergraduate course sections, low-enrolled course sections and degree programs. In addition, several programs have been eliminated, and a unified regional division has been established.

## Discussion of "College" versus "School" at Miami University

### A. History of the College and Schools at Miami University

Miami University was chartered in 1809 and offered its first official classes by 1824 in the classics and liberal arts. This was the beginning of what we now know as the College of Arts and Science, the original school at Miami University. In the 1850's the Western College for Women (1853) and the Oxford College for Women (1854) were founded independently from Miami University, but would eventually become part of the university. The university was closed from 1873-1885, in part as a result of the Civil War. Upon reopening, the university added offerings in the sciences and humanities. In 1902, the Ohio State Normal School was created at the university to offer coursework for teachers and educators. With the opening of the Normal School, the College of Liberal Arts was also newly designated. On October 13, 1944 the College of Liberal Arts was officially renamed as the College of Arts and Science. The School of Business Administration was founded in 1928, followed soon after, in 1929, by the School of Fine Arts. In 1946, the Graduate School was created to administer graduate degree programs across the university. The requirement for a common curriculum was implemented in 1954, ensuring that all students were required to complete coursework in the liberal arts and sciences. The School of Applied Science was founded in 1959 to begin offerings in engineering studies. During a period of a rapidly expanding enrollment, the two regional campuses were founded – MU Middletown in 1966 and MU Hamilton in 1968. The Institute for Environmental Science was created in 1969 and operated as a unit within the Graduate School until 2010 when it was renamed the Institute for the Environment and Sustainability and moved to the College of Arts and Science. Western College was purchased in 1974 and was turned into the School of Interdisciplinary Studies, which operated as a distinct academic unit until 2007, when it was moved as a program into the College of Arts and Sciences. In 1977, the Normal School was renamed the School of Education and Allied Professions. It was renamed again in 2007 as the School of Education, Health, and Society. In 1992 the School of Business Administration was named in honor of Richard T. Farmer, now the Farmer School of Business. The School of Applied Science was renamed the School of Engineering and Applied Science in 1999. In 2009, the Voice of America Learning Center was opened and became one of the regional locations at Miami University. The School of Fine Arts was renamed the School of Creative Arts in 2011.

In 2009, the Regional Campus Committee recommended that the "University re-envision the Regional Campuses". Three years later, in 2012, The University Board of Trustees passed Resolution 2012-29, a "Resolution to Establish an Academic Division on the Regional Campuses", creating a distinct academic unit for the degree programs offered at the regional campus locations. An Implementation Committee was formed: (1) to review the hiring procedures for the regional campus faculty that will serve the program needs of the new division; (2) to serve as the *ad hoc* committee to coordinate the transfer of existing programs and departments located on the regional campuses to the new academic division; and (3) to lead the process of identifying a distinct school name for the new academic division. It is the last charge (i.e., identifying a school name) that is the subject of this document.

What follows is a description of the Implementation Committee's procedures and results from the naming process, a tabulation of the academic structures and names of academic units at universities with which we share a significant number of prospective students and other Ohio System schools, comments and input from the Academic Deans on the definition of and using the name of "college" at Miami University, and a proposed revision in terminology.

## B. Implementation Committee Naming Data

### Regional Division Naming Process:

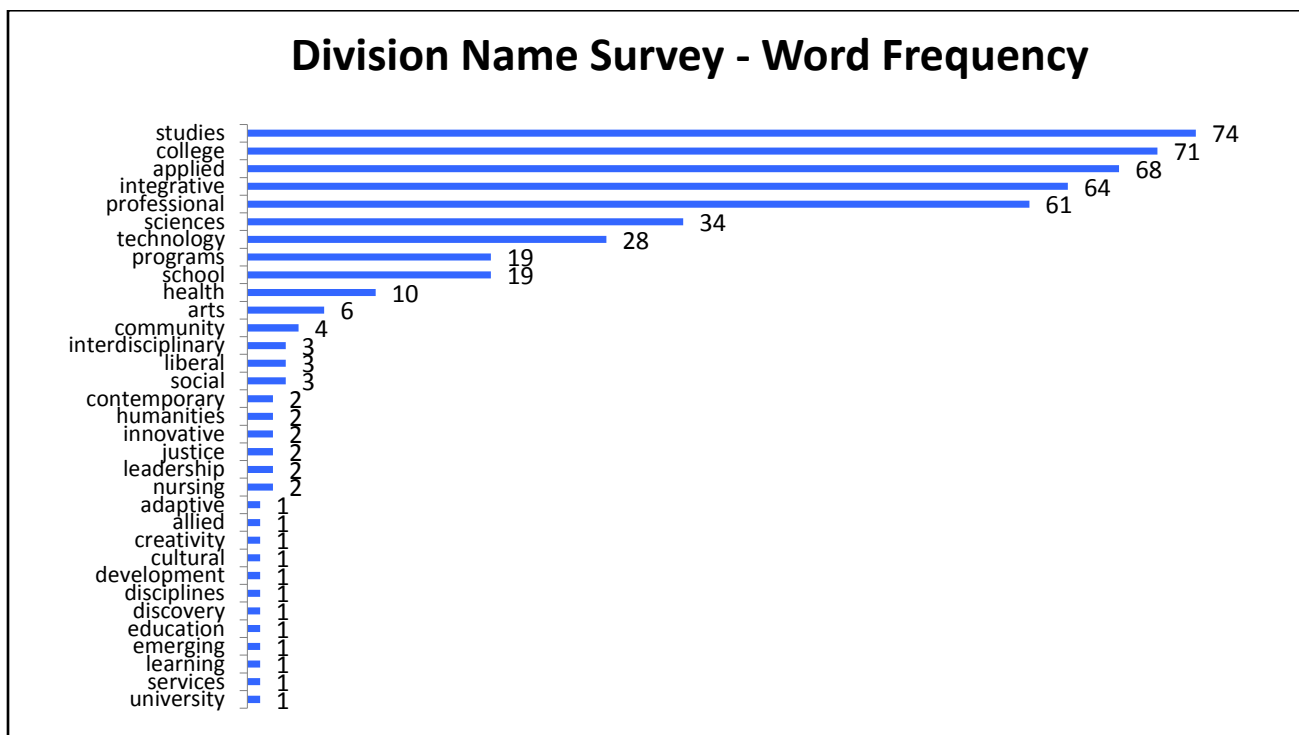
In early October, a timeline and process for providing a divisional name recommendation was developed by the Implementation Committee, in coordination with University Communications and Marketing (UCM). The Implementation Committee issued an email the first week of October, 2012, to regional faculty/staff with a provided link so they could access a feedback form. The form asked their preference between "College of..." and "School of..." and offered open-ended fields to provide suggested names for the division. The second week of October, an online questionnaire was opened to receive input from regional faculty/staff.

The results of the questionnaire were compiled and analyzed during the third week in October. The results shown below were reported to Implementation Committee, UCM, Regional Advancement (RA), Dean Pratt, and the Offices of the Provost and President.

#### Regional Division Name Variations Based on Survey Results

- A. "College" preferred nearly 4:1 over "School" (71 versus 19)  
"Studies" preferred nearly 4:1 over "Programs" (74 versus 19)
- B. "Applied" was used 68 times  
"Integrative" was used 64 times  
"Professional" was used 61 times
- C. After these words, there was a natural break point in the survey's word use frequency (next most frequent word was used 34 times) (see Figure 1)

**Figure 1. Word frequency count from initial Regional Division name survey**

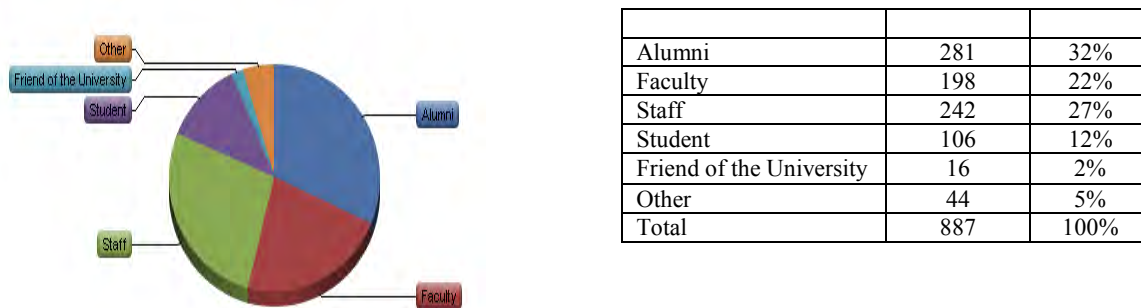


In late October, feedback from University Communications and Marketing and the Regional Advancement Office indicated that, from an external perspective, the word "integrative" will be difficult to understand and may not resonate with prospective students, community members, and alumni. Even within academic circles there is not wide agreement of the meaning and general use of "integrative." Feedback from the Office of the Provost indicated that the use of "College" versus "School" needs broader discussion at the University since it has implications across divisions.

The week of November 5<sup>th</sup>, the university community and external stakeholders were invited to attend any of three public forums to learn about the work of Implementation Committee and provide input. Through the end of November, the Implementation Committee held open forums in Hamilton, Middletown, and VOALC. The Implementation Committee shared and discussed results with the Provost, the President, Deans, and other interested parties. Based on the results of the questionnaire and feedback from University Communications and Marketing, Regional Advancement Office, and the Office of the Provost, a second survey was conducted to help narrow choices on possible names. Of the three names surveyed, over 40% of respondents favored "College/School of Professional and Applied Sciences".

DETAILED RESULTS FROM SECOND NAMING SURVEY.

**Figure 2. Survey Respondents:**



**Figure 3. Summary of data** resulting from the question, "From the following options, my choice of a name for the new academic division at Miami University would be":



## C. Colleges and Schools Organization

(Note: data collected from each university's web site during January, 2013, by J.Oris)

### C.1. Miami University Top 10 "Applicant Overlap" Schools

#### THE OHIO STATE UNIVERSITY

College of Arts and Science

- School of Communication
- School of Earth Sciences
- School of Music

Fisher College of Business

College of Dentistry

College of Education and Human Ecology

- School of Educational Policy and Leadership
- School of Physical Activity and Educational Services
- School of Teaching and Learning

College of Engineering

- Austin E. Knowlton School of Architecture

College of Food, Agricultural, and Environmental Sciences

- School of Environment and Natural Resources

Graduate School

John Glenn School of Public Affairs

Michael E. Moritz College of Law

College of Medicine

- School of Biomedical Science
- School of Health and Rehabilitation Sciences

College of Nursing

College of Optometry

College of Pharmacy

College of Public Health

College of Social Work

College of Veterinary Medicine

#### INDIANA UNIVERSITY BLOOMINGTON

College of Arts and Sciences

Jacobs School of Music

Kelley School of Business

Maurer School of Law

School of Education

School of Global and International Studies

School of Informatics and Computing

School of Journalism

School of Library and Information Science

School of Nursing

School of Optometry

School of Public and Environmental Affairs

School of Public Health–Bloomington

School of Social Work

University Graduate School



## UNIVERSITY OF DAYTON

College of Arts & Sciences  
 School of Business Administration  
 School of Education & Allied Professions  
 School of Engineering  
 Graduate School  
 Law School

## UNIVERSITY OF CINCINNATI

McMicken College of Arts and Sciences  
 College of Allied Health Sciences
 

- School of Social Work

 Carl H. Lindner College of Business  
 College-Conservatory of Music  
 College of Design, Architecture, Art, and Planning
 

- School of Design
- School of Architecture and Interior Design
- School of Art
- School of Planning

 College of Education, Criminal Justice, and Human Services
 

- School of Education
- School of Criminal Justice
- School of Human Services

 College of Engineering and Applied Science
 

- School of Advanced Structures
- School of Aerospace Systems
- School of Computing Sciences and Informatics
- School of Dynamic Systems
- School of Electronic and Computing Systems
- School of Energy, Environmental, Biological and Medical Engineering
- School of Engineering Education

 Graduate School  
 College of Law  
 College of Medicine  
 College of Nursing  
 James L. Winkle College of Pharmacy

## OHIO UNIVERSITY

College of Arts and Sciences  
 College of Business
 

- School of Accountancy

 College of Fine Arts
 

- School of Art
- School of Dance
- School of Film
- School of Interdisciplinary Arts
- School of Music
- School of Theater

 College of Health Sciences and Professions
 

- School of Applied Health Sciences and Wellness
- School of Nursing

- School of Rehabilitation and Communication Sciences
- Graduate College
- Heritage College of Osteopathic Medicine
- Honors Tutorial College
- Gladys W. and David H. Patton College of Education
- Russ College of Engineering and Technology
  - School of Electrical Engineering and Computer Science
- Scripps College of Communication
  - E. W. Scripps School of Journalism
  - J. Warren McClure School of Information and Telecommunication Systems
  - School of Communication Studies
  - School of Media Arts and Studies
  - School of Visual Communication
- University College
- Voinovich School of Leadership and Public Affairs

#### UNIVERSITY OF MICHIGAN- ANN ARBOR

- A. Alfred Taubman College of Architecture & Urban Planning
- Penny W. Stamps School of Art & Design
- Stephen M. Ross School of Business
- School of Dentistry
- School of Education
- College of Engineering
- Rackham School of Graduate Studies
- School of Information
- School of Kinesiology
- Law School
- College of Literature, Science, and the Arts
- Medical School
- School of Music, Theatre & Dance
- School of Natural Resources & Environment
- School of Nursing
- College of Pharmacy
- School of Public Health
- Gerald R. Ford School of Public Policy
- School of Social Work

#### UNIVERSITY OF ILLINOIS @ URBANA

- College of Agricultural, Consumer and Environmental Sciences
  - Division of Nutritional Sciences
- College of Applied Health Sciences
  - Division of Disability Resources and Educational Services
- Institute of Aviation
- College of Business
- College of Education
- College of Engineering
- College of Fine and Applied Arts
  - School of Architecture
  - School of Art and Design
  - School of Music
- Division of General Studies
- Graduate College

School of Labor and Employment Relations  
 College of Law  
 College of Liberal Arts and Sciences
 

- School of Chemical Sciences
- School of Earth, Society, and Environment
- School of Integrative Biology
- School of Literatures, Cultures and Linguistics
- School of Molecular and Cellular Biology

 Graduate School of Library and Information Science  
 College of Media  
 College of Medicine at Urbana-Champaign  
 School of Social Work  
 College of Veterinary Medicine

#### MICHIGAN STATE UNIVERSITY

College of Agriculture and Natural Resources
 

- School of Packaging
- School of Planning, Design, and Construction

 College of Arts and Letters  
 College of Communication Arts and Sciences
 

- School of Journalism

 College of Education  
 Eli Broad College of Business
 

- Eli Broad Graduate School of Management

 College of Engineering  
 Honors College  
 College of Human Medicine  
 James Madison College  
 College of Law  
 Lyman Briggs College  
 College of Music  
 College of Natural Science  
 College of Nursing  
 College of Osteopathic Medicine  
 Residential College in the Arts and Humanities  
 College of Social Science  
 Undergraduate University Division  
 College of Veterinary Medicine

#### PURDUE UNIVERSITY - WEST LAFAYETTE

College of Agriculture  
 College of Education  
 College of Engineering
 

- School of Aeronautics and Astronautics
- Weldon School of Biomedical Engineering
- School of Chemical Engineering
- School of Civil Engineering
- Division of Construction Engineering and Management
- School of Electrical and Computer Engineering
- School of Engineering Education
- Division of Environmental and Ecological Engineering

- School of Industrial Engineering
  - School of Materials Engineering
  - School of Mechanical Engineering
  - School of Nuclear Engineering
- College of Health and Human Sciences
- School of Health Sciences
  - School of Nursing
- College of Liberal Arts
- Brian Lamb School of Communication
  - School of Languages and Cultures
  - Patti and Rusty Rueff School of Visual and Performing Arts
- Krannert School of Management
- College of Pharmacy
- College of Science
- College of Technology
- College of Veterinary Medicine
- The Graduate School

## PENNSYLVANIA STATE UNIVERSITY

- College of Agricultural Sciences
- College of Arts and Architecture
- Stuckeman School of Architecture and Graphic Design
  - School of Music
  - School of Theatre
  - School of Visual Arts
- Smeal College of Business
- College of Communications
- College of Earth and Mineral Sciences
- College of Education
- College of Engineering
- School of Engineering Design, Technology, and Professional Programs
- College of Health and Human Development
- School of Hospitality Management
- College of Information Sciences and Technology
- School of International Affairs
- School of Law
- College of the Liberal Arts
- School of Languages and Literature
- College of Medicine
- School of Nursing
- Eberly College of Science
- Graduate School
- Schreyer Honors College

## C.2. University System of Ohio

### BOWLING GREEN STATE UNIVERSITY

College of Arts and Sciences

- School of Art
- School of Cultural and Critical Studies
- School of Earth, Environment, and Society
- School of Media and Communication

College of Business

College of Education & Human Development

- School of Family and Consumer Science
- School of Human Movement, Sport, and Leisure Studies
- School of Educational Foundations, Leadership, and Policy
- School of Intervention Services
- School of Teaching and Learning

Graduate College

College of Health & Human Services

College of Musical Arts

College of Technology

### KENT STATE UNIVERSITY

College of Applied Engineering, Sustainability & Technology

College of Architecture and Environmental Design

College of the Arts

- School of Art
- School of Fashion Design and Merchandising
- School of Music
- School of Theatre and Dance

