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Minutes of the Academic and Student Affairs Committee Meeting
February 6, 2014, 8:00 a.m. – 12:00 p.m.
Walter L. Gross Jr. Family Student-Athlete Development Center

The Academic and Student Affairs Committee of the Miami University Board of Trustees meet on 6 February, 2014 in the Walter L. Gross Jr. Family Student-Athlete Development Center on the Oxford campus. The meeting was called to order at 8:00 a.m. by Committee Co-Chair Sue Henry. Also attending were Co-Chair Robert Shroder and Committee members David Budig, Don Crain, Terry Hershey, and Sharon Mitchell, along with Trustee Steve Wilson, National Trustees John Altman and Mike Gooden, and Student Trustees Graham Bowling and Arianne Wilt. Committee members Dennis Lieberman and Harry Wilks were absent.

In addition to the Trustees, Bobby Gempesaw, Provost and Executive Vice President for Academic Affairs; Peter Natale, Vice President for Information Technology; Jayne Brownell, incoming Vice President for Student Affairs; Mike Curme, interim Dean of Students and Associate Vice President for Student Affairs; and Scott Walter, Assistant Vice President for Student Affairs, were in attendance. Also present to address agenda items or to provide support, were: Robin Parker, General Counsel, Deedie Dowdle, Associate Vice President for Communications and Marketing; Michael Kabbaz, Associate Vice President for Enrollment Management; David Sayler, Athletic Director; Phyllis Callahan Dean, College of Arts and Science; Monica Ways, Director, Office for Community Engagement and Service; Kenya Ash, Director OEEO; Rebecca Getson, Sexual Assault Response Coordinator; Dan Stewart, Associated Student Government; Claire Wagner, Director of University News and Communications; 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. At 8:40 a.m. the Committee adjourned the Executive Session and convened into the Public Business Session.

Public Business Session

Announcements

Chair Sue Henry opened the public session and welcomed everyone to the meeting.

Student Trustees

Student Trustee Arianne Wilt was attending her final Board meeting before the expiration of her term on 28 February, 2014. She provided her thoughts on progress made in the areas of athletics, recruiting diverse students, Construction, and Health and Wellness. She discussed the benefits and possibilities of the new Armstrong Student Center. She also highlighted areas she believes could receive additional focus - increasing job opportunities for graduates, and a need to enhance academic advising.

Following Ms. Wilt's comments, Chair Henry thanked her for her service on behalf of the entire Board.

Associated Student Government

Secretary Dan Stewart informed the Committee that there had been no meetings of ASG since December. He then went on to offer his thoughts regarding the opening of the Armstrong Student Center – he described it as a very positive and powerful addition to campus. He described the Snow Ball dance which was attended by 1,500-1,800 students, calling it wonderfully successful.

Secretary Stewart also discussed Winter Term, stating the feedback he had received was overwhelmingly positive, and the Term was called wonderfully successful by those who took classes. He offered thoughts for future opportunities, suggesting an MCAT prep course.

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

University Senate

Professor Steve Wyatt, Chair of the University Senate Executive Committee, could not attend due to a class conflict. However, he was able to provide a written report which is included Attachment B.

Academic Affairs Reports

Provost Update

Provost Gempesaw introduced several resolutions, they include:

- Affirmation of Appointment, Mr. Jerome Conley, Dean, University Libraries
- Affirmation of Appointment, Dr. Matt Myers, Dean Farmer School of Business
- Creation of a Bachelor of Science in Forensic Science and Investigation
- Creation of a Bachelor of Science in Civic and Regional Development
- Creation of a Master of Fine Arts in Creative Writing

He discussed each resolution, then the Committee, after a motion and second, voted unanimously to recommend approval of each to the full Board of Trustees.

In addition to the resolutions, he also informed the Board that the Promotion and Tenure of Faculty, along with the Promotion and Continuing Contracts of Librarians, would also be presented at the full board meeting.

The resolutions are included as Attachment C.

Enrollment Management Update

Associate Vice President Michael Kabbaz updated the Committee on applications for Fall 2014 entry. He reported that for the first time, Miami had received in excess of 25,000 applications – an increase of 40% over the past few years. He stated that for the size of Miami's student body, this is a very appropriate level. He also stated the enrollment process is more than attempting to enroll 3,600 highly qualified students; it also involves coordination with the Deans and the Academic Divisions to meet divisional enrollment goals within the overall 3,600. He also discussed:

Ohio demographics, which show a decline in the number of graduating high school students for the next several years, representing a challenge to Ohio Universities. The Division which feels the greatest impact from this decline is Education Health and Society, explaining that most students pursuing education degrees tend to stay within their home state. It was noted that for the first time domestic non-resident applications exceed resident applications.