College of Arts and Sciences

- School of Biomedical Sciences

College of Business Administration

College of Communication and Information

- School of Communication Studies
- School of Journalism and Mass Communication
- School of Library and Information Science
- School of Visual Communication Design

College of Education, Health, and Human Services

- School of Health Sciences
- School of Foundations, Leadership & Administration
- School of Lifespan Development & Educational Sciences
- School of Teaching, Learning & Curriculum Studies

College of Nursing

College of Podiatric Medicine

College of Public Health

School of Digital Sciences

Honors College

College of Graduate Studies

## UNIVERSITY OF TOLEDO

College of Business and Innovation  
 Judith Herb College of Education, Health Science and Human Service  
 College of Engineering  
 College of Graduate Studies  
 Honors College  
 College of Languages, Literature and Social Sciences
 

- School for Interdisciplinary Studies

 College of Law  
 College of Medicine and Life Sciences  
 College of Natural Sciences and Mathematics
 

- School of Green Chemistry and Engineering
- School of Solar and Advanced Renewable Energy

 College of Nursing  
 College of Pharmacy and Pharmaceutical Sciences  
 College of Visual and Performing Arts

## UNIVERSITY OF AKRON

Buchtel College of Arts and Sciences
 

- Division of Fine Arts
  - Mary Schiller Myers School of Art
  - School of Dance, Theatre, and Arts Administration
  - School of Music
  - School of Family and Consumer Sciences
- Division of Humanities
- Division of Natural Sciences
- Division of Social Sciences

 College of Business Administration
 

- George W. Daverio School of Accountancy

 College of Education  
 College of Engineering  
 College of Health Professions
 

- School of Nursing
- School of Speech-Language Pathology and Audiology
- School of Social Work
- School of Nutrition/Dietetics

 College of Polymer Science and Polymer Engineering  
 Graduate School  
 Honors College  
 Law School  
 Summit College (technology and allied health sciences)

## WRIGHT STATE UNIVERSITY

Raj Soin College of Business  
 College of Education and Human Services
 

- Division of Professional Development

 College of Engineering and Computer Science  
 Graduate School  
 College of Liberal Arts  
 Boonshoft School of Medicine  
 College of Nursing and Health  
 School of Professional Psychology

College of Science and Mathematics  
University College

#### CLEVELAND STATE UNIVERSITY

Monte Ahuja College of Business  
College of Education and Human Services  
Fenn College of Engineering  
College of Liberal Arts and Social Sciences
 

- School of Social Work

 School of Nursing  
College of Sciences and Health Professions
 

- School of Health Sciences

 Maxine Goodman Levin College of Urban Affairs  
College of Graduate Studies  
Cleveland-Marshall College of Law

#### YOUNGSTOWN STATE UNIVERSITY

Beeghly College of Education  
Williamson College of Business Administration  
College of Fine and Performing Arts
 

- Dana School of Music

 School of Graduate Studies  
Bitonte College of Health and Human Services  
College of Liberal Arts and Social Sciences  
College of Science, Technology, Engineering and Mathematics

#### CENTRAL STATE UNIVERSITY

College of Humanities, Arts, and Social Sciences  
College of Science and Engineering  
College of Business  
College of Education  
University College

## **D. Comments/Discussion from Academic Deans.**

### **School of Creative Arts:**

The School of Creative Arts would benefit from the designation of being a "college" for some of the following reasons:

1) Our departments are professionally accredited by the Council of College Arts Accrediting Associations for art (NASAD), music (NASM), and theatre (NAST), and by the National Architectural Accrediting Board (NAAB) and the Council for Interior Design Accreditation (CIDA). The professional nature of these disciplines are best represented by the designation of being titles as schools rather than departments (school of art, school of architecture and interior design, etc.) So it is the case that with our fine arts and design disciplines that being named as schools warrants an overarching structure in a college.

2) Benchmarking shows that the prevailing name for architecture programs like ours carry the "school" designation. Some examples in Ohio include: Knowlton School of Architecture (Ohio State), School of Architecture and Interior Design at the University of Cincinnati, and the College of Architecture and Environmental Design at Kent State (they changed from "school" to "college.") There are also several "schools" of music that are competitor institutions for us, including those at Ohio State, Ohio University, Kent State, the University of Michigan, and Indiana University, and "colleges" of music at BGSU, the University of Cincinnati, and Michigan State. Schools of art exist at Ohio University, Carnegie Mellon, the University of Cincinnati, and others. Theatre "schools" exist at Ohio University, the University of Cincinnati, Penn State, Boston University, and others. There are many more examples in all cases.

3) Colleges of Arts/Fine Arts exist in numerous institutions, including Boston University, Carnegie Mellon, the University of Arizona, the University of Florida, the University of Kentucky, Ball State University, Butler University, Ohio University, Kent State, and many more. West Virginia has a College of Creative Arts.

Overall, the case I'd like to highlight is that for our accredited departments, our peer and competitor institutions are most often in a "school" rather than a "department," particularly in Architecture and Music. This has been brought up to us by some parents in the recruitment process, who will ask why we're "just" a "department" of music, for example, when their son or daughter has also applied to the "school" of music at Ohio State, etc. Comparisons to our peer and aspirant universities also show a predominance for a "college" name, and "schools of fine arts" or creative arts are also names often shared with various high schools or stand alone pre-college arts entities. So in our case, the adoption of "college" clearly places us where we belong.

As for the use of the word "division," I believe it would be advantageous to dispense of the name for academic units. Call all of the academic units the colleges. Other areas on campus could simply be the Offices of...

## **School of Education, Health and Society**

Three primary reasons for changing EHS to "College of Education, Health and Society."

First -while all our programs are firmly based in the liberal arts, the fact remains that the lines between liberal arts and professional degrees at Miami continue to blur over time. For example, wouldn't we classify degrees in Journalism, and Speech Pathology and Audiology as professional degrees (i.e. majors that lead to a very specific career path?). Wouldn't we list Family and Child Studies as a social science degree, and Kinesiology as a science degree?. Why isn't an Art major considered part of the liberal arts? Today all of our departments, from across all 5 divisions and the regionals, contribute to the Miami Plan for Liberal Education. I think moving to Colleges for all sends a very important message to the University Community - we all have equally important things to contribute. Symbolically, it does matter in establishing equity, while realizing that the College of Arts and Science will always be at the heart of this university if nothing else but by size.

Second - although there is variation across the country, I do think that at larger universities, it is more common to use the nomenclature of College for the various divisions. In Ohio all of our chief competitors and the other similar sized institutions use the nomenclature "College of Education . . .



” (see chart below). This is especially true for Colleges of Education that have been combined with other disciplines such as we have been here at Miami.

Third – EHS is comprised of various disciplines (health, exercise science, dietetics, social work, family studies, student affairs in higher education as well as programs and departments that revolve around preparing professionals for K-12 schools). With the adoption of “College” as our organizing frame we can then form a school or schools composed of the disciplines that coalesce around similar areas of study (see Kent State, UC, Bowling Green, etc. for this organizational structure). Thus it makes great sense for EHS to be a College that includes School(s) given our make up.

### ***Aspirational & Peer Institutions***

#### College of William & Mary

- School of Education
- 5 schools – no Colleges

#### University of Vermont (identified as a Public Ivy like Miami)

- College of Education & Social Services
- 5 colleges and 2 schools including School of Business Administration

### ***Ohio Peer Institutions***

#### Kent State University

- College of Education, Health, & Human Services. Schools fall under College.
- All Colleges except for one School (School of Digital Science).

#### Ohio University

- Patton College of Education
- All colleges – Schools fall under a College

#### University of Toledo

- Judith Herb College of Education, Health Science & Human Service
- All Colleges

#### University of Cincinnati

- College of Education, Criminal Justice, & Human Services
- All Colleges including regional campuses. Schools fall under colleges

#### Ohio State University

- College of Education & Human Ecology

#### University of Akron

- College of Education

#### Bowling Green State University

- College of Education & Human Development
- All Colleges; Schools fall under Colleges

## **Farmer School of Business**

Presently, the sentiment in the Farmer School is that we remain the Farmer School. We feel that this designation is part of our brand and as noted elsewhere, most of the other top undergraduate programs in business are also known as schools rather than colleges. That having been said, we would still like the option to switch from school to college if that same option is given to the other

schools in the university. If other schools become colleges and the term “school” evolves to designate an academic division of less importance than a college, then we might eventually opt for the college designation as well.

## **School of Engineering and Applied Science**

Every public institution in the state of Ohio that offers programs in engineering listed [in Section B above] (there are ten universities are in this category) has a College of Engineering. In my view, this aspect itself provides a strong rationale for Miami having a college of engineering.

I (M. Dollár) see absolutely no reasons why we would not embrace the proposed change.

## **Regional Locations Division**

After reviewing information from the top 10 competing institutions and from the "college vs school by rank" [data], it is clear that college and school are somewhat interchangeable for naming divisions composed of similar or dissimilar groupings of academic disciplines. What also seems clear is that where divisions are broken into component parts, Colleges are organized around groups of schools.

The creation of a division regardless of its name is paramount in importance to the Regional Campuses; however the name and description are important in developing a concept of identity, relationship to Miami University, our brand and the value of our brand. The term “College” provides strength to all of the above as the division is formed and this term offers the division a future opportunity to expand.

Regardless of the name, the new division will represent a diverse group of department/discipline areas currently represented in three other university divisions- the College of Arts and Sciences, the School of Engineering and Applied Sciences, and the Farmer School of Business. Obviously, the division will not consist of related disciplines, rather it is focused and will focus on applying a variety of departments/programs/disciplines directly to identified career pathways with local or regional needs. Because of its current (and likely future) diversity in program offerings, College seems a better fit. The establishment of a College also creates a situation where expansion or addition of future degrees might permit the creation of “Schools” within a “College” on the regional campuses.

It seems apparent, from the lists provided by Jim and Phyllis, that while Colleges commonly contain Schools, the reverse is uncommon.

## **College of Arts and Science:**

On February 27, 2013, the chairs and directors in the College of Arts and Science had a brief discussion on the naming of divisions as Colleges or Schools.

The discussion focused mostly on what is best for the University. The chairs and directors expressed interest in understanding the **value to Miami** of changing the names of the other divisions to Colleges or to maintain the College of Arts and Science as the only division with the "College" title. They were also interested to learn what the benefits and value were to the other divisions. We also considered the flexibility in being able to use "school" and "college" to differentiate organizational structures within divisions, and some were interested in that possibility. The chairs and directors asked what the "norms" were nationally, particularly at our aspirational institutions. A survey of the *top 20 ranked* (according to *US News and World Report*) Business, Education, Engineering and Creative/Fine Arts Schools suggests there is wide variation depending on the field. All of the top 20 Business divisions are schools; 7 of the top 20 Education divisions are Colleges (35%) while the remaining 13 are schools; 9 of the top 20 Engineering divisions are Colleges (45%), 9 are schools and there is 1 institute and 1 division. The greatest variation comes in Creative/Fine Arts with 9 Schools, 6 Colleges (30%), 1 institute and 4 in other categories.

Because MU has long championed the liberal arts as our core value and the College as the home of the liberal arts, there was concern that the University would diminish that distinctive and unique characteristic and dilute our "brand". The argument that the other divisions were really professional schools and that was their distinctive brand and characteristic was also advanced. Mostly, they wanted to understand why this is so important to our colleagues.

There is also an historical argument that was raised. One chair wrote:  
 " "colleges" since the very first one in Paris in 1180, have always been residential institutions, endowed so that promising students can study for free, and that they always had a distinctive architectural form, still legible in the "quads" at Miami University. This heritage in fact goes back to the Islamic *madrasas*, which western Christians first encountered in the crusades, which actually goes back to Buddhist *viharas* from central asia. There is a compelling account of all this in Christopher Beckwith's recent *Warriors of the Cloisters*, where the "college" system, along with the recursive argument method, or scholastic method, is identified as the key factors leading to the scientific revolution in the early modern period. I think this is a history worth remembering and elaborating in the context of the college of arts and science here at Miami."

Another approach is to look outside the state of Ohio and consider the *US News and World Report* top 20 ranked universities in each academic area.

Rank	BUSINESS	School	College	Institute	Other	Total	% of Total that are Colleges
1	Harvard Business School	1					
1	Graduate School of Business-Stanford	1					
3	U of Pennsylvania - Wharton School	1					
4	MIT - Sloan School of Management	1					
4	Northwestern - Kellogg School of Mgt	1					
4	U of Chicago - Booth School of Business	1					
7	UC-Berkeley - Haas School of Business	1					
8	Columbia U - Business School at Columbia	1					
9	Dartmouth - Tuck School of Business	1					
10	Yale - School of Management	1					
11	NYU - Leonard Stern School of Business	1					

12	Duke U - Fuqua School of Business	1					
13	U of Michigan, Ann Arbor - Stephen Ross School of Business	1					
13	U of Virginia - Darden Graduate School of Business Adm	1					
15	UCLA - Anderson School of Management	1					
16	Cornell U - S. C. Johnson Graduate School of Management	1					
17	U of Texas, Austin - McCombs School of Business	1					
18	Carnegie Mellon - Tepper School of Business	1					
19	UNC Chapel Hill - Kenan-Flagler Business School	1					
20	University of Southern California - Marshall School	1					
		<b>20</b>	<b>0</b>				<b>0%</b>
25	OSU - Max Fisher College of Business		1				

Rank	EDUCATION						
1	Vanderbilt - Peabody College of Education & Human Dev		1				
2	Harvard - Graduate School of Education	1					
3	U of Texas, Austin - College of Education		1				
4	Stanford - School of Education	1					
5	Columbia - Teachers College		1				
6	Johns Hopkins - School of Education	1					
6	UCLA - Education School	1					
8	U of Oregon - College of Education		1				
9	Northwestern - School of Education & Social Policy	1					
9	U of Pennsylvania - School of Education	1					
9	U of Wisconsin, Madison - School of Education	1					
12	U of Michigan, Ann Arbor - School of Education	1					
13	UC-Berkeley - Graduate School of Education	1					
13	U of Washington - College of Education		1				
15	USC - Rossier School of Education	1					
16	Michigan State - College of Education		1				
17	NYU - Steinhart School of Culture, Education & Human Dev	1					
18	Boston College - Lynch School of Education	1					
18	OSU - College of Education & Human Ecology		1				
18	U of Kansas - School of Education	1					
	<b>Total</b>	<b>13</b>	<b>7</b>			<b>20</b>	<b>35%</b>

Rank	CREATIVE/FINE ARTS						
1	Yale - School of Art	1					
2	Rhode Island - School of Design	1					
2	Chicago - School of the Arts Institute of Chicago	1					
4	UCLA - Department of Art				1		
4	Virginia Commonwealth - School of the Arts	1					
6	California Institute of the Arts			1			
7	Carnegie Mellon - College of Fine Arts		1				
7	Michigan - Cranbrook Academy of Art				1		
7	Maryland Institute College of Art		1				

10	Columbia - School of the Arts	1					
11	Alfred U - School of Art and Design	1					
11	California College of the Arts		1				
13	Bard College - Milton Avery Graduate School of Arts	1					
13	CUNY - Hunter College		1				
13	Temple U - Tyler School of Art	1					
13	UC San Diego - Visual Arts Department				1		
13	Washington University in St Louis - Graduate School of Art	1					
18	CA - Art Center College of Design		1				
18	OSU - College of the Arts		1				
18	NY - School of Visual Arts	1					
18	U of Wisconsin, Madison - Department of Art				1		
	<b>Total</b>	<b>9</b>	<b>6</b>	<b>1</b>	<b>4</b>	<b>20</b>	<b>30%</b>
<b>Rank</b>	<b>ENGINEERING</b>						
1	MIT - School of Engineering	1					
2	Stanford - School of Engineering	1					
3	UC Berkeley - College of Engineering		1				
4	GA Institute of Technology - College of Engineering		1				
5	CA Institute of Technology - Div of Engr & Applied Science				1		
5	U of Illinois, Urbana-Champaign - College of Engineering		1				
7	Carnegie Mellon - Institute of Technology			1			
8	U of Michigan, Ann Arbor - College of Engineering		1				
8	U of Texas, Austin - Cockrell School of Engineering	1					
10	Cornell U - College of Engineering		1				
10	Purdue U - College of Engineering		1				
12	Texas A&M - Dwight Look College of Engineering		1				
12	USC - Andrew and Erna Viterbi School of Engineering	1					
14	UC San Diego - Jacobs School of Engineering	1					
15	Columbia U - Fu Foundation School of Engr & Applied Science	1					
16	UCLA - Henry Samueli School of Engr & Applied Science	1					
17	U of Wisconsin, Madison - College of Engineering		1				
18	U of Maryland, College Park - A. James Clark School of Engineering	1					
19	Harvard U - School of Engineering and Applied Sciences	1					
19	Northwestern U - Robert McCormick School of Engr & Applied Sci	1					
	<b>Total</b>	<b>9</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>20</b>	<b>42%</b>
30	OSU - College of Engineering		1				

## E. Proposed University-wide Terminology

1. **Division** – A unit at the university that is directed by a Vice President.  
     Academic Affairs  
     Student Affairs  
     Information Technology  
     Business and Finance Services  
     University Advancement
2. **College** – A unit at the university that is directed by an Academic Dean.
3. **School** – A unit at the university that is directed by an Academic Dean or is a subunit within a college directed by an Associate Dean, Director, or Head.
4. **Department** – A unit at the university that is directed by a Department Chair.
5. **Program** – A unit at the university that is directed by a Program Director.
6. **Institute** – A unit at the university that is directed by an Institute Director.
7. **Center** – A unit at the university that is directed by a Center Director.

## F. Proposed Names of Colleges and Schools at Miami University

<b>Current Name:</b>	<b>Proposed Name:</b>
College of Arts and Science	College of Arts and Science
Farmer School of Business	Farmer School of Business
School of Engineering and Applied Science	College of Engineering and Computing
School of Education, Health, and Society	College of Education, Health, and Society
School of Creative Arts	College of Creative Arts
"Regional Locations" <no official name>	College of Professional and Applied Sciences

**e-Learning Advisory Council  
Report Summary****Board of Trustees Academic/Student Affairs Committee****04.25.2013**

Given the rapid growth of online education and its importance for higher education, it is imperative that post-secondary institutions embrace dynamic approaches to online learning that are value added and financially viable and that lead to systemic, contextual, and long-term high quality content delivery. Miami University's mandate is to integrate high-quality and sustainable e-learning and innovation that create a learning environment that supports and encourages learning and discovery, deepens the learner's experience with the subject matter, produces extraordinary student and scholarly outcomes, and elicits active and critical reflection by learners leading to financial efficiencies and new revenue streams.

The vision for e-learning at Miami University embraces student centered core values, uniting the dynamics of a rich residential campus experience and our nationally prominent faculty flexibly engaging with multiple modalities and formats, progressive learning analytics, and technology mediated instruction to deepen and expand student content knowledge, critical thinking skills, liberal arts education, and responsiveness to global responsibilities.

The mission focuses on the unique application of e-learning in the Miami context which shapes a preeminent community experience that is dynamic, flexible, and responsive to change. E-learning will:

- engage students beyond geographic boundaries and traditional campus setting;
- enrich and extend the "Miami Experience", with co-curricular opportunities, cultural; experiences, service learning, and other experiential learning experiences;
- support the Miami liberal education plan requirements;
- expand globally to reach populations of learners to increase capacity, making courses available that may not be otherwise for our traditional student population, and increasing the geographical scope of learners;
- deepen engagement with learning through innovative and progressive models of instructional design and delivery; and,
- reinforce and strengthen faculty expertise, innovation, creativity, and research.

The vision and mission for e-learning is aligned with the Miami 2020 Plan vision, guiding principles, and goals. The expectation is that the university, divisional, and unit areas will use technology to enrich personalized learning, and frame e-learning plans with attention to quality, student outcomes, rigor, innovation, accountability and efficiency, leveraging university resources, and collaboration.

With the increasing availability of innovative and cost effective e-learning tools, Miami can confidently extend its reach into online learning thoughtfully and strategically by building on the foundation of the work of the regional campuses and continuing education over the past 15 years. The traditional learning experience at the main campus will be informed by the technology and instructional design used in online learning while developing and developing courses to increase undergraduate capacity and programs to meet post-baccalaureate educational and professional development needs. The expectation is that the regional campuses will continue to serve their non-residential, non-traditional population of learners through courses and programs appropriate to that population of students. The e-

Learning Advisory Council (eLAC) recommendations that follow are limited to Oxford campus online learning courses and programs.

The eLAC focus here is to address the most pressing need — to bring Miami University infrastructure up to the minimum industry standard for online learning in higher education (as defined by the federal policies and regulations and by accrediting bodies) and to develop an infrastructure to ensure stability and revenue generation. From that foundation, Miami will quickly launch into innovative online learning with an infrastructure that exceeds standards.

#### **RECOMMENDATION 1: ESTABLISH AN E-LEARNING OFFICE TO BUILD A FOUNDATION FOR GROWTH**

The E-Learning office (ELO) is a central unit focused on championing e-learning with strategic planning, infrastructure, instructional design, and support of functional tasks related to e-learning including compliance with federal, state, and quality assurance standards. The ELO provides strategy, expertise, best practices, and exceptional support and assistance to students, faculty, staff, departments and divisions in development and delivery of quality e-learning programs to build and reinforce the foundation for growth and increased revenue generation. Curriculum remains in the scope of divisional/departmental/disciplinary responsibility.

#### **RECOMMENDATION 2: INVEST IN E-LEARNING & INNOVATION**

Recognizing the lack of current infrastructure, and the need to invest in quality and innovation to generate revenue, Miami University will finance e-learning and innovation to advance student infrastructure. Miami University will demonstrate a student-centered support focus that will attend to the needs of the learner who does not come to campus and is engaged in learning not bound by time or place. The structure will build on existing and planned initiatives and demonstrate a progressive expansion that will leverage technology and virtually support student academic and enrollment needs.

#### **RECOMMENDATION 3: EXPAND FACULTY INCENTIVES AND SUPPORT**

Miami University will promote development of and invest in resources for faculty support and incentivize faculty motivation to develop and deliver, and rapidly approve, innovative e-learning. Faculty are supported with a robust and progressive e-learning platform.

#### **BUSINESS PLAN**

Creating a sustainable and vital online learning initiative requires a careful balance between academic quality and financial stability. To build a foundation for growth in high-quality online education at Miami University it will be critical to invest in infrastructure. The business plan focuses on the necessary elements to build the foundation and then the continuing to re-invest to ensure scalability and continued excellence in academic offerings, and the ability to extend, expand, and enrich the student learning experience.



## e-Learning Advisory Council Report

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*As a faculty member who has taught in class and online, my online class has made me a better teacher.*

*With my online assignments, I hear the voices of all my students, not just those who are comfortable speaking in a group. Students have more dialogue with others, which is a component of the Miami Plan.*

*We need e-learning for economic survival – reaching the students in the summer and in the new winter session that we might not normally reach.*

*Growth of e-learning at Miami will encourage us to think creatively about the use of technology in face-to-face teaching.*

~ Comments from Miami faculty, Fall 2012

## Executive Summary

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Given the rapid growth of online education and its importance for higher education, it is imperative that post-secondary institutions embrace dynamic approaches to online learning that are value added and financially viable and that lead to systemic, contextual, and long-term high quality content delivery. Miami University's mandate is to integrate high-quality and sustainable e-learning and innovation that create a learning environment that supports and encourages learning and discovery, deepens the learner's experience with the subject matter, produces extraordinary student and scholarly outcomes, and elicits active and critical reflection by learners leading to financial efficiencies and new revenue streams.

E-learning in the context of this report refers to courses and programs in which teaching and learning is facilitated by technology based systems, media, and resources – fully online and 50% or more hybrid courses in which classroom meeting time is comprised of online, web-based, virtual meetings or activities.

The vision for e-learning at Miami University foresees Miami as a national leader in online learning within the context of a residential campus. The mission of Miami online learning is meant to expand the student learning experience, create local and global faculty networks, and generate revenue through flexible pathways to and through the university — and yet be personal and produce learning that is critical, reflective, and creative. To reach potential, e-learning and the infrastructure for development, delivery, and administration must be dynamic, responsive to innovation, and flexible; it must strengthen the engaged learning experience for students, as well as reinforce faculty research and creativity.

With the increasing availability of innovative and cost effective e-learning tools, Miami can confidently extend its reach into online learning thoughtfully and strategically by building on the foundation of the work of the regional campuses and continuing education over the past 15 years. After much discussion, deliberation, and research, and with a consensus, the e-Learning Advisory Council (hererafter, eLAC) recommends the following strategic actions:

1. Establish an e-learning unit to lead Miami's e-learning initiative and to develop a foundation on which Miami will expand to increase capacity and generate revenue.
2. Invest in e-learning and innovation – Miami will invest to build a student focused and collaborative organizational infrastructure for e-learning and technological innovation.
3. Develop faculty support, incentives, and an e-learning platform – faculty are incentivized and supported in development and delivery of groundbreaking online learning with a robust and progressive e-learning platform.

The scope of this report and the recommendations made are limited to the Oxford campus. The expectation is that the regional campuses will continue to serve their non-residential population of learners through courses and programs appropriate to that population of students. Currently, Oxford and regional campus online learning support staff enjoy a collaborative and cooperative relationship which allows for well-aligned compliance efforts, sharing of resources, and consistency for students, faculty, staff. The expectation is those valuable connections will continue as the implementation of strategic direction unfolds and takes Miami University to an increased level of meeting student needs at all campuses.

## MISSION AND VISION

The mission and vision for e-learning at Miami University are based in an engaged, student-centered learning and discovery experience.

The vision for e-learning at Miami University embraces student centered core values, uniting the dynamics of a rich residential campus experience and our nationally prominent faculty flexibly engaging with multiple modalities and formats, progressive learning analytics, and technology mediated instruction to deepen and expand student content knowledge, critical thinking skills, liberal arts education, and responsiveness to global responsibilities.

The mission focuses on the unique application of e-learning in the Miami context which shapes a preeminent community experience that is dynamic, flexible, and responsive to change. E-learning will:

- engage students beyond geographic boundaries and traditional campus setting;
- enrich and extend the "Miami Experience", with co-curricular opportunities, cultural; experiences, service learning, and other experiential learning experiences;
- support the Miami liberal education plan requirements;
- expand globally to reach populations of learners to increase capacity, making courses available that may not be otherwise for our traditional student population, and increasing the geographical scope of learners;
- deepen engagement with learning through innovative and progressive models of efficient instructional design and delivery; and,
- reinforce and strengthen faculty expertise, innovation, creativity, and research.

The vision and mission for e-learning is aligned with the Miami 2020 Plan vision, guiding principles, and goals. The expectation is that the university, divisional, and unit areas will use technology to enrich personalized learning, and frame e-learning plans with attention to quality, student outcomes, rigor, innovation, accountability and efficiency, leveraging university resources, and collaboration.

## RECOMMENDATIONS

Online, distance education exists on a continuum from hybrid courses (blending face-to-face instruction with online learning, where some classroom seat time is reduced) to fully online courses (meaning 100% online, with no face-to-face meetings in a pre-determined location and time). In this report the phrases “e-learning” or “online learning” both refer to courses and programs in which teaching and learning are facilitated by technology-mediated systems, media, and resources – courses in which classroom seat time is replaced at a level of more than 50% by online, web-based, virtual meetings or activities. The eLAC recommendations for fully online learning are intended to allow for innovation and efficiencies which will also support hybrid learning and face-to-face instruction as well as fully online e-learning.

The eLAC focus here is to address the most pressing need — to bring Miami University infrastructure up to the minimum industry standard for online learning in higher education (as defined by the federal policies and regulations and by accrediting bodies) and to develop an infrastructure to ensure stability and revenue generation. From that foundation, Miami will quickly launch into innovative online learning with an infrastructure that exceeds standards.

### RECOMMENDATION 1: ESTABLISH AN E-LEARNING OFFICE TO BUILD A FOUNDATION FOR GROWTH

The E-Learning office (ELO) is a central unit focused on championing e-learning with strategic planning, infrastructure, instructional design, and support of functional tasks related to e-learning including compliance with federal, state, and quality assurance standards. The ELO provides strategy, expertise, best practices, and exceptional support and assistance to students, faculty, staff, departments and divisions in development and delivery of quality e-learning programs to build and reinforce the foundation for growth and increased revenue generation. Curriculum remains a divisional/departmental/disciplinary responsibility.

The eLAC recommends that the e-learning support structure at Miami University not be fully centralized, nor completely de-centralized. The organization structure recommended is an office that acts as a shared service center providing core support for online activities in collaboration with other offices on campus continuing to provide services for online efforts.

The E-Learning Office (ELO) provides necessary and critical communication, coordination, and support to e-learning initiatives, faculty, staff, and students, while academic divisions continue to “own” the curriculum and the autonomy to uniquely develop, design and deliver online courses and programs. The ELO works with academic support units, University Libraries, and IT Services to proactively embed the support for e-learning into organizational structures. This recommendation accepts the groundwork laid by current administrative and support efforts and allows Miami to build upon on the experience and success borne out of enterprising academic and academic support units, while it considers best practices in higher education.

The eLAC further recommends that online curriculum and content remain the purview of the divisions and departments (as it is now). This will be supported by documented plans from IT Services and the University Libraries (as required by the Higher Learning Commission), with the ELO providing proactive compliance with critical internal and external policies and regulations. The ELO will support innovation for online course design and delivery. “One size fits most” curricular and design guidelines are developed and adopted centrally, with a simple process to request exceptions, but with the expectation

that exceptions will provide supporting rationale for how the exception improves e-learning at Miami. The ELO will manage and comment on exception requests.

To ensure maximum revenue generation, Miami University will coordinate a strategic plan for e-learning that will align with needs of learners, and virtually expand Miami's global involvement. In the first phase of development the priority for supported online development will be:

- **Post Baccalaureate Professional, Executive Programs**
  - Degrees
  - Certificates
  - Licensure
- **Global Partnership Programs**
- **Undergraduate strategically selected courses**
  - Special sessions: summer, winter, and crossing terms
  - Endorsements, badges, and certifications
  - Thematic sequences
  - Hybrid courses that address capacity issues
  - Minors
  - Selective extended programs
    - Internships/Coops

To recapture revenue lost to transfer credit, to build capacity in high demand courses, and to increase enrollment from outside the matriculated student base, Miami will strategically select courses and programs offered online to students. The strategy also focuses on bringing new populations of learners virtually to our campus, which will generate new revenue.

The strategic focus for programming allows Miami University to enhance global partnerships and opportunities that will connect student virtually to Miami, and then, personally, in partnership with international institutions. Miami can continue to build on past successes and initiatives by offering post-baccalaureate professional programs in the forms of licensure, certificates, and badges, building to degree programs that support workforce development and shifting career requirements. Building on strengths at the graduate level, divisions will review potential opportunities to develop online programs. These priorities will bring new learning populations to Miami and serve the demand for continuing education among adult learners.

Details related to the structure, leadership, and responsibilities of the ELO are found in Appendix III of this report.

## **RECOMMENDATION 2: INVEST IN E-LEARNING & INNOVATION**

Recognizing the lack of current infrastructure and the need to invest in quality and innovation to generate revenue, Miami University will finance e-learning and innovation to advance a progressive infrastructure. Miami University will demonstrate a student-centered support focus that will attend to the needs of the learner who does not come to campus and is engaged in learning not bound by time or place. The structure will build on existing and planned initiatives and demonstrate a progressive expansion that will leverage technology and virtually support student academic and enrollment needs.

The details of the anticipated revenue and expenses for the first three phases of e-learning at the Oxford campus are found in the business plan section of this report ([see page XX](#)). The plan details the

creation of a sustainable online learning initiative based on a balance between quality and financial stability, and recognizing that technology supports students as architects of their learning. An investment must be made in an infrastructure (including people and expertise) to support online learning at Miami University, even as we create a more significant presence online and proactively identify programs to attract new populations of learners to Miami.

Success in the online or hybrid environment will require skills that are not necessarily found in the face-to-face learning environment. Students will be supported by the ELO, charged with coordinating resources found in the University Libraries, Information Technology Services, the Enrollment Management Center, and other units across campus who will collaborate and provide critical services for students. Students will know and understand how to easily access all virtual resources necessary for success in the online classroom. Students will be supported through 24/7 accessibility to resources and technology assistance.

Online learning professionals and consultants agree that vendor based turn-key investment must be carefully reviewed. Now that this business model enters a second decade universities are evaluating their contracts in consideration of revenue sharing, accreditation, learning philosophies, and increased internal innovative capacity. Many universities are pulling out of agreements and outsourcing only limited aspects of their e-learning responsibilities, or completely breaking from turn-key partners to regain and retain autonomy and ensure competitive advantage.

The eLAC recommends that Miami University not seek nor engage with third-party providers for infrastructure support or for foundation basics such as market research, marketing, student recruitment, curriculum model design, faculty training and support, course design and development, management of the online learning environment, or student retention. If a program, department, or division has a unique need to use an investment vendor, the ELO will consult and provide clear guidance for assessment of financing, benefits, competition, and return on speculative investment levels. Final approval will be at the provost level.

More details regarding turn-key investors, innovation, building a foundation for growth, and advancing student support structures can be found in [Appendix IV](#) of this report.

### **RECOMMENDATION 3: EXPAND FACULTY INCENTIVES AND SUPPORT**

Miami University will promote development of and invest in resources for faculty support and incentivize faculty motivation to develop and deliver, and rapidly approve, innovative e-learning. Faculty will be supported with a robust and progressive e-learning platform.

Financial and course release incentives are recommended to motivate faculty to develop and teach online courses in support of university goals. The ELO will develop recommendations based on current and progressive best practices for minimum standards for faculty teaching online. The ELO will support faculty in meeting quality online teaching standards with structured training and development and existing faculty development units, programs, awards, etc. (CELTUA, LTSI, ALT, etc.) with a track record of success, expanded and enhanced to support e-learning initiatives

The development of a Learning Management System (LMS) specifically designed for e-learning is necessary to achieve consistency for student experience and for support of e-learning courses, as well

as faculty satisfaction. To well support e-learning at Miami University, the eLAC recommends a robust and progressive e-learning platform used consistently across the university.

Faculty support and development, on-going support, curriculum oversight, e-learning platform, and IT Services and University Libraries planning are discussed further in [Appendix V](#) of this report.

#### **E-LEARNING PLAN IMPLEMENTATION**

The organization of the Miami University E-Learning Office and recommended systems will be immediate. A unit head will be hired, the E-Learning Steering Council will be appointed, and implementation plan will be developed and then implemented within 60 days of acceptance of recommendations. Academic divisions will be expected to develop plans within one semester.