Miami is one of the few public universities still offering Early Decision, which is a binding agreement. The number of such applicants dropped slightly, likely because the applicant pool is stronger, and more qualified students have more acceptance options available to them, and are thus less likely to apply for a binding agreement. Even with the reduced numbers, these applicants will make up 20% of the incoming class.

6,000 of the top applicants were informed early of their acceptance by Miami. While the advertised deadline for Miami to inform them of the admission decision is February 1st, they were notified on 19 December, thus allowing a much earlier outreach to these well-qualified applicants. The scholarship notifications were also included, as well as any Honors Program decision. He also reported the Academic Scholars Program is drawing very well qualified students, however, it is anticipated as the applicant pool's quality increases, that the yield will be reduced.

With the Access Initiative, these students are graduating with less loan debt than the average Miami student. When examining need-based scholarship awards, it is important to note that need-based awards and merit-based awards are actually linked, that is, need-based students may also receive merit-based scholarships which contribute to meeting their need. Advancement and Enrollment Management are working together and the priority is need-based scholarships to increase the ability to support these students. Merit scholarships will continue to be reviewed, with continued reductions in the awards to applicants with less strong academic profiles. Family income levels were also discussed and it was explained that need-based aid is focused on Ohio resident students, so if one examines family income levels, they will find the non-resident median income is higher than that for students from within the state.

Mr. Kabbaz's presentation is included as attachment D.

College of Arts and Science

Dean Phyllis Callahan updated the Committee on the College of Arts and Science. She began by discussing recruitment efforts. Modules have been developed to allow prospective students to visit several classes and experience the flavor of academics at Miami. These modules apply to many recruiting programs, such as Bridges. Dean Callahan also discussed retention and other efforts:

The College of Arts and Science now has an annual welcome event where students are invited to meet with faculty who welcome them to campus and the Miami community.

Advising has been enhanced with off-site advising now provided to help students transition from Columbus State to Miami University. Individual advising at orientation is designed to help enhance retention. University Studies majors (predominately students desiring business majors who were not directly admitted to the Business School) received targeted advising from 37 faculty advisors. Intervention is a component of advising, and student - advisor interaction is tracked, with outreach to students who are not visiting advisors, and to students who did not enroll full time or were not properly enrolled.

The College is developing curriculum and activities to help students understand the value of studying liberal arts to their professional achievement. Students are being assisted in creating professional development plans. The College has also created pre-medical and pre-law programs to assist students.

Graduate programs provide opportunities for faculty to conduct quality research, and the opportunities for students to enter graduate programs have been enhanced. Many undergraduates can begin after three years, with a pathway identified to obtain both a master and a bachelor degree in four or five years. Regarding research funding, pre health areas are a strength, and there is a desire to enhance interdisciplinary collaborations.

Dean Callahan also addressed challenges, which include the number of faculty lines, available facilities, laboratories, and increasing research and student opportunities.

Dean Callahan's report and presentation are included as Attachment E.

Academic Affairs Written Reports

In addition to the presentations, the following written reports were provided:

- Academic Affairs "Good News" - Bobby Gempesaw, Provost, Attachment F
- SPTF 13, Interdisciplinary Teaching and Research – Caroline Haynes, Assoc Provost, Attachment G

Student Affairs Reports

Vice President for Student Affairs Update

The Committee welcomed Dr. Jayne Brownell, the incoming Vice President for Student Affairs, who was in attendance. Dr. Mike Curme, interim Dean of Students and Associate Vice President introduced the Student Affairs topics and spoke of efforts to encourage responsibility regarding alcohol; the Armstrong Student Center; I am Miami; the good relationship with the police force; and reaching out to bar owners and landlords. With Dr. Brownell's leadership, they will be developing a strategic plan, which they look to have embraced by the entire Miami community.

Sexual Assault Prevention

Kenya Ash, Director OEEO and Rebecca Getson, Sexual Assault Response Coordinator provided an overview of President Obama's nationwide call for a Task Force. They also updated the Committee on implementation of the Sexual Assault Prevention Task Force recommendations. Highlights of the update include:

Recommendation one – Campus-wide Campaign. Efforts have been incorporated into I Am Miami which provides an overarching campaign.