DRAFT

**BUSINESS PLAN**

Creating a sustainable and vital online learning initiative requires a careful balance between academic quality and financial stability. To build a foundation for growth in high-quality online education at Miami University it will be critical to invest in infrastructure. This plan focuses on the necessary elements to build the foundation and then the continuing to reinvest to ensure scalability and continued excellence in academic offerings, and the ability to extend, expand, and enrich the student learning experience. The expectation is that the plan will be implemented, and decisions will be made, by the ELO in collaboration with an advisory council.

With a mission focused on an experience that is dynamic and responsive to change, we must build a solid foundation to support aggressive growth over the first three years. The eLAC consensus on a vision for e-learning at Miami is one which will embrace our student-centered core values, uniting the dynamics of a rich residential campus and our nationally prominent faculty engaging with technology-mediated instruction. Developing courses to build capacity at the undergraduate level, and identifying and developing programs to increase volume and revenue at the graduate level, will align with university strategic goals.

ELO will be charged with bringing Miami University up to industry standard that can be built upon and/or phased-in innovation in future years. This standard is set by policies and guidelines that are currently in place through governmental agencies and accrediting bodies. Once the base level of industry standard is achieved in the first phase of Miami's online strategy, we can then launch into development and delivery of innovative online learning that provides a significant online presence for all divisions in different types of online program offerings to strategically chosen target disciplinary markets. It is critical that the ELO leadership identify opportunities in the marketplace, and continuously provides that information for the divisions to act upon.

Led by the ELO, this plan will cover three years, in three overlapping phases. The focus in the Phase 1 will be to create a more significant online presence and identifying programming to develop a presence for audiences new to Miami University at the post-baccalaureate level. As the online effort expands to more programs and offerings, the focus will be on recognition as a leader in the application and use of innovative online pedagogy and technology.

The eLAC envisions the University evolving its online education program over the next three years in phases, as follows.

**Phase 1 — Foundation (AY 2013-2014)**

Phase 1 will unfold in the start-up and the first year. A director for ELO will be appointed, and the ELO will develop, even as curricular programming efforts are beginning to focus on reviewing existing online courses, stimulating all academic divisions to enhance their understanding and skill sets in offering online courses, and strategically taking existing residential courses and converting to online offerings to recapture credit hours currently being lost to students enrolling in online courses at other universities that have been more attentive to the needs of students. In this initial phase it is critical to strategize by division to identify and develop potential post-baccalaureate programs for online development.



Phase 1 will be a time of infrastructure building, education and learning for a meaningful segment of Miami faculty across all divisions, and a phase in which we will build the online learning identity at Miami.

**The objectives in Phase 1 include:**

*Review Current Offerings*

A critical aspect of Phase 1 will be a careful and in-depth review of all unique online course or sections that existed prior to the formation of the ELO. The purpose of this review will be to assure that existing courses meet the highest standards for online learning as developed by the ELO. The critical focus in this phase is to build the foundation for high-quality online learning across all University divisions.

*Promote Faculty Development*

Focus on creating professional development programs for Miami faculty to learn and understand how to develop quality online courses, and work with faculty to convert strategically relevant courses to an online format.

*Develop Student Audience*

Much of the focus in the first phase will be on serving our existing residential students with newly converted summer and winter term online courses, and some effort towards reaching Miami alumni and others with post-baccalaureate offerings in the form of certificates, licensure, and badges. During this phase some divisions will be able to extend their offerings that were heretofore capacity constrained, and increase professional and executive course and programs. In Phase 1, divisions will be expected to identify programs ready to move quickly to online market, and will fully support development and approval for programs.

*Look to the Future*

In this phase, the head and staff of the ELO are deliberately reviewing options and making recommendations in realms such as MOOC's, LOOC's, partnerships, and technological innovation (cloud computing, mobile technologies, apps, etc.) that will inform online learning in the near future and developing a plan for Miami to ensure continued sustainability.

**Phase 2 — Horizon (AY2013-2015)**

In Phase 2, even as Phase 1 work is ongoing, Miami will focus upon extending the University's online offerings into new areas, new markets, and new approaches. This phase will evolve over a two-year period, as the University and its faculty extend their base of online sophistication to higher levels. With a full year of development, education, experimentation with online learning approaches, technology and pedagogy, the University will be poised to reach for new horizons in online education.

During Phase 2 each division will launch graduate-level online programs. There will be continuing review and upgrading of all new and existing online courses. Consideration will be given to creating and offering MOOCs, if that approach is researched and concluded to be academically responsible as well as financially viable. At minimum, the expectation is that MOOCs will offer recruiting possibilities, pedagogical innovation, and data collection possibilities, if not a revenue stream.

### Phase 3 — New Frontiers (AY 2014-2016)

In this phase of the online plan, all divisions within the University will launch programs to gain and retain new segments of online learners not currently served by Miami's residential or online majors and programs and based in the strengths of the Miami departments and faculty. This will be the phase with the greatest financial opportunity as the revenues from tuition will be totally net new revenues for the University. Current programs and departments that enjoy national reputations are likely candidates to offer such programs, as the name recognition and quality standards are recognized by a significant portion of the population. Continued review, update and assessment of all online endeavors will be undertaken throughout this phase.

#### PROJECTIONS

All projections in the business plan assume the following:

- Oxford campus only; focused on academic and academic support provided through the ELO.
- Programs focused as described in the eLAC report (see page xx)
- In implementation the strategic plan and projections will be further revised based on the accepted recommendations and strategy.
- Business plan provides a snapshot of the start-up and foundational needs in academic affairs to ensure compliance with minimum standards.

#### Revenue

##### Recommendation – Tuition and fees

- Tuition will be assessed at the resident level for all non-matriculated and graduate-level students enrolling in targeted online courses and programs
- Tuition for matriculated Miami University students is assessed at the standard rate based on student residency, class level, and campus of attendance.
- Online Learning Fee — \$35 per student, per credit hour for all students in online courses.
- Student Technology Fee – A portion of any funds generated from non-matriculated students and new online program student will be allocated to ELO to fund programs and services that support online students in achieving academic program goals and enhance life at virtual Miami.

#### Revenue

Revenue projections are based in two realms of new activity in online learning:

1. Additional non-matriculated students enrolling in online courses at the undergraduate and graduate level during the summer and winter sessions, and in opportunities developed for matriculated students that will appeal to non-Miami students.
2. New programs and courses developed for online offering and for new audiences of learners to Miami University.

Revenue generated by matriculated student enrollments is not considered in this business plan

#### Expense

Expense projections include the cost of organizing and beginning to operate a centralized shared services E-Learning Office. Specifically, expenses include:

- Personnel – Director, Coordinator, Program Manager, Marketing Manager, Instructional Designers, Instructional Technologists, and Administrative Assistant.
- Faculty/Professional Development
- Marketing
- Operations
- Travel
- Recruiting
- Professional memberships
- State authorization

The e-Learning Advisory Council acknowledges that every department, division, and entity beyond this office will have start-up and ongoing expenses associated with increased e-learning efforts. Some of this may be absorbed within the current budgetary allocations, some efficiency may be found as e-learning progresses that will allow for movement of funding to the new initiatives, and some additional funding may be required. In the implementation, the ELO will provide advice and support toward understanding the full impact of increased efforts in this area.

**Table 1. Revenue and Expense Projections**

<b>Revenue Summary</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Non-matriculated additional students	\$ 526,500.00	\$ 1,140,750.00	\$ 2,018,250.00
New programs	\$ 1,035,450.00	\$ 3,141,450.00	\$ 8,230,950.00
<b>Expense Summary</b>			
ELO Personnel	\$ 956,254.98	\$ 1,158,720.00	\$ 1,368,880.00
Operations	\$ 460,000.00	\$ 620,000.00	\$ 795,000.00
Contingency	\$ 103,545.00	\$ 428,220.00	\$ 1,024,920.00
<b>Total</b>	<b>\$ 1,519,799.98</b>	<b>\$ 2,206,940.00</b>	<b>\$ 3,188,800.00</b>
<b>Summary</b>			
<b>Revenue</b>	\$ 1,561,950.00	\$ 4,282,200.00	\$ 10,249,200.00
<b>Expenditures</b>	\$ 1,519,799.98	\$ 2,206,940.00	\$ 3,188,800.00
<b>Net</b>	<b>\$ 42,150.02</b>	<b>\$ 2,075,260.00</b>	<b>\$ 7,060,400.00</b>

**What is NOT included:**

faculty salaries + fringe  
 IT Services expense  
 University Libraries expense  
 Other university support unit  
 expense

**APPENDIX**

- I. E-LEARNING ADVISORY COUNCIL MEMBERSHIP & CHARGE**
- II. E-LEARNING ADVISORY COUNCIL: CONSULTATIONS, MEETINGS & RESOURCES**
- III. ELO STRUCTURE AND RESPONSIBILITIES**
- IV. STUDENT SUPPORT INFRASTRUCTURE**
- V. FACULTY SUPPORT AND INCENTIVES**
- VI. SUPPORTING DATA**

**DRAFT**

**APPENDIX I**

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**E-LEARNING ADVISORY COUNCIL: MEMBERSHIP AND CHARGE****MEMBERSHIP**

## Co-Chairs

Carine Feyten, Dean, Education, Health & Society  
Cheryl Young, Assistant Provost, Global Initiatives

## Task Force Members

Jason Abbitt, Associate Professor, Educational Psychology  
Jerry Gannod, Professor, Computer Science & Software Engineering  
Carrie Hall, Lecturer, Psychology  
Janet Hurn, Coordinator, Regional e-Learning Initiatives; Lecturer, Physics  
Artie Kuhn, Lecturer, Interactive Media Studies  
Carol Jones, Associate Registrar, Curriculum & Student Success  
James E. Porter, Professor, English & Interactive Media Studies  
Andrew Revelle, Assistant Librarian, University Libraries  
Cecilia Shore, Director, CELTUA & Professor, Psychology  
Thomas W. Speh, Professor & Director of e-Learning, Farmer School of Business  
David Woods, Academic Liaison, Information Technology Services

## Graduate Assistant

Zak Foste, Student Affairs in Higher Education

**CHARGE**

With the expected growth of e-learning as an alternative mode of delivering courses and programs at Miami University, it is critical that the University establish a set of guidelines to ensure the consistency and quality of e-learning courses and programs offered.

Specific expectations for the eLAC will be focused in the following areas:

1. Vision and purpose for e-learning at Miami University (answer Why? For Whom? By Whom? What programs/courses?)
2. Curriculum and Instruction (oversight of the curriculum, coherence of curriculum, appraisal of courses, evaluation of instruction, delivery and platform choice, etc.)
3. Faculty support (faculty development, training, on-going support, technical support)
4. Student and academic services (information and resources provided to students such as orientation, self-assessment, website, etc.; timely and accessible services and information, library resources, technical support)
5. Planning for sustainability and growth (systemic approach integrating student, academic, and faculty services; strategic consideration of human, technical, and funding resources related to growth; five year strategic plan for e-learning including business plan, prioritization of programs and courses for e-learning)
6. Evaluation and assessment (how will learning be measured, how will experiences that lead to the learning outcomes be assessed, how will changes be made based on the assessments, how will e-learning program outcomes compare to onsite programs)

**APPENDIX II**

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**E-LEARNING ADVISORY COUNCIL: CONSULTATIONS, MEETINGS & RESOURCES****e-Learning Advisory Council Meetings**

4/18/12, 4:00 to 5:00 pm  
6/18/12, 9:00 to 11:00 am  
8/28/12, 10:00 am to 2:00 pm  
9/27/12, 1:00 to 4:00 pm  
10/25/12, 12:00 to 2:00 pm  
12/5/12, 11:00 am to 2:00 pm  
1/17/13, 10:00 am to 1:00 pm  
1/25/13, 4:00 to 6:00 pm  
3/8/13, 4:00 to 6:00 pm

**e-Learning Advisory Council Business Plan Meetings**

1/25/13, 3:00 pm  
2/8/13, 5:00 pm  
2/11/13, 3:00 pm  
3/18/13, 3:00 pm  
3/29/13, 4:00 pm

**Consultations****Phone Meeting, 7/24/12 (Cheryl Young)**

Melanie Ho & Lora Pacht  
Education Advisory Board

**Eduventures (Carine Feyten)****Virtual Panel, 8/30/12 (all eLAC members)**

## Panelists:

David Cillay  
Washington State University

Ray Schroeder  
University of Illinois – Springfield

Lisa Templeton  
Oregon State University Extended Campus

**Phone Meeting, 8/31/12 (Cheryl Young)**

Heather Huling  
Old Dominion University

**Sloan Consortium International Conference on Online Learning, 10/10-12/12, 2012**

Cheryl Young

Jason Abbitt  
Janet Hurn

**Education Advisory Board, 1/29-31/2013 (Cheryl Young)**

Continuing and Online Education Forum

*Succeeding in Two Cultures: Keeping pace with the market while staying true to mission*

Individual consultation:

David Cillay  
Washington State University

Jeet Joshee  
California State University – Long Beach

Hunt Lambert  
Colorado State University

Gary Matkin  
University of California – Irvine

Barbara Shaw  
University of the Pacific

**WebEx Meeting, 1/30/13 (Tom Speh & Carine Feyten)**

Scott Wentland  
Longwood University

**WEBINARS**

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[Education Advisory Board](#) reports:

- Organizational Alignment Survey: Personalized Benchmarking Report for Cheryl Young, Miami University, January 2013.
- Organization of Online Education Units: Staffing, program development, and funding, November 2012
- Development an Online Education Capacity, January 2009
- Profiles of Distance Learning Fee Models, April 2010
- Online Academic Support Programs, January 2009
- Developing and Implementing Intellectual Property Polices for Online Courses, August 2009.
- Online Programs: Lessons from Five Universities, January 2009
- Faculty Workload & Compensation in Online and Blended Courses, May 2012
- Understanding the MOOC Trend, January 2012
- Considerations for Offering Online Courses during the Summer Session, September 2012
- Administering Online Programs in China and India, June 2012
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**APPENDIX III E-LEARNING OFFICE STRUCTURE & RESPONSIBILITIES****RECOMMENDATION 1: ESTABLISH AN E-LEARNING OFFICE**

The E-Learning office (ELO) will be a central unit focused on championing e-learning with strategic planning, infrastructure, instructional design, and support of functional tasks related to e-learning, including compliance with federal, state, and quality assurance standards. The ELO will provide strategic consultation, expertise, best practices advice, and exceptional support and assistance to students, faculty, staff, departments and divisions in the development and delivery of high-quality e-learning programs. Curriculum will remain a divisional/departamental/disciplinary responsibility.

Miami University is in a position to be a national leader in e-learning for the traditional, residential university. The vision for e-learning at Miami is to extend, expand, and enrich the student learning experience by creating connections, locally and globally, and increasing experiential learning opportunities. Miami is committed to ensuring that the online experience is personalized, and produces knowledge acquisition that is accompanied by critical, reflective, creative thinking from a global and liberal arts perspective. With this in mind, the structure for supporting e-learning must be innovative and cost effective.

With the increasing availability of innovative and cost effective e-learning tools, Miami can confidently extend its reach into online learning thoughtfully and strategically by building on the foundation of the work of the regional campuses and continuing education over the past 15 years. Miami University is already building on the groundwork laid by the current e-learning initiatives. Regional campus, Lifelong Learning, the Armstrong Institute for Interactive Media Studies (AIMS), and the University Libraries have been in the forefront of efforts. Along with these efforts, many departments have developed online courses and programs. During 2011-12, through the Oxford campus, 125 courses were taught online, generating over 8,000 student credit hours. Notable programs include Project Dragonfly master's degree programs, the Special Education Online Hybrid Program, and the recently launched AIMS Graduate Certificate in Interactive Media Studies.

In addition to online academic programs and courses developed over the past 15 years, technological and learning innovation at Miami is found in AIMS and the University Libraries. AIMS developed and recently unveiled an interactive learning portal and the University Libraries have many progressive digital media resources, an interactive instructional video center, and the OhioLINK Digital Media Center.

The eLAC recommends that the e-learning support structure at Miami University not be fully centralized, nor completely de-centralized. The office is a shared service center providing core support for online activities in collaboration with other offices on campus continuing to provide services for online efforts. The ELO provides necessary and critical communication and coordination and support to e-learning initiatives, faculty, staff, and students, while allowing the academic divisions autonomy to uniquely develop, design and deliver online courses and programs. The ELO will rely on academic support units, University Libraries, and IT Services to proactively embed the support for e-learning in their organizational structures. Operating through a shared services organizational model, the ELO will provide continuing and ongoing support, resources and advice to these support units in developing support plans. This recommendation allows Miami to build upon on the experience and success borne out of enterprising academic and academic support units, and considers best practices in higher education.

The eLAC recommendation for an office serving the Oxford campus online learning courses and programs is made with the expectation that the regional campuses will continue to serve their non-residential population of learners through courses and programs appropriate to that population of students, and under the current administrative structure, which is closely aligned with and collaborates regularly with Oxford e-learning programs and staff.

## Infrastructure

The ELO will provide institutional-level strategic oversight of the infrastructure for programs, faculty, staff, and student support in cooperation and collaboration with campus-wide academic support services, including IT Services, enrollment services center, and University libraries, as well as academic divisions, departments, and programs. This structure aligns with the best practices in higher education as reported recently by the Education Advisory Board, and supported by eLAC consultation with universities across the United States.

The Education Advisory Board *Institutional Benchmarking Report* (2012) is based on a survey of 125 online learning organizations in public and private universities. Among the respondents, 59.8% of universities surveyed operate in a hybrid organizational model as a shared service center providing support for online learning activities “owned” by academic departments on campus. Further, 82% of public university e-learning units reported that they were using a shared service model. Successful units operating in this model include Oregon State University eCampus, Colorado State University OnlinePlus, Kansas State University Division of Continuing Education, University of Illinois at Chicago External Education in the School of Continuing Studies, and Washington State University Global Campus.

Based on eLAC research and consultation, the following are the critical elements of the ELO.

- The ELO will reside in Academic Affairs, in continuing education. Consulting widely, eLAC learned that distance education is well served by the continuing education infrastructure model and expertise in student support, marketing, budgeting, and extending the learning experience to new audiences of learners. The continuing education unit currently serves as a shared services unit, collaborating with academic departments and divisions on program development and academic support units for quality student services. The Education Advisory Board reports that online education is typically housed in continuing education, or grew out of extended education and outreach efforts.

At Miami University, the continuing education area has extensive experience with collaboratively supporting academic initiatives that are locally and globally focused, with managed budgets, and oversight of processes that well support academic innovation. The current offerings in continuing education fall within the continuum of other kinds of learning at Miami, and this reporting structure places e-learning with other types of extended learning experiences offered at the university. Housing the office in this area will allow for strategic building of local and global partnerships. In addition, this academic support unit has experience with incubation of innovative courses and programs and has a financial and curricular model that will allow for cultivation and growth of e-learning. This reporting structure effectively supports building the foundation for e-learning at Miami. In future phases the e-learning office may be restructured as its footprint grows.

- **Leadership.** In this mission-centered unit, the ELO director will report to Academic Affairs. The ELO director is a thought leader responsible for visionary strategic planning, establishing Miami's national presence and leadership in e-learning for residential campuses, proactively developing and promoting initiatives, and connecting Miami with progressive international learning enterprise. Further, the leader will oversee and support e-learning at Miami University, including ensuring compliance with all university, accreditation, and government policies, and work in collaboration with other Miami units including the academic divisions, University libraries, IT Services, the enrollment management center, and others.
- **Support staff**
  - Staffing will sufficiently support ELO needs to build a foundation for e-learning at Miami. The recommended initial staffing includes:
    - Program Manager – support faculty with program development: learning outcomes, market projections, and program development.
    - Project Coordinator/Compliance Coordinator – the “traffic manager” for e-learning approvals, and coordinator of compliance (state authorization, federal requirements, ADA, etc.)
    - Instructional Designers – 5 instructional designers will be housed in the ELO to serve the priority needs of the university
    - Instructional Technologists – 2 media technologists will be housed in the ELO to serve the priority needs of the university.
    - Marketing Manager – strategic promotion and marketing to compete in an arena with public, private and for-profit institutions.
    - Administrative Assistant
- **e-learning Steering Council**
  - A council will be appointed to serve as a vehicle for faculty input into strategic institutional direction, innovation, operational objectives, and creating accountability measures for e-learning. Each division, including the regional campuses, will have representation on the council.

## Compliance

The ELO will provide coordination and support for compliance on requirements related to state authorization, Higher Learning Commission, federal requirements, State of Ohio requirements, ADA accessibility guidelines, and other entities. The ELO will coordinate and collaborate with Institutional Research for distance education data reporting purposes, relied upon for providing proof of compliance.

## Coordinate marketing and promotion

Based on its consultations with e-learning professionals in higher education, eLAC emphasizes the importance of creating a strong market identity for e-learning. The ELO will collaborate with University Marketing and Communications to develop an identity for e-learning at Miami University, based on its mission and vision. The elements of the identity (name, icon, tagline, and color scheme) will allow for consistency and coherence to produce and build recognition and alignment with the university as well as individual departments and divisions.

In addition, the ELO will coordinate marketing and promotion within the guidelines provided by the Higher Learning Commission. This accreditation organization ensures that publications and promotion for e-learning courses and programs are accurate and contain necessary information such as goals, requirements, academic calendar, and faculty.

### **Third-Party Providers**

ELO will provide central support for reviewing third-party provider and vendor technology, textbooks, and learning management solutions to prevent redundancy and overlap in technology and solutions.

### **Web Presence**

A strong web presence is a critical supporting component for a successful e-learning program. The web presence will include numerous components which must be carefully integrated to serve multiple communities include prospective students, enrolled students, faculty and staff supporting faculty and students.

In addition to supporting recruitment of students and delivery of course content, the e-learning web presence will provide students with access to information and services such as enrollment management (IDs, admission, registration, and financial aid), advising, tutoring, student employment and career planning. The e-learning web presence should also offer online students a means to participate in other aspects of the Miami experience including student organizations along with cultural, athletic, and other community events.

For faculty and staff, the web presence will provide tools to interact with current and prospective students to provide information about course offerings, deliver course content, and serve as a dependable resource to refer students to all topics related to e-learning at Miami.

The web presence will provide multiple channels for access to services, including chat, phone, e-mail, synchronous video, and other progressive methods. eLAC notes that University Libraries has progressed in the area of online resources for faculty, staff and student, and this student-centered communication model can be used to inform development of the e-learning web presence.

The e-learning web presence will need to continuously evolve as the needs of students, faculty, and support services grow and change and will also need to integrate technological developments. This effort will be coordinated by the ELO in partnership with enrollment management and other offices providing support services. While the web presence effort will focus on e-learning, it could also provide value to the entire Miami community.

## **MAINTAIN PROACTIVE COMPLIANCE**

Oversight of compliance with accreditation, legal, state authorization, and institutional policies will be a primary responsibility for ELO — to ensure that the University adopts and maintains a thorough, deliberate approach to observing and conforming to all requirements and policies.

### **State Authorization and Federal Requirements**

The ELO will have oversight of state authorization requirements and compliance with standards applicable in each state in which the university chooses to engage online learners. The e-learning Steering Council will provide advice and guidance on state-by-state engagement as needed. The ELO will represent Miami University at state and national authorization meetings and provide advice on developing reciprocal agreements.

ELO staff will consult and coordinate with Enrollment Center personnel on federal fraud detection and prevention policies, as well as FERPA requirements.

### **Ohio Board of Regents**

The ELO will consult and collaborate with the Graduate School on OBOR online learning requirements for program approval.

### **Complaint Process**

As required by the Department of Education, student grievance and complaint processes will be easily found, clearly defined, and can be accessed electronically.

### **Accessibility**

A formal policy will be developed to ensure that online courses and programs comply with the Americans with Disabilities Act (ADA). Miami University will invest in training, resources, and staffing to ensure compliance with the ADA. Specifically, the university is obligated to assure access to online and technologically mediated resources and courses. Buying, developing, maintaining or using electronic and information technology requires attention to accessibility for people with disabilities.

### **Academic Integrity**

Academic integrity in the online learning environment is a developing and complicated area. Miami University will have in place effective procedures to ensure that the student who registers is the same student who participates in and completes the course or program and receives academic credit. The ELO is charged with collaborating with the academic integrity coordinator on initiatives to develop training for faculty, student intervention methods, curricular design, peer review, and guidance on potential technologically-based academic integrity systems, hardware, and software. The ELO is further charged with working in collaboration with the Enrollment Management Center to ensure that Miami University is meeting the federal requirement to demonstrate compliance with the requirement to have in place processes that protect student privacy and that notify students at the time of registration or enrollment of any projected additional expense associated with verification procedures.



Proctoring services will be provided by the ELO. Services will be provided for Miami University students who need proctoring for online courses through other universities, as well as developing agreements for proctoring for Miami University online students in other locations.

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**APPENDIX IV: INVEST IN E-LEARNING & INNOVATION**

Recognizing the lack of current infrastructure, and the need to invest in quality and innovation to generate revenue, Miami University will finance e-learning and innovation to advance the student support infrastructure. Miami University will demonstrate a student-centered support focus that will attend to the needs of the learner who does not come to campus and is engaged in learning not bound by time or place. The structure will build on existing and planned initiatives and demonstrate a progressive expansion that will leverage technology and virtually support student academic and enrollment needs.

Online, distance education exists on a continuum from hybrid courses (blending face-to-face instruction with online learning, where some classroom seat time is reduced) to fully online courses (meaning 100% online, with no face-to-face meetings in a pre-determined location and time). In this report the phrases “e-learning” or “online learning” both refer to courses and programs in which teaching and learning are facilitated by technology-mediated systems, media, and resources – courses in which classroom seat time is replaced at a level of more than 50% by online, web-based, virtual meetings or activities. The eLAC recommendations for fully online learning are intended to allow for innovation and efficiencies which will also support hybrid learning and face-to-face instruction as well as fully online e-learning.

**Turn-Key Investors**

Online learning professionals and consultants agree that vendor based turn-key investment must be carefully reviewed. Now that this business model enters a second decade universities are evaluating their contracts in consideration of revenue sharing, accreditation, learning philosophies, and increased internal innovative capacity. Many universities are pulling out of agreements and outsourcing only limited aspects of their e-learning responsibilities, or completely breaking from turn-key partners to regain and retain autonomy and ensure competitive advantage.

The eLAC recommends that Miami University not seek nor engage with third-party providers for infrastructure support or for foundation basics such as market research, marketing, student recruitment, curriculum model design, faculty training and support, course design and development, management of the online learning environment, or student retention. If a program, department, or division has a unique need to use an investment vendor, the ELO will offer consultation and guidance [and approval?] to determine financing, benefits, competition, and return on speculative investment.

**Innovation**

The E-Learning Office (ELO), as proposed in Recommendation 1, will provide sustenance for innovation for online course design and delivery through development and support of creativity in preparation, idea incubation, knowledge development, corroboration, and experimentation. In consultation with the e-Learning Steering Council (also proposed in recommendation 3) the ELO will develop systematic, long term approaches to quality assurance utilizing advanced data analytic techniques.

Specifically, to support innovation, the ELO will:

- Provide guidelines for use of innovative technologies, analytics, and methods.
- Interact regularly with divisional staff, and faculty, and co-sponsor investigation and discussion of new tools, analytics, etc. ELO mission will include ongoing research and communication on distance education, related tools, continuous improvement, etc.
- Support incentives and rewards (including P&T processes) to sustain innovation.
- Collaborate with CELTUA, LTSI, University Libraries, and others to continue to support e-learning, and consider options for increasing commitment to technology mediated instruction.

#### **BUILD A FOUNDATION FOR GROWTH OF E-LEARNING**

Miami University will offer accessible online learning across university departments and majors, with the intent to expand our audience and to serve our residential undergraduate and graduate students, and with the potential of reaching our alumni. Miami University will not offer online degrees at the undergraduate level through the Oxford campus in the initial phase meant to build the foundation for quality e-learning. The expectation for Phase 1 is that technology will enhance but not replace the Miami residential experience. Advancing from the foundational stage, e-learning could expand to potentially include massive online courses (MOOCs), undergraduate degree programs, and other innovative learning opportunities.

#### **ADVANCE STUDENT SUPPORT STRUCTURES**

Miami University will demonstrate a student-centered support focus that will attend to the needs of the learner who does not come to campus and is engaged in learning not bound by time or place. The structure will build on existing and planned initiatives and demonstrate a progressive expansion that will leverage technology and virtually support student academic and enrollment needs.

Success in the online or hybrid environment will require skills that are not necessarily found in the face-to-face learning environment. Students are supported with resources provided centrally by the Enrollment Management Center and the ELO. Students will know and understand how to easily access all virtual resources necessary for success in the online classroom. Students are supported through 24/7 accessibility to resources and technology assistance.

#### **Orientation**

Orientation is provided to students at multiple levels, on-demand. Students are provided with an orientation to the Miami University online environment, as well as to the online program in which they are enrolled, and to each online course.

#### **Readiness assessment**

- The ELO will recommend best practices and possible vendor contracted readiness assessment process or product for divisions.
- Academic divisions will determine the level and type of self-assessment students will need prior to entering a program.
- Course level self-assessment may be required as well for certain courses. This testing may include student technology skills, motivation for completing online course work, time management skills, writing or typing skills, and other skills as identified by the division.

**Learning Resources**

Students will have suitable access to learning resources, including library, information resources, and equipment (or the virtual equivalent thereof).

**Technical Advising**

Before starting an online program or course, students are advised about the program to determine if they have access to the minimal technology required by the course design.

**Academic Advising**

Students will have access to virtual academic and career advising. This is built into the university systems and structures through the divisions, enrollment management, and career planning services.

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**APPENDIX V: FACULTY SUPPORT AND INCENTIVES**

Miami University will promote development of and invest in resources for faculty support and incentivize faculty motivation to develop and deliver, and rapidly approve, innovative e-learning. Faculty are supported with a robust and progressive e-learning platform.

**Faculty Support and Development**

- The ELO will develop recommendations based on best practices for minimum standards for faculty teaching online. The ELO will support faculty reaching the minimum standards with structured training and development. There will discretionary exceptions made at the divisional level for previous faculty experience and other appropriate rationales.
- The ELO will collaborate with other units to offer an organized training/development program in support of e-learning. Multiple delivery methods and levels of depth are recommended.
  - Focus areas should include background/introductory (to encourage faculty to consider teaching online), teaching online, and online course development.
  - Training for teaching online should include significant exposure to the online student experience.
  - Existing faculty development units, programs, awards, etc. (regional, CELTUA, LTSI, ALT, etc.) with a track-record of success should be expanded and enhanced to support e-learning initiatives
- The ELO will provide and/or coordinate services for instructional design, content creation (video, etc.), and educational technology support for design of online courses. This may include staff in other units (Libraries, etc.) who are allocated to support the ELO.
- Faculty efforts will focus on overall course design, learning objectives, outcomes and pedagogy. Faculty should not feel required to be experts in technology, video editing, etc. to develop an online course.

**Incentives**

- Financial incentives and course release incentives are recommended to motivate faculty to develop and teach online courses in support of university goals identified by the e-learning Steering Committee.
- Multiple forms of incentives will be considered across a range of activities leading towards the implementation of an e-learning course. The ELO will offer guidelines based on norms and best practices.
- Use of financial incentives will have implications for ownership of intellectual property (IP). Current IP policies should be reviewed and revised if needed.
- P&T processes and review should give appropriate weight/consideration to development and/or teaching of online courses. The ELO will provide resources to support these efforts.
- Divisions may offer additional incentives tied to divisional goals, but these would require divisional resources.

**On-going Support (non-technical and technical)**

- Aspects of e-learning related to teaching/learning in courses will need support 24 hours a day, 7 days a week. The ELO will determine the specific support requirements.
- ELO consulting will be available for ongoing support of course re-design and teaching.
- ELO support categories will include:

- Conceptual training and mentoring in transitions from physical course development to online course design/development, etc.
- End-user support for faculty and students teaching/taking a course
- Support of applications used for content creation, use of LMS, etc. - the general toolset used to develop/teach an online course.
- Support for the tools used in online courses should be organized and coordinated so that faculty/students in a course see a coherent, organized support eco-system for the course.
- The ELO should develop, maintain and iteratively rework requirements/recommendations for e-learning technology with a goal of simplifying/reducing end-user support requirements.

### SUPPORT E-LEARNING PLATFORM

Miami University e-learning courses and programs will have a common look and feel using a robust university learning management system (LMS). If a division chooses an alternate learning platform, it will connect to the university learning management system.

The use of an LMS platform provides consistency for student experience and for support of e-learning courses. To provide high-quality support for e-learning at Miami University, the e-Learning Advisory Council recommends:

- The ELO is represented on IT Services committees and councils where the learning platform is discussed to ensure that development will well support e-learning.
- As such, use of a supported LMS platform is essential. To that end, all Miami e-learning courses should either:
  - Be designed to use a Miami-supported LMS (e.g. Niihka), or
  - *Demonstrate a need and rationale* for an alternate LMS; *develop a plan for supporting an alternate LMS with ELO and other necessary groups while also providing a point-of-entry to the course via a Miami-supported LMS.*
- Encourage use of common tools for other aspects of instruction to give a consistent student experience and maximize investment in support and training resources.

### PROVIDE FOR CURRICULUM OVERSIGHT

Oversight of the curriculum for e-learning should remain within the departmental and divisional governance structure. Responsibility for oversight of the curriculum, courses, and programs should remain under existing policies and procedures, providing a coherent curriculum that is systematic and coordinated. The ELO will review and affix approval on behalf of the Provost, for compliance and data reporting purposes, for all courses and programs offered online. On implementation of these recommendations, each division will conduct a comprehensive review of its current online courses to ensure compliance with minimum standards; the ELO will verify compliance of all current online courses.

Miami University has governance and policies in place for curricular oversight. E-learning will be enmeshed in those systems and policies. Each academic division will design and develop an e-learning implementation and evaluation plan:

- Implementation plan will form the basis for documenting the quality of e-learning within each academic division.
- Implementation plan will identify existing e-learning initiatives.

- Implementation plan will address evaluation plans, policy for determining appropriate modes of delivery, plan for evaluation of instructor/course, assessing student learning in classes, plan for ongoing improvement, and process for ongoing collection and reporting of compliance data.
- Implementation plan will address assessment of learning outcomes, including comparative data with traditional classroom learning outcomes.
- Each division will have a plan approved by the ELO.

## Evaluation

For online courses, the university-wide student course evaluation form will include at least one item related to the online course delivery. Divisions may choose to add their own questions about online learning.