Recommendation two – Expand educational programs. Launched the Step Up program addressing bystander behaviors and the tools to safety intervene. Student organizations have sponsored education events; employee education programs have been expanded; online training is being pursued; a Sexual and Interpersonal Violence Prevention/Response Committee was created; and mandatory new employee training implemented, amongst other efforts.

Recommendation three- Victim support and adjudication. Services are coordinated and the Sexual Assault Response Coordinator works with Police, OESCR, the Emergency Case Manager and Office of Equity and Equal Opportunity.

Recommendation four – Funding. There is now funding for a full-time, dedicated Sexual Assault Response Coordinator. Additionally, existing funds have been leveraged by working with outside agencies and by creating partnerships across campus.

Their report and presentation are included as Attachment H.

Service Learning and Community Engagement

Monica Ways, Director, Office for Community Engagement and Service, updated the Committee on Service Learning efforts. She explained that 78% of students report they are involved, and that most do so to grow as a person. The focus of the Office for Community Engagement and Service is on providing well-structured opportunities. Service Learning is a high-impact activity, and accessibility to interested students is important.

Ms. Ways reported that for the size of the staff and budget (which includes a course-based fee) the Office is currently operating at full capacity, and is resource limited in its ability to meet any new needs or additional demands. Service learning courses are offered each year in every academic division, and there are web-based faculty tool kits available to support the faculty who are teaching service learning courses.

The Office has been in existence approximately twenty years, and they now find that most students now coming to Miami have had prior service experience during K-12. However, the emphasis at Miami is to create synergies in bringing assets together to benefit one another. Technology has been employed to help make students aware and to make connections. Regarding global service learning prospects, a recommendation would be to foster deep partnerships in specific areas, and to work closely with Cheryl Young's international office.

Ms. Ways' report is included as Attachment I.

Student Affairs Written Reports

In addition to the presentations, the following written reports were provided:

- Student Affairs "Good News" - V.P. Student Affairs, Attachment J
- Program Review and Assessment – Gwen Fears, Associate Dean of Students and Tim Kresse, Director of Budgeting and Technology, Attachment K
- Academic Intervention – Christina Carrubba-Whetstine, interim Director Rinella Learning Center, Attachment L
- Student Housing Occupancy Update – Brian Woodruff, Director, Housing Contract and Meal Plans. Attachment M

Intercollegiate Athletics

Director of Intercollegiate Athletics, David Sayler updated the Committee with a focus on support for student-athletes. He discussed fund raising efforts to not only support the construction of facilities, but also to create new scholarships.

The indoor practice facility is on schedule, with the next phase being the addition of a performance center; efforts with donors are now underway to raise the necessary funds for the performance center. The indoor facility will benefit not just athletes, but all students, with time set aside each day for use by the University community. The performance center will also benefit several sports – although it would be a football facility, the movement of the football team to the center frees up time and space for other sports to use the former football spaces.

Following the meeting, Trustees were offered the opportunity to walk about the Gross Center.

Attachment N provides a short facilities update.

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 O
- Advancement Update, Tom Herbert Vice President for Advancement, Attachment P

Adjournment

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

Theodore O. Pickerill II
Secretary to the Board of Trustees

TO: Board of Trustees Academic/Student Affairs Committee
FROM: Dan Stewart

DATE: February 6, 2014

ASG Update

The Associated Student Government is excited to begin the second semester. And while student government has not convened since the board's last meeting, I certainly would expect this semester to be full of pertinent and important legislation on various issues.

One thing I would like to mention however, is the recent success of the J-term. Through talking with friends and classmates, the common theme I am hearing is that those who stayed for the J term have really enjoyed the experience, and those who have not stayed (myself included) wish they had come back and taken a class. I truly believe that the J term will have continued growth in the upcoming years, and I am excited for other programs that may come into play in the future.

Additionally, student government will remain very involved with the activities and development of the Armstrong Student Center. Students are very excited and motivated to utilize this space, and I am confident that the Armstrong Student Center will be a united gathering space that students did not previously have on this campus.

In looking forward to a productive semester,

Dan Stewart
Secretary for Academic Affairs

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

January 21, 2014

The following summarizes items of University Senate business conducted since the Board of Trustees last met on December 6, 2013.