## Quality Standards for Delivery and Design of Content

Each academic division will develop quality standards for e-learning. The eLAC recommends the Quality Matters rubric as a minimum standard, but each division may choose to develop augmented standards.

## DOCUMENT IT SERVICES PLAN

To ensure well-communicated and full support for technological needs for the online audience, IT Services will develop a documented plan to support e-learning.

IT Services will lead an effort to work collaboratively with the ELO to develop a technology plan that includes dedicated resources for e-learning. Critical to collaboration is including the divisional human and technical resources, and the IT governance structure.

The plan will address setting electronic security measures (e.g., password protection, identity verification, and encryption) and operational SOMETHING? to ensure high-quality standards, adherence to FERPA, scalability, and the integrity and validity of information. The plan will also include a system for providing support for building and maintaining the online education technical infrastructure, including system backup for data availability, as well as consider rapidly progressing technology and its benefits.

The IT Services plan will provide for 24/7 technical support for students, faculty and staff as it provides structure for communication between and among online learners and faculty. This is a critical component of the plan, and eLAC strongly recommends consideration of innovative outsourcing for efficiencies, and especially given the needs of our global learners.

The implementation of the plan will provide a stable and reliable technical infrastructure, which is essential as it influences learning, student satisfaction, and student retention.

## DOCUMENT UNIVERSITY LIBRARIES PLAN

Capitalizing on outstanding expertise found at the university, University Libraries will develop a documented plan to support e-learning.

The Miami University Libraries are well situated to provide services to students in e-learning courses and will document their plan to support e-learning.

The Libraries began the transition to remotely-available online resources some time ago. This shift began with academic journals and is now occurring with books with the increased footprint of electronic books in Miami's collections. The Libraries have also implemented online reference service points to provide research assistance over the Web. So an increased presence of students engaged in online learning from remote locations will not require wholesale changes in the Libraries' service model.

Currently, the UL provide many resources and services online. Remote services are designed to supplement traditional in-person services. Research help over online chat, for example, is not ideal for in-depth reference transactions and librarians often ask students to come in for an in-office consultation with the appropriate subject librarian. Additionally, UL's web-based library catalog contains records for both print and electronic resources. In order to maximize the effectiveness of library services for students in online courses, some adjustments will have to be made.

The eLAC recommends that library services for students in online courses could be improved by taking the following actions:

- Establish close collaboration between the ELO, subject librarians, and the various departments and programs to ensure that assignments in online courses can be completed using only electronic resources.
- Use the *Libguides* system Miami University Libraries already use to create course specific guides for materials available completely online that support assignments for that course. These guides will be incorporated into the LMS for any online courses with a research component.
- Create a robust system of interactive online library instructional modules that can be easily incorporated into online courses. These will cover topics ranging from locating online resources and proper citation techniques to evaluating the relative merits of different types of information sources. Course instructors can then include these instructional assets into their course based on their assignments.
- Subscribe to a 24/7 collaborative online reference service such as OCLC's *Questionpoint* to provide research help to students working during hours that fall outside of Miami University Libraries' reference desk schedule.



**Appendix VI Supporting Data****3 YEARS—DETERMINE EXACT NEED AND REQUEST FROM KUYKENDOLL**

- ONL, BY TERM, BY UG/GR
- REVENUE
- MATRIC V. NON-MATRIC ONLY? ONLINE?

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# Student Affairs Update

## April 2013

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### **Student Elections**

Student body elections were held April 4 with Charlie Schreiber elected as Student Body President and Courtney Bernard elected as Vice President.

### **Wilks Leadership Institute**

For the 2013-2014 Scholar Leader Recruitment and selection, 159 applications were received, an 18% increase from the 2012-2013 applications, and 77 students were accepted (31 males, 46 females) representing 50 different academic majors and 20 different academic minors. 1.8% of the community are rising sophomores, and 94.8% of the community is made up of students from Ohio.

### **Women's Center**

The Women's Center welcomed alumna Dr. Susan Davis-Ali ('86) as keynote speaker for the annual Celebrating Women's Leadership awards luncheon, February 21. Davis-Ali spoke on "How to Become Successful Without Becoming a Man." Davis-Ali is the founder and president of Leadership1, a coaching company committed to helping working women achieve greater success and sanity in their lives. She also co-writes a weekly *USA Today* column with fellow alum Patrick O'Brien called "The Great Career Success Debate." While on campus, Davis-Ali was a guest at an open house for young professional women and the featured speaker at a Lesson in Leadership Series program sponsored by the Harry T. Wilks Leadership Institute.

### **Student Health Service**

Student Affairs is exploring the possibility of entering into a management agreement with McCullough Hyde Memorial Hospital for the Student Health Service. As a part of this effort, an assessment is being conducted by the Health Care Strategies Group out of Louisville to explore improvements in services and opportunities for efficiencies for the Student Health Service.

### **Sexual Assault Coordinator**

Rebecca Getson has been selected as the Sexual Assault Response Coordinator. Rebecca is a 2006 graduate of Miami University and received her JD from the University of Toledo in 2009. She has been serving as a specialized domestic violence/sexual assault advocate for the Domestic Violence Shelter, Inc. in Mansfield, Ohio. She will begin the position on April 29, 2013.

## **Assessment**

The Student Affairs Assessment Team produced an updated departmental review process to assess each unit within the division of Student Affairs. The process began for three departments in Spring 2012 with anticipated completion during Spring 2013.

## **New Student Programs**

January Orientation had record high attendance - 276 total (189 students, 87 guests) – with extensive collaboration between New Student Programs and International Education to serve domestic, international, first-year, transfer, and relocation students, as well as exchange students and international students in the ACE (American Culture & English) program.

## **Armstrong Student Center Board**

A fifteen-member student advisory board has been selected to work with the Director of the Armstrong Student Center to develop policies for the new Student Center.

## **AACU Employer Educator Compact**

More than 250 distinguished leaders in business, higher education, and the non-profit sectors have come together to endorse an Employer-Educator Compact sponsored by the LEAP Presidents' Trust. They are pledging their commitment to make high-quality college learning a shared priority—for all college students, for all sectors in U.S. higher education, and for the future vitality of the U.S. economy and society. Miami University has partnered with PNC Bank, Columbia Gas and Coyote Logistics for the compact. We are planning to host a forum in the fall.

## Board of Trustees

### Office of Student Wellness

The Office of Student Wellness is in the unique position to take the lead on Miami's campus in addressing issues related to alcohol use. The Office of Student Wellness manages the surveillance of drinking behaviors with data collection via *AlcoholEdu for College*, the National College Health Association survey, and sanctioned education classes. The data included in the presentation to the Miami University Board of Trustees is based on the responses from 3,271 first year students who complete all three Alcohol Edu for College surveys in the fall of 2012.

Alcohol Edu for College serves as a population based strategy for first year students as a component of Miami University's Comprehensive Plan to Address High Risk Drinking. It was discovered that first year students had varying degrees of education and knowledge about alcohol as they entered college.

#### AlcoholEdu for College:

1. "levels the playing field"- so students come into this environment with the same knowledge
2. Gives them a common language to talk about alcohol and high risk drinking
3. Prompts students to think about what kinds of decisions they want to make (beginning to move through stages of change i.e. pre-contemplative to contemplative)
4. Promotes data driven decision making within the Office of Student Wellness to prepare for programming needs of students.

The data from the incoming class suggests that 35% of students were engaging in high-risk drinking behaviors when surveyed midway through fall semester. The national average is 28%. Miami has consistently ranked higher than the national average with high-risk drinking rates. When looking at Miami University students that are high-risk drinkers, there is a direct correlation to the age at which the student first started drinking alcohol. This information helps illustrate what types of drinking behaviors existed before arriving to college, thus helping to determine the types of programming and strategies Miami should have in place to offer students.

Alcohol related attrition can be estimated by looking at environmental, social and academic consequences of high-risk alcohol use. High-risk drinkers have higher rates of injuries, deaths, DUI arrests, social infractions, depression, academic failure, and academic apathy as compared to non-drinkers or moderate drinkers. Each of these variables has a negative correlation with retention. Social participation and engagement, on the other hand, are often associated with high-risk drinking, and yet appear to be positive predictors of retention. However, recent research (Martinez, et al., 2008) suggest that when social engagement is held constant, high-risk drinking is associated with higher likelihood of dropping out. In addition, among light drinkers and abstainers, the mere perception of drinking has a negative impact of social engagement, and therefore negatively impacts retention.

The good news however, is that Miami University has seen a constant decrease in the percentage of high-risk drinkers and an increase in the percentage of non-drinkers. Since 2007, Miami University has seen a decrease of 6 per cent in high-risk drinking. However, students' reporting to drink in the bars

uptown has increased dramatically. One attempt to stem this activity is to offer alcohol free options on weekends and late nights.

Other strategies employed by the Office of Student Wellness to prevent high-risk drinking include programing, collaboration with university partners, and relationship building with sectors of the Oxford community.

Health Advocates for Wellness, Knowledge, and Skills (HAWKS) are student peer educators employed by our office. These HAWKS facilitate programs for Residence Halls, fraternities and sororities, athletic teams, and other organizations to educate students about the legal, social, and health consequences of engaging in high risk drinking behaviors. These programs offer students a time to reflect on their choices regarding alcohol and address their personal and social responsibilities to the community. The HAWKS also engage students in Awareness Campaigns that help reinforce knowledge gained though *AlcoholEdu for College*. The HAWKS, with community partners, facilitate CHOICES, an alcohol education program for all new members of the Greek Community. The BACCHUS Network is a collegiate peer education initiative that supports the achievement of students' academic and personal success by building skills in student leaders to address campus health and safety issues. The BACCHUS chapter at Miami University will continue to support the Buzzkill Campaign. This campaign creates awareness and educates students about Ohio Social Hosting laws. BACCHUS is also very involved in educating and advocating for Good Samaritan policies for students that act on behalf of other students to get medical assistance when signs of alcohol poisoning are present.

The Student Counseling Service and Office of Student Wellness have partnered to create an umbrella campaign called BREATHE. This campaign marketed workshops and programs targeting stress, anxiety and depression, and included new offerings such as mindfulness exercises and yoga classes. The Student Counseling Services reports that anxiety and depression are the most common diagnoses for Miami students. These conditions often lead to the over-use and/or abuse of alcohol. This campaign educates students about the signs and symptoms of anxiety/depression, how to access services, and build coping strategies.

A campus-wide Bystander Behavior program will be implemented during the 2013-14 school year through the Office of Student Wellness with campus partners. Bystander Behavior programs teach student the skills they need to successfully intervene or de-escalate high risk situations. Bystander Behavior programs help students identify and intervene in situations of alcohol poisoning, sexual assault, and violence. These programs promote a sense of community and social responsibility among students.

The Coalition for a Health Community – Oxford brings together community members and representatives from Miami University to address issues concerning public health and safety. The coalition serves as a platform for discussing and identifying trends as reported by the Oxford Police Department, McCullough Hyde Memorial Hospital, and the local school district.

As the Office of Student Wellness moves forward, we look to strengthen our partnerships with the Miami and Oxford community. We also want to broaden our programming to include a more holistic

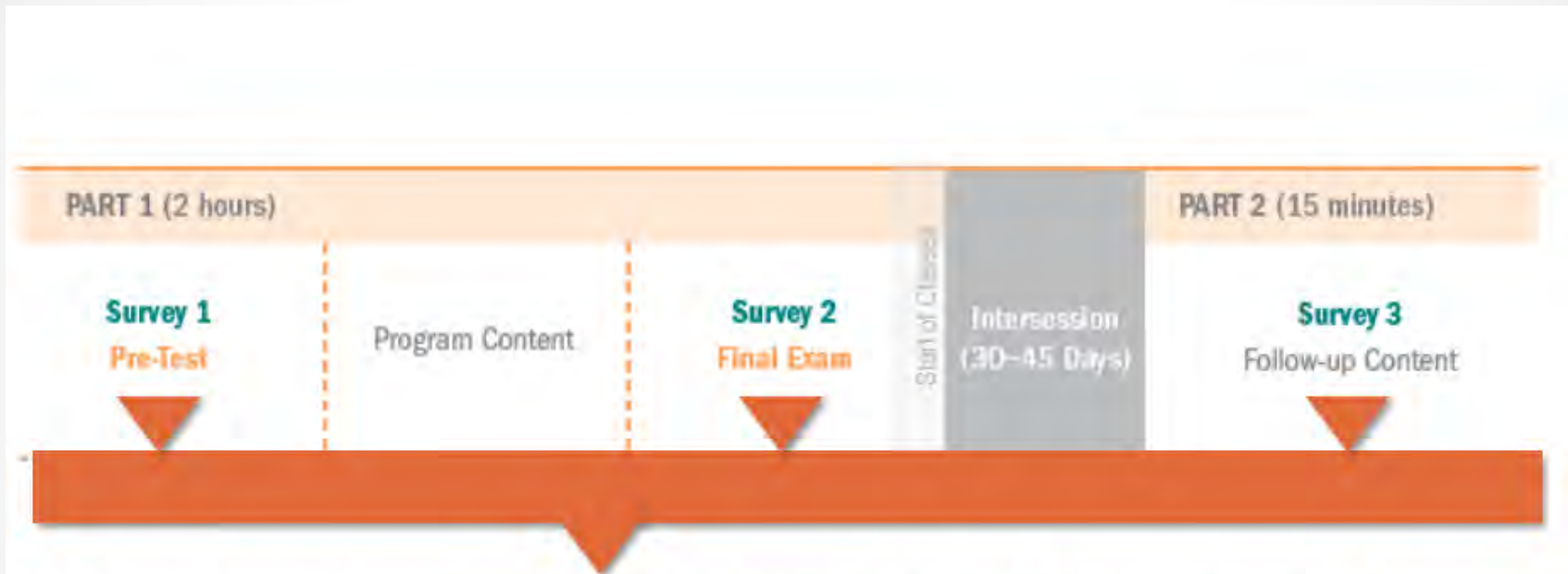
approach to wellness. Students with strong connections to campus, that are involved in healthy relationships, engage in meaningful reflection, and are knowledgeable about accessing resources, will make healthy and responsible decisions, not only about alcohol use, but also in regards to the world around them.

# Office of Student Wellness

- Rebecca Baudry Young
  - Director

*The status of alcohol use among Miami University Students and current prevention efforts*

# About Miami University's Data



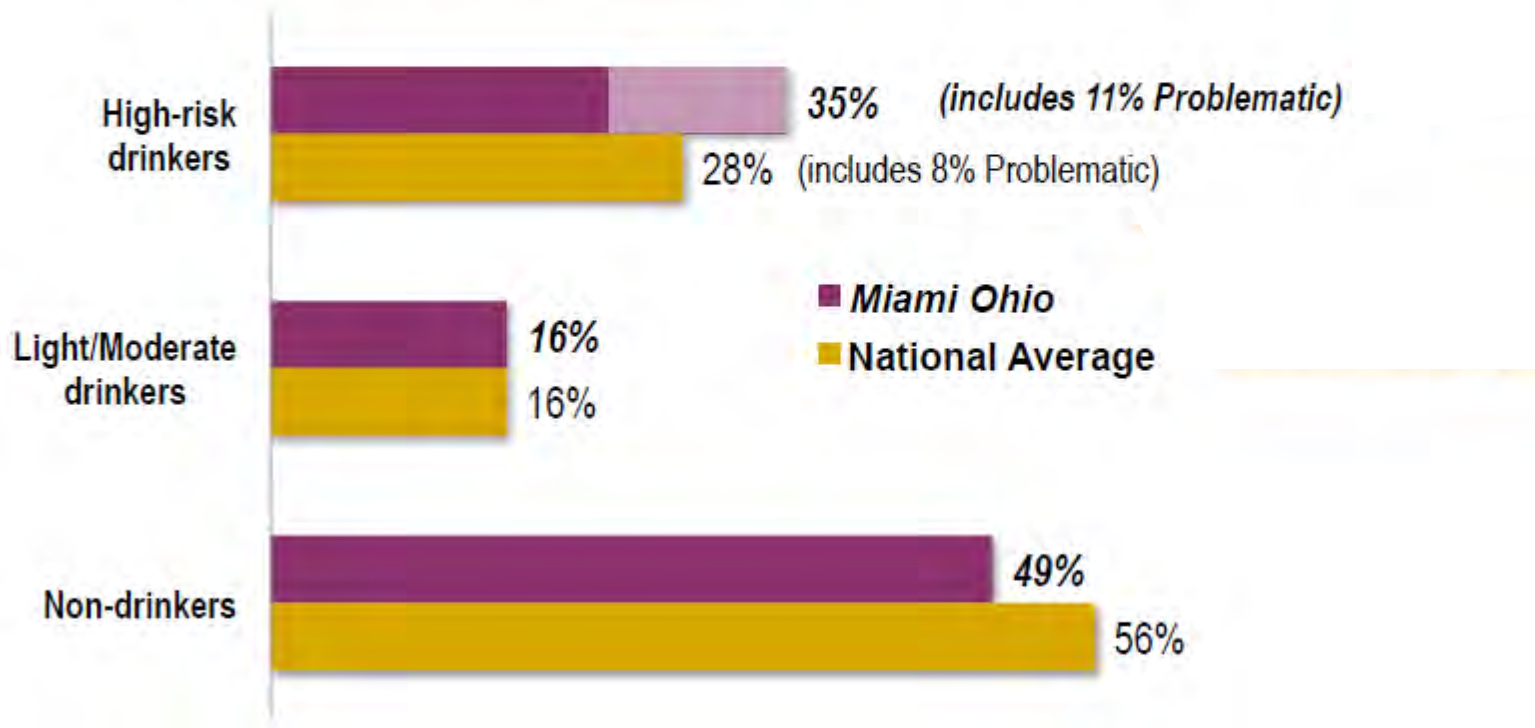
Data based on responses from **3,271\*** first-year students at Miami University who completed all 3 AlcoholEdu for College surveys in the fall of 2012. Where available, data is benchmarked against the national aggregate (N= 280,695\*).

*\*n-size accurate as of 2/18/13; variations may appear in subsequent reports*

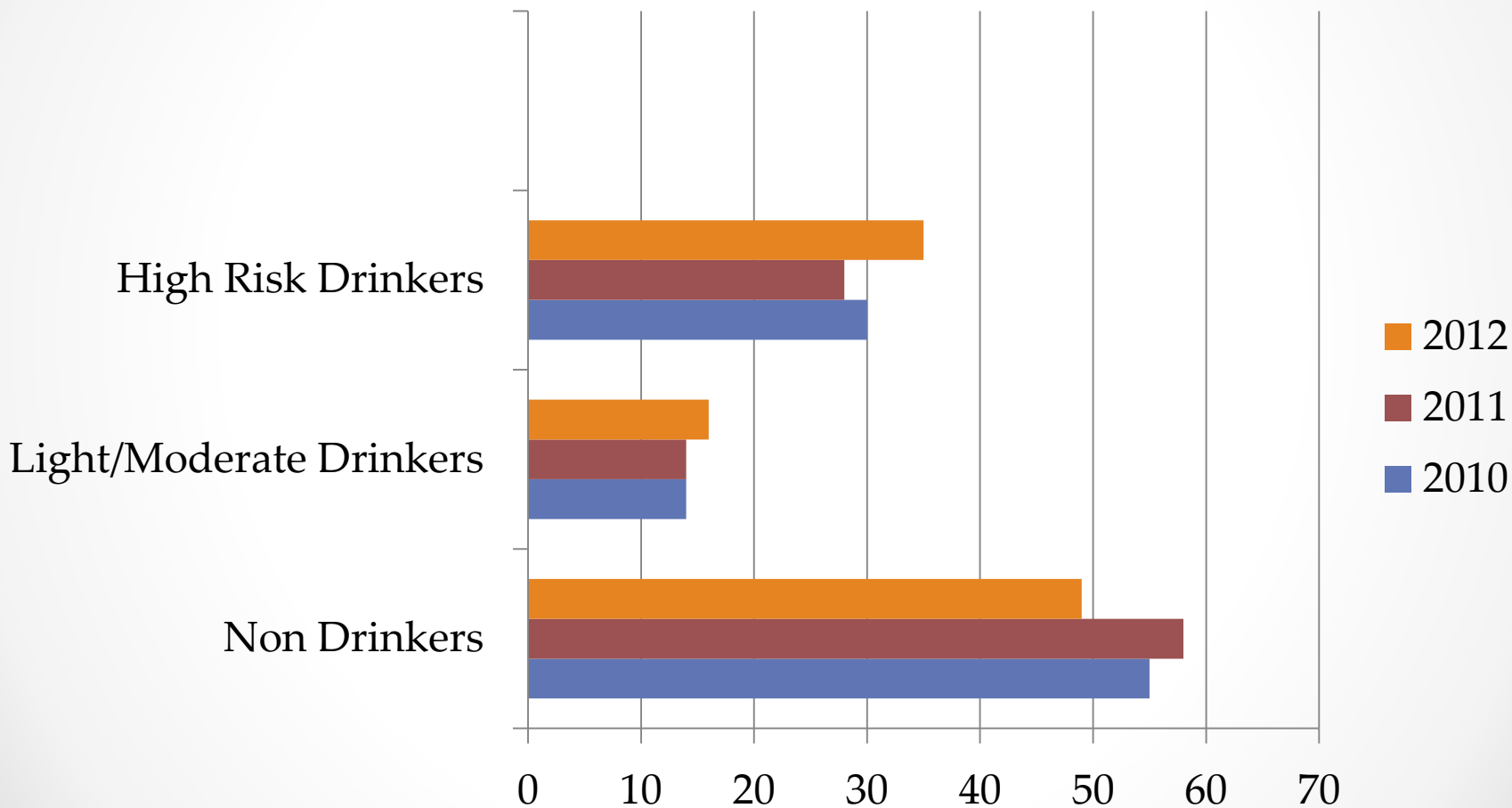


# Profile of incoming students, 2012

First-year student drinking rates measured midway through the fall semester as compared to the national aggregate for all students taking AlcoholEdu during the same time period.

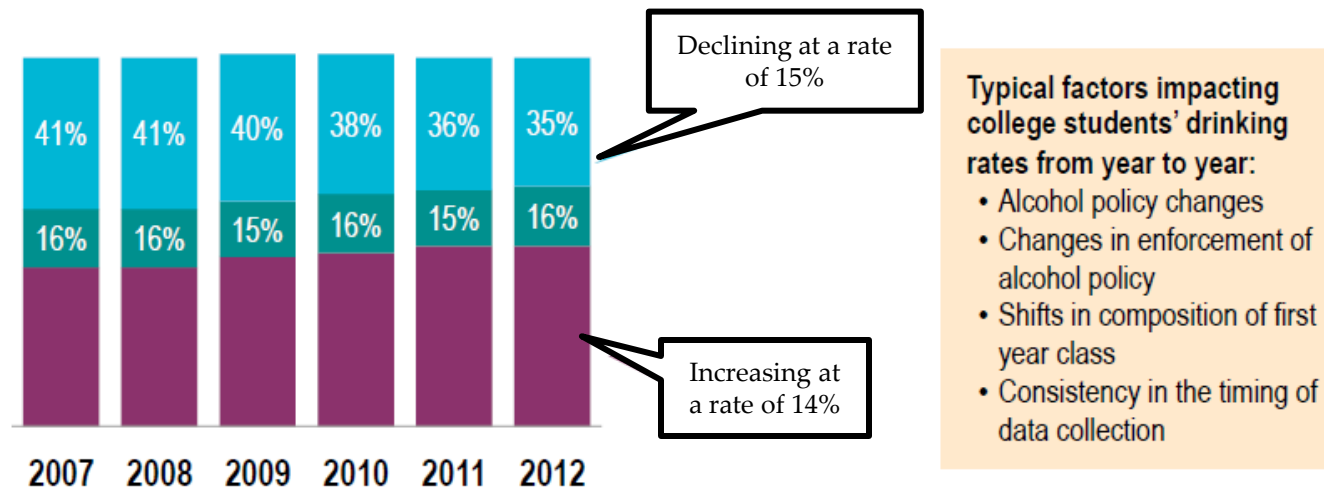


# Profiles of Incoming Students 2010-2012



# Observing Drinking Rates Across Years

High-risk drinking rates, measured midway through fall semester, have declined since 2007. It is important to consider the multiple factors that influence drinking rates and how these factors may vary from year to year on your campus.



Data represents student responses collected in Survey 3, 30-45 days after completing AlcoholEdu for College.

# Gender Differences

2012

Frequency of high risk drinking in past two weeks (drinkers only)	Males	Females
Never	37%	55%
Once	24%	23%
Twice	19%	13%
Three or more times	20%	9%

2011

Frequency of high risk drinking in past two weeks (drinkers only)	Males	Females
Never	37%	44%
Once	23%	28%
Twice	18%	17%
Three or more times	22%	12%

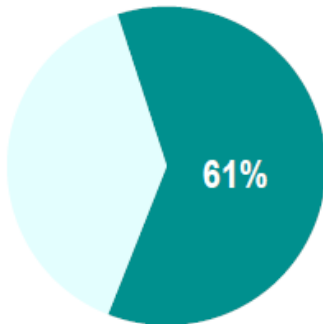
2010

Frequency of high risk drinking in past two weeks (drinkers only)	Males	Females
Never	31%	45%
Once	26%	29%
Twice	22%	15%
Three or more times	21%	11%

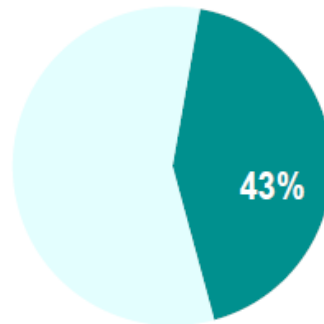
# Student's Age of First Drink as a predictor of future high-risk drinking

## Miami University: Percentage of Current High-Risk Drinkers by Age of First Drink

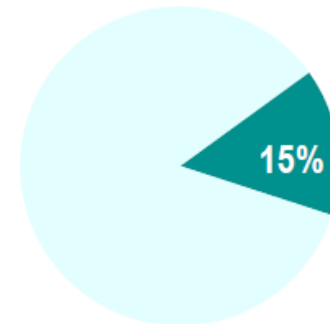
Began drinking at 14 years or younger (n=185):



Began drinking at 15-17 years (n=1,566):



Began drinking at 18-20 years (n=433):



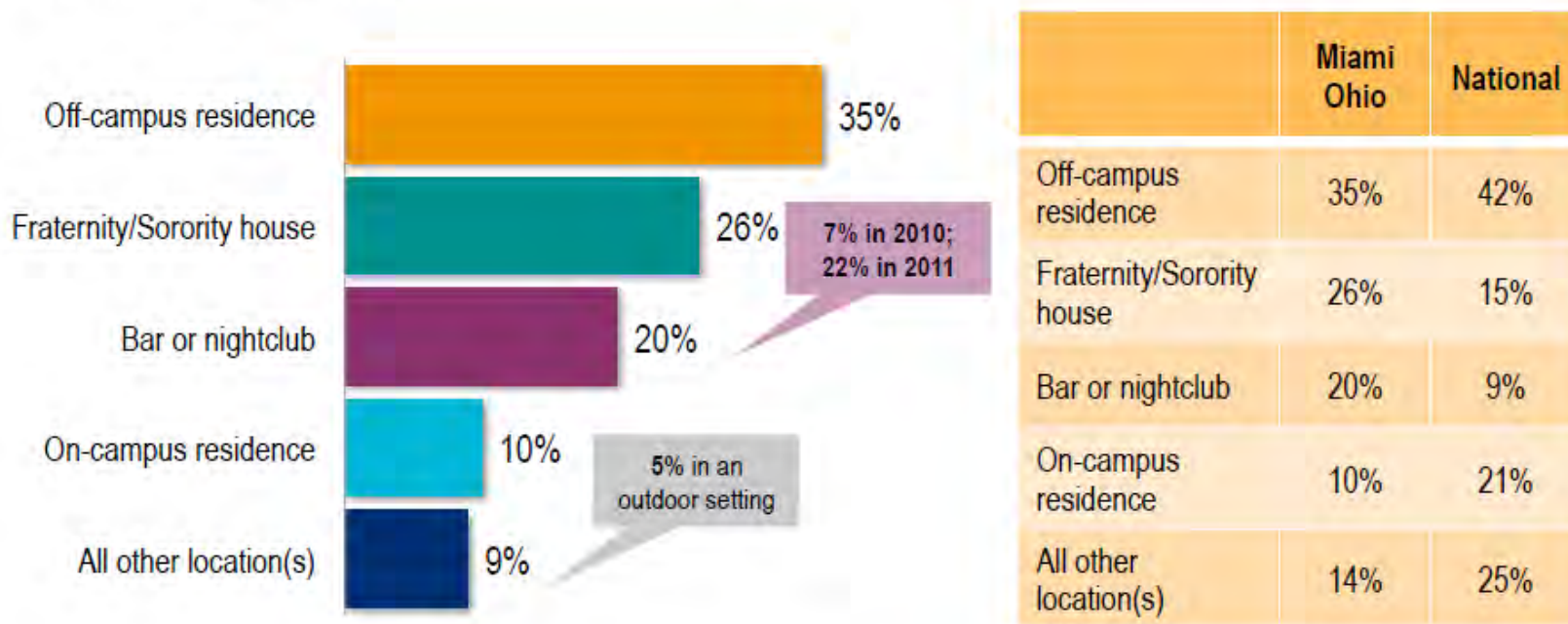
■ High-risk drinkers

Source: USC AlcoholEdu Survey 1 Data, 2012.



# Where Students Drink

Miami University students are most commonly drinking at an off-campus residence or Greek house. These locations should be targeted with increased prevention and enforcement initiatives.



Data represents student responses collected in Survey 3, 30-45 days after completing AlcoholEdu for College.

# MU's Revenue Loss Due to Alcohol Related Attrition

## Metrics Used

3,734 students in first-year class

89% first to second year retention

15% alcohol-related attrition

\$16,875 net annual tuition



**\$ 5,572,508**

### Key Assumptions to the Model:

- Students would have stayed in school 3 more years with 5% tuition inflation
- Only includes attrition from Year 1 to Year 2
- Does not include offsetting transfer student revenue
- Net tuition per student calculated by subtracting aid from tuition

Source: [www.collegeboard.com](http://www.collegeboard.com); [www.usnews.com](http://www.usnews.com); The Delta Project [www.tcs-online.org](http://www.tcs-online.org)

# Student Interest in Alcohol-Free Options at Miami University

Effective prevention includes actively engaging students to reinforce positive behavioral intentions of drinkers and non-drinkers alike. The data below can inform decisions around investments in planning and prioritizing alcohol-free activities.

**This year (2012), your students are most interested in the following activities:**

#1 Movie nights	1,522
#2 Live music	1,516
#3 Intramural sports tournaments	1,477
#4 Fitness classes	1,371
#5 Nothing specific – just a place to hang out	1,188
#6 After Dark – every night at the Shriver Ctr.	1,176

In addition, this year 538 students indicated an interest in planning alcohol-free events and activities.

*To download the names and contact information of students interested in these activities and others, or to view data on any custom activities you may have added to this exercise, please visit the Student Engagement section of the Hub.*



# What MU currently has in place

- Oxford Coalition for a Healthy Community
- New Sanction Class for students 21 and over
- After Dark programming
- Greek event registration process
- Alcohol Edu
- Peer Education programming
- BuzzKill Campaign to address off campus parties
- Greek New Member Education (CHOICES for Alcohol)

# Currently in place, con't

- Breathe Campaign with Student Counseling Center
- BACCHUS chapter: advocates for alcohol policy, address campus health and safety
- RA education
- Hazing prevention through Cliff Alexander Office of Fraternity and Sorority Life and Leadership
- MARS (Men Against Rape and Sexual Assault) and WAVES (Women Against Violence, Exploitation and Sexual Assault)
- 21<sup>st</sup> Birthday cards to parents
- Mandatory Substance Abuse Assessments
- Education for alcohol sanctions
- Student Health Services - AUDITs

# Where MU is heading

- Bystander Behavior Education
- New, full-time Sexual Assault Response Coordinator
- Campus wide campaign to enhance a culture of safety, respect and inclusion
- InCognito training for faculty, staff and students
- Benchmarking effectiveness of Medical Amnesty Policies
- Alcohol Task Force Recommendations to increase funding for Alternative Activities
- Coordinated approach for programming within Division of Student Affairs; Campaign to build a culture of caring for self and others (suicide prevention, alcohol use, sexual assault, diversity, healthy relationships, etc)

# Student Affairs Good News

## April 2013

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### **Publications/Presentations/Participation**

Jane Goettsch served on a panel titled "A View from the Trenches/Best Practices" at the American Council on Education (ACE) State Coordinators Meeting, March 2, held in conjunction with the annual ACE conference in Washington, DC. Goettsch shared best practices of the Ohio Women's Network, for which she serves as state co-coordinator.

Gwen Fears and Tim Kresse presented "Coordinating Division-wide Assessment when Assessment is No "one's" Job" at the Ohio Student Affairs Assessment Conference in Columbus, Ohio and at the NASPA Assessment and Persistence Conference in Tampa, Florida.

Buffy Stoll had a new publication in the Journal of College Orientation and Transition: *First-generation students: Navigating the worlds of school and home*. Published in the Spring 2013 edition.

Laura Whitmire and JS Bragg presented "Training the Fat Penguin: Icebreakers, Energizers, Team Builders, and Get-to-know-you Activities" at the National Association of Campus Activities (NACA) National Conference in Nashville, Tennessee. February 2013

Laura Whitmire and Stephen Backer presented "I take minutes and sign checks, how can I make goals? How to take your position as Secretary/Treasurer to the next level" and "Just because we don't live together doesn't mean we can't be the best chapter on campus without a house" at The Association of Fraternal Leadership and Values (AFLV) Central Conference in Indianapolis, Indiana. February 2013.

Laura Whitmire and Ah Ra Cho presented "Introverted in an Extroverted Student Affairs World" at the National Association of Student Affairs Administrators in Higher Education (NASPA) Annual Conference in Orlando, Florida. March 2013

Jerry Olson, Director of Residence Life, and Buffy Stoll, Director of New Student Programs, did a presentation entitled "Learning Partnerships in Practice: Orientation, Residence Life, and Leadership" at the recent ACPA conference in Las Vegas, Nevada.