- Minor Revisions to Senate documents, Senate Resolutions
  - *Bylaws of University Senate*, Sections 1.A, 1.B, 1.F, 1.G, 3.B, 3.C, and 3.D.
    * Revisons proposed by the Governance Committee insure that each member of Faculty Assembly has equal opportunity for representation in Senate and aligns policy with current practice.
    SR 14-09, December 2, 2013

- Minor Revisions to Guidelines and University documents received on the Senate Consent Calendar
  - Timely Submittal of Midterm Grades Policy – *Miami University Policy and Information Manual, Section 10.3.G* and *Miami Bulletin,* Academic Planning.
  - Clarification of Independent Work Policy – *Miami Bulletin* and the *Curriculum and Assessment Handbook.*
  - *Add Drop Course Policy – Student Handbook, Section 1.2.C.1* – Revisions make the process less cumbersome and time-consuming.

- Repeal Drug Testing Policy, Section 3.19, *Miami University Policy and Information Manual* – Robin Parker, General Counsel
  SR 14-08, Sense-of-Senate resolution, December 2, 2013

- Special Reports delivered at the December 2, 2013, Senate meeting
  - University Honors Program Restructuring – Cindy Klestinec.
    SR 14-07, Sense-of-Senate resolution, December 2, 2013, supports the restructuring of the University Honors Program.
  - Accreditation Update - Carolyn Haynes, Associate Provost.
  - Fall 2014, Enrollment Update – Michael Kabbaz, Associate Vice President for Enrollment Management.
  - Academic Partnership Committee Update – Michael Kabbaz, Associate Vice President for Enrollment Management.

(over)

The following proposed three degrees will be presented on the January 27, 2014, University Senate agenda with a request for an immediate effective date. If adopted by Senate, the Executive Committee of University Senate will request that the degrees be placed on the February 7, 2014, Board of Trustees agenda thereby enabling a timely submission to the Ohio Board of Regents in anticipation that the programs may be offered fall 2014.

- Bachelor of Science Degree in Forensic Science and Investigation
  - Major: Forensic Science
  - Major: Forensic Investigation
- Bachelor of Science in Civic and Regional Development – College of Professional Studies and Applied Sciences
- Low-Residency Master of Fine Arts in Creative Writing

cc: Provost Bobby Gempesaw, Chair, University Senate
Carolyn Haynes, Secretary, University Senate

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

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February 7, 2014
Academic and Student Affairs

RESOLUTION R2014-xx

BE IT RESOLVED: that the Board of Trustees hereby affirms the appointment of

Jerome Conley
as Dean, University Librarian,
and
Associate Librarian,

effective January 1, 2014.

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February 7, 2014
Academic and Student Affairs

RESOLUTION R2014-xx

BE IT RESOLVED: that the Board of Trustees hereby affirms the appointment of Matthew Myers as Dean, Farmer School of Business, effective May 1, 2014.

BE IT FURTHER RESOLVED: that the Board of Trustees also hereby approves the awarding of tenure to

Matthew B. Myers
as Professor, Department of Marketing,
Mitchell P. Rales Chair in Business Leadership
and
Dean, Farmer school of Business

to also become effective on May 1, 2014.

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February 7, 2014
Academic and Student Affairs

RESOLUTION R2014-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new undergraduate degree program, the Bachelor of Science Degree in Forensic Science and Investigation, within the College of Professional Studies and Applied Science.

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February 7, 2014
Academic and Student Affairs

RESOLUTION R2014-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new undergraduate degree program, the Bachelor of Science Degree in Civic and Regional Development, within the College of Professional Studies and Applied Science.

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February 7, 2014
Academic and Student Affairs

RESOLUTION R2014-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new graduate degree program, the Low-Residency Master of Fine Arts in Creative Writing.

Ohio | Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio

REQUEST FOR APPROVAL

SUBMITTED BY
MIAMI UNIVERSITY

ESTABLISHMENT OF A BACHELOR OF SCIENCE DEGREE IN FORENSIC SCIENCE AND INVESTIGATION

October 28, 2013

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

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Supplements: List the supplement or supplements included with the proposal

REQUEST

Date of submission: October 28, 2013

Name of institution: Miami University

Degree/degree program title: Bachelor of Science in Forensic Science and Investigation

Primary institutional contact for this request

Name: Cathy Bishop-Clark
Title: Regional Associate Dean for Academic Affairs
Phone #: (513) 727-3436
E-mail: bishopcu@MiamiOH.edu

Delivery sites:

Miami's regional campuses in Hamilton and Middletown, and the Voice of America Learning Center in West Chester.

Date that the request was approved by the institution's governing board (e.g., Board of Trustees, Board of Directors): _____ insert date here

Proposed start date: Fall 2014

Date Institution established: 1809

Institution's programs: *(e.g., associate, bachelor's, master's, doctorate)*

The institution offers the full range of degrees at the associate, bachelor's, masters' and doctoral level. The complete list of degrees offered by Miami University can be found in the General Bulletin at the following link: http://www.units.muohio.edu/reg/bulletins/GeneralBulletin2013-2014/

Educator Preparation Programs:
Indicate the program request leads to educator preparation licenses or endorsements.