The Ohio College Personnel Association (OCPA) held its annual joint conference with the Ohio Association of Student Personnel Administrators (OASPA) in Worthington, Ohio on January 30. Approximately 350 professionals and graduate students attended this year's 2-day conference. The conference theme was "Inspire Action" and 89 programs were presented at the conference. The following are educational sessions presented by Miami faculty, staff, and graduate students:

- Kathy Jicinsky and Becky Carlson: Perfect Fit?: Providing and Making the Most of Graduate Internships
- Roni Beck, Chanel Wright, and Dr. David Perez II: Bringing It Back: The Value of Professional Experience in a Graduate Program
- Laura Hamilton and Wilson Okello: Supporting Students of Color in Leadership Positions at Predominantly White Institutions
- Rayshawn Eastman: The Construction of Student Development: The Narrative of Students of Color Taking Ownership of Their Collegiate Experience
- Wilson Okello and Shamika Johnson: Spiritual Art: The Essence of Community
- Ashleigh Williams, Casey LaBarbera, and Rosalyn Robinson: Limited Resources ≠ Limited Support: A Discussion Regarding Supporting Underrepresented Student Groups with Limited to No Funding
- Shamika Johnson and Laura Hamilton: Navigating Job One: What It Means to be a New Professional
- Erik Sorensen and Crystal White: Hey! I Just Met You, Are You Crazy?: Mental Health in the Office

## **Awards**

Bobbe Burke was awarded the 2013 A.K. Morris Award from the Alumni Association. The A.K. Morris Award was established in 1956, named for a Miami alumnus and staff member who went beyond the call of his duties as an assistant to Miami's President in service to the Alumni Association. The award honors those members of the faculty or staff who carry on his tradition of service to Miami's alumni body.

Vicka Bell-Robinson was selected as the 2013 Gerald L. Saddlemire Mentor Award recipient. Vicka was recognized for being a supportive and educational administrator and her role as a mentor and role model to undergraduate and graduate students and student affairs professionals.

Dr. Juanita Tate received the 2013 Outstanding Faculty/Staff Award at the annual Black and Gold Dinner of Alpha Phi Alpha Inc, Delta Upsilon chapter on Saturday, March 2, 2013.

Tammy Gustin, Nurse Practitioner (Student Health Service), received a Women's Leadership Award in the unclassified staff category at the Women's Center's Celebrating Women's Leadership awards luncheon on February 21.

Amber Covington won the Staff Diversity Award at the Lavatus Powell Diversity Awards Banquet.

Travis Tucker (Graduate Resident Director for Scholar Leader Community) was named the Ohio Graduate Student of the Year through GLACUHO (fall 2012)

Carly Mungovan and Caren Kay (Wilks Leadership Development Specialists, undergraduate student employees) were both selected as Second Year Achievement Award Recipients (spring 2013)

Charlotte Freeman and Ryan Martini (Wilks Leadership Development Specialists, undergraduate student employees) were both selected as President's Distinguished Service Award Recipients (spring 2013)

Ryan Martini (Wilks Leadership Development Specialists, undergraduate student employees) was a Fulbright Finalist for an English-speaking assistantship in Indonesia (spring 2013)

# Career Services

## Board of Trustees Update April 25, 2013



MIAMI UNIVERSITY

## Career Services Assessment

- **Third-party consultant completed assessment**
- **The assessment yielded 10 key recommendations**
- **Seven career services task forces were formed to implement recommendations and related projects**
- **Reorganization proposal submitted to Student Affairs leadership in December**
- **Proposal includes 3 design options based on industry cluster concept**





## Expanding Advising and Employment Opportunities

- Focus on non-business and engineering majors, with new employer value proposition and differentiated job search strategies [Value Proposition](#)
- Expand major-specific job sites and job search presentations [Job Search Resources](#)
- Hold virtual, sector, regional and reverse career fairs
- Sponsor Alumni-in-Residence, Executive-in-Residence and LEAP employer events
- Deploy LinkedIn and CareerShift

## Expanding Advising and Employment Opportunities

- **Hold career services boot camps with CAS and SCA faculty**
- **Create on-line alumni/parent mentorship community, utilizing LinkedIn**
- **Facilitate faculty-employer exchanges and faculty referrals**
- **Design specialized programming for CAS and SCA students, such as summer career camp for university studies majors and career toolkit for music majors**
- **Implement Career Success Certificate Program**

## Career Services Success Certificate

- Encompasses 62 hours of career development activities, with 45 hours related to practical experience
- Resume credential awarded following certification
- Aligned with student development theory and practice—synthesis of personal interests, goals and career choices
- Aligned with proposed changes in EDL career curriculum



## Career Fairs and On-Campus Recruiting

- Record-setting fall and spring career fairs. Stronger than expected teacher fair
- New virtual West Coast fair, CAS Transportation fair and reorganized A+D fair
- Robust on-campus recruiting—469 employer visits, 3,200 interviews and nearly 3,572 job postings
- Nearly 700 mock interviews



# Supplemental Information



## Sample Practiced Learning Inventory

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



## 2011-2012 Graduation Survey

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



# Faculty are teaching the T-shaped skills employers need

	<b>Skill</b>	<b>NACE Rating Score</b>	<b>Classroom</b>	<b>Extra-curricular activities</b>	<b>Internships</b>	<b>Career Center</b>
1	Ability to work in a team structure	802	x	x	x	
2	Ability to verbally communicate with people in and out of the organization	787	x	x	x	x
3	Ability to make decisions and solve problems	757	x	x	x	x
4	Ability to obtain and process information	752	x	x	x	x
5	Ability to plan, organize and prioritize work	747	x	x	x	x
6	Ability to analyze quantitative data	660	x		x	
7	Technical knowledge related to the job	650	x		x	
8	Proficiency with computer software programs	584	x		x	
9	Ability to create and/or edit written reports	409	x		x	
10	Ability to sell or influence others	328		x	x	

Source: Curran Consulting



# Career Services Success Certificate

Goal	Exposure	Exploration	Ownership
<b>Career Exploration</b> Students develop a better understanding of who they are and how their evolving self-understanding relates to potential careers.	Students will discover their personal interests as it relates to their curricular and co-curricular experiences	Students will explore how their personal interests can connect with potential careers	Students will decide how they want to connect their personal interests and career possibilities
<b>Networking</b> Students understand how to build their own career communities and strategically use those communities to support their future career.	Students will discover the various ways they can network to inform career opportunities and choices	Students will explore multiple networking opportunities	Students will decide how to best use networking channels to support their job search process

## Synthesis

Secure gainful employment in jobs that allow student to connect personal interests, talents, and goals with work



# Career Services Success Certificate

<p><b>Building a Brand</b> Students establish a professional brand that integrates their curricular, co-curricular experiences and personal values and learn to market that brand.</p>	<p>Students will discover the parts of their curricular and co-curricular experiences they are most passionate about.</p>	<p>Students will explore how to integrate their personal values, curricular, and co-curricular experiences to develop a personal brand.</p>	<p>Students will decide how to deliver their personal brand as it relates to their future career and job search</p>
<p><b>Job Search Skills</b> Students will acquire the skills necessary to conduct a successful job search</p>	<p>Students will discover the components of the job search process</p>	<p>Students will explore how to conduct a successful job search</p>	<p>Students will decide how to proceed in doing a job search</p>

## Synthesis

Secure gainful employment in jobs that allow student to connect personal interests, talents, and goals with work



# Employers are facing a serious talent gap



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

**April, 2013**

1. Projects completed:

No major projects were completed since the last report. Twelve projects under \$500,000 were completed since the last report.

2. Projects added:

One major project and nine projects under \$500,000 were added this reporting period. Our one major project addition is Phase 2 of the Armstrong Student Center. This second phase includes the complete renovation of Culler Hall (when vacated by Physics) and a small addition tying it to the Phase 1 portion of the Armstrong Student Center. Although a schematic design of this second phase was completed several years ago, the project committee is being reconvened to ensure the program meets current needs before advancing further with development of the design.

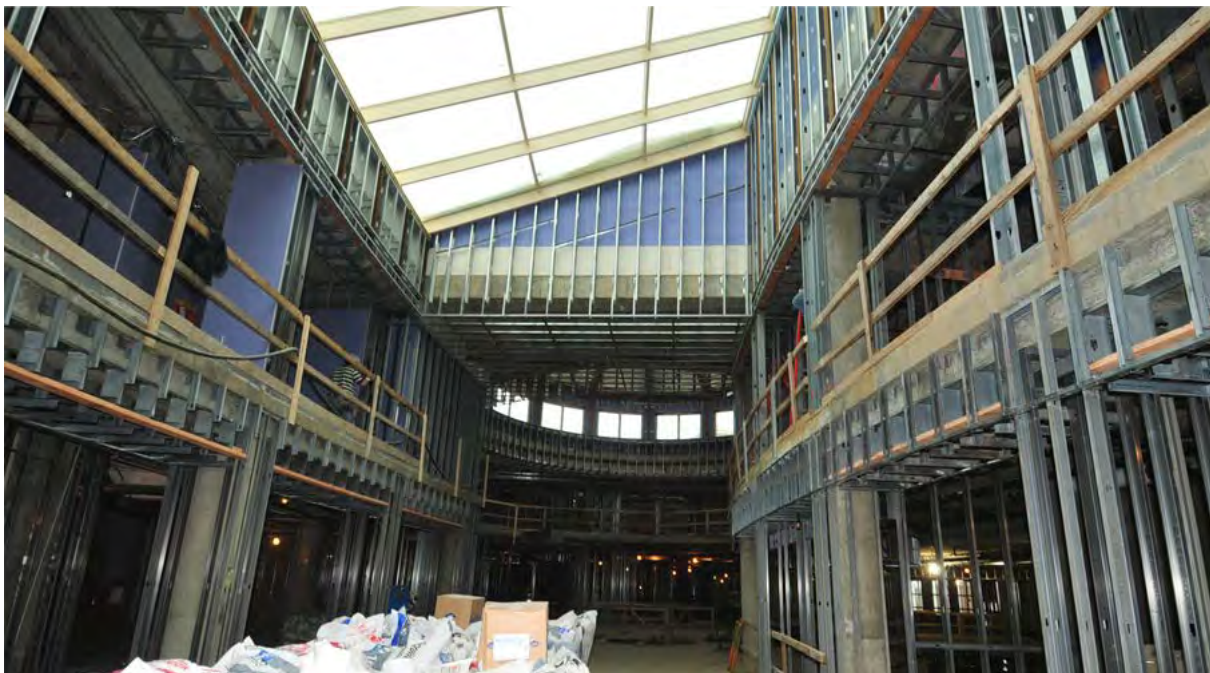
3. Projects in progress:

Armstrong Student Center is moving forward at a steady clip with installation of drywall, mechanical and electrical systems, and even kitchen equipment. With the coming of spring, Armstrong's exterior spaces and hardscape will begin to take shape. Maplestreet Station (90 beds) and Etheridge Hall (232 beds) are beginning to take their finished appearance with brick being set, windows being installed, and roof tile progressing. The MET quad infrastructure project has completed installation of major equipment and piping allowing utilities to operate 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 continues to be a flurry of activity with the two new retention ponds taking shape, the steel structure of Western Dining Hall being completed, foundations being poured for the three new Western Residence Halls, and the exterior masonry progressing on the Geothermal Energy Plant. Kreger Hall has begun to look like a construction site with the contractor mobilizing and installation of construction fencing. Inside Kreger, work is commencing with abatement, interior deconstruction, and bid packages released for major portions of the work. Planning and design efforts are advancing with the East Quad Renovations project, which will ultimately update five residence halls and one dining facility located in the East Quad beginning in the summer of 2014. Finally, significant preparation and advertisement of bids is occurring this month for construction activity beginning this summer, which includes improvements to several resident halls, roof replacements, and landscaping and hardscape projects.

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. Work is expected to begin with demolition and abatement immediately following commencement in May.

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 finish site work will begin as weather permits, which will include the installation of hardscape surfaces. Courtyards are being prepared for construction activities. Exterior wall finishes and trim have begun. Masonry installation and restoration continues including the new fireplace located in the Shade Family room. Finish roofing materials are scheduled for installation as weather permits. The building is now operating on the permanent power system. Elevator rough-in has begun. Interior stairs are being installed. Fire protection of the steel is on-going. Rough-in continues on heating, ventilating and air conditioning, fire protection, storm and sanitary plumbing, gas line, electrical and building control systems. This work is followed by installation of drywall throughout the building. Painting and other finishes shall immediately follow the drywall installation. Kitchen equipment installation has begun.



**Armstrong Student Center Site**

The **Bishop Hall Renovation** is part 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 and plumbing systems are functional and electrical device installation is underway. The permanent heating and cooling system is active. Interior plastering, painting and floor refinishing is progressing. Window replacement is complete, including restoration of old-blocked-in windows shown in a picture below. Exterior site work began in April.



### **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 paving, 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 construction documents are complete and the project has been advertised to bid. A contract shall be awarded to the lowest responsible bidder in late April.



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. Horses have been moved back to the property. Painting of the wooden fence and site restoration work, including finish grading and seeding, will be completed in late spring 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. Exterior masonry and clay tile roof installation is making significant progress. The windows are being installed. Permanent exterior enclosure is anticipated in late May. On the interior, drywall is being hung on all floors and being finished and painted. Terrazzo is being installed in the first floor public areas. Steam is connected to the campus distribution system and air handlers are operational. The fire suppression system has been inspected.



### 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. Construction fencing has been installed. Demolition and abatement are underway. Negotiations with subcontractors are nearing completion.



### 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, clay tile roof, windows, and window storefront installations are all nearing completion. Permanent enclosure expected by the end of April. Soffit and fascia installation continue. Kitchen equipment is in place pending final hookup. Finishes continue in the restaurants and resident floors. Campus steam is tied-in and the permanent HVAC system is operational. Temporary occupancy is anticipated in June.



**Maplestreet Station Site**

The project for the **Recreational Sports Center Pro Shop and Fitness Area** creates a larger pro shop by reconfiguring the existing pro shop, customer service counter, and administrative spaces. The existing food service venue will be removed and a second floor constructed within the west racquetball court to create new group exercise and fitness spaces. The project is expected to increase revenue from the larger pro shop and to expand cardio fitness opportunities and group fitness classes for students and members. The construction documents were completed in March. Bids will be due in mid-April.

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. The Construction Manager has begun purchasing equipment with longer lead times and has begun bidding out packages for the work. Bids are due in mid-April.

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. Structural steel and foundations are complete, as well as underground utility work. Exterior sheathing installation is underway with temporary enclosure anticipated in early June. Mechanical, electrical and plumbing overhead and wall rough in has begun.



**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 is underway and structural steel packages have been purchased. Excavation of the basements of all three buildings is complete. Footings and foundation walls are nearing completion with Building A being most complete. The tunnel for Building A is completed, and the tunnel connecting Buildings B and C is currently being poured. Elevator pits and holes for pistons are complete on all three buildings. Underground utility work is currently underway. Backfilling has begun at Building A. Structural steel is scheduled to be delivered in May.



### **Western Campus Residence Halls Site**

Respectfully submitted,

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

## Report to the Academic and Student Affairs Committee Miami University Board of Trustees

April 2013

### **Miami Students and IT**

After several years of striving to keep up with the exploding demand for **wireless bandwidth**, especially in the residence halls, strategies employed appear to be meeting students' needs. We deliver 1.6Gb/s of bandwidth provided via two Internet service providers and channel bandwidth from the academic network to the residential network during the busy evening and overnight hours. A total of 287 students currently subscribe to the ResNet Turbo option for additional bandwidth, thereby meeting their specialized needs and removing high bandwidth users from the general bandwidth allocation. Additionally, web caching has reduced the impact of frequently-downloaded content on the overall incoming web traffic.

We are actively working to implement stronger protection against unwarranted grade changes in consultation with General Counsel, the Provost, Academic Affairs staff, and external consulting assistance. The initial protections will be in place prior to the grade submission deadline for the current semester, with additional measures to be added by IT Services and other departments over the summer and into fall semester.

The creation of the new **@MiamiOH.edu domain** meant that a new Miami Google domain needed to be created, as well. All student and alumni Google accounts provisioned since 2010 were migrated shortly after the faculty and staff accounts were moved from Exchange. This means that all Miami email accounts are now provided via Google Apps for Education, with all addresses featuring the **@MiamiOH.edu domain**. Google Apps for Education provides collaboration tools that are of significant benefit to students, faculty and staff.

Along with our partner schools in the IUC, Miami is in contract negotiation with **Microsoft** to set new license terms for the next 3-5 years. One option that is being actively pursued is to bring student licenses back into the overall agreement. To fund these licenses, IT Services made a recommendation to the University Senate IT Policy Committee that Student Technology Fee funds be set aside. This recommendation had the strong support of the Academic Directors of Technology and the members of the IT Policy Committee. While the negotiations are still ongoing, if successful, this will provide each Miami student with a license for the Microsoft Office Suite, operating systems and other basic software.

### **IT Services and the Academic Mission**

The academic voice has long been recognized as deserving of more attention in the ongoing planning and scheduling of IT work. To address this, an **Academic IT Planning Committee** was formed this past fall as a part of the new IT governance structure. This committee, comprised of Associate Deans and Academic Directors of Technology from each division, is led by an IT staff member in the new role of Academic Liaison. The goal is to ensure that opportunities and ideas created in the academic divisions are considered as part of the overall IT planning and prioritization process.

The Advanced Learning Technologies and Research Support Groups were moved from IT Services to the Office of the Provost this fall. This places these resources more directly under the direction of Academic Affairs where they can be more effectively leveraged in combination with other academic support staff, and positions them well to support the coming online learning initiatives, as well as other teaching, learning and research.