Licensure ***No***

Endorsement ***No***

If educator preparation licenses or endorsements are associated with any of the programs seeking authorization, please contact Shane DeGarmo, Director of Program Approval, at (614) 387-1215 or sdegarmo@regents.state.oh.us, so that he can coordinate your request with individuals in our office who oversee the approval of educator preparation programs.

SECTION 1: INTRODUCTION

1.1 Provide a brief summary of the request that will serve as an introduction for the reviewers

Miami University's regional campuses propose the creation of a Bachelor of Science in Forensic Science and Investigation (BSFSI). This degree program will be available to students from the Department of Justice and Community Studies, located in the College of Professional Studies and Applied Sciences.

The proposed BSFSI will have two majors, Forensic Science (FS) and Forensic Investigation (FI). Both majors are interdisciplinary, capitalizing on existing assets at the regional campuses. The Forensic Science major is intended to serve students who are interested in working in criminalistics, as crime scene technicians, and in lab and similar environments. The curriculum will emphasize the natural sciences with additional courses in criminal justice.

The Forensic Investigation major is intended for students who are interested in, or who are currently employed in, law enforcement. It supplements the existing Associate of Applied Science and Bachelor of Science in Criminal Justice (BSCJ) offered at Miami University's regional locations by offering an in-depth examination of forensics in law enforcement. In addition to courses in criminal justice, students will complete coursework in the natural sciences, geography, anthropology, computer information technology, and nursing.

The regional campuses, through the College of Professional Studies and Applied Sciences (CPSAS), are well positioned to offer this degree. As a Miami University degree, the BSFSI will have a solid liberal education foundation while providing students with a contemporary, applied education that they will need to be successful in the workplace. The campuses already offer all but four of the criminal justice courses in the proposed degree through the AAS and BSCJ in criminal justice. Similarly, nearly all of the natural science, geography, and computer information technology courses already exist and are offered by the regional campuses cadre of full-time natural scientists, geographers, and computer scientists.

Both majors are designed to permit a student to begin as a traditional, direct from high school student. The FI major has been designed as a 2 + 2 program for students graduating with the A.A.S. in Criminal Justice at Miami. Graduates with associate degrees in other fields of study may be admitted, but additional hours may be required for graduation.

The CPSAS and the regional campuses have sufficient resources, classrooms, labs, faculty, and libraries, to offer this degree.

SECTION 2: ACCREDITATION

2.1 Institutional accreditation

- *Original date of accreditation:* 1913
- *Date of last review:* 2005
- *Date of next review:* 2015

2.2 Results of the last accreditation review

Briefly describe the results of the institution's last accreditation review and submit the results (e.g., agency report, accreditation letters, requests for follow-up, etc.) as an appendix item.

In November 2005, Miami University received reaccreditation for 10 years following a self-study and a formal review by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. The HLC report says Miami adequately addressed concerns identified in a 1995 re-accreditation report, namely a need for strategic planning, increasing academic rigor, enhancing technology and improving diversity. The report acknowledges the university continues to address diversity, governance and communication issues. The HLC noted that Miami meets the core components of its mission via collaborative governance processes, fair and responsible policies and activities, and achieving widespread understanding of and commitment to the university's mission and values. Among the areas praised for effectiveness and/or innovation: strong faculty-student relationships; supportive libraries; high graduation and retention rates; and developments in information technology.

The full HLC Report and associated documents are in ***Appendix A***.

2.3 Notification of appropriate agencies

Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program. ***Provide documentation of the notification as an appendix item.***

A letter of intent was submitted to the Ohio Board of Regents and received approval on April 23, 2013. The acknowledgement that the letter of intent was submitted can be found at the Ohio Board of Regents website: https://www.ohiohighered.org/academic-program-approval/preliminary-request. The letter of intent can be found in ***Appendix B***.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

Insert/describe the institution's mission statement.

Miami University has a main campus in Oxford, Ohio; two regional campuses (Middletown and Hamilton); and one learning center (Voice of America, West Chester) in Butler County. The College of Professional Studies and Applied Sciences is located entirely at the regional campus locations, and the regional campuses operate both closely with the Oxford Campus and independently of that campus. The regional campuses share the mission of the main campus with particular emphasis on certain aspects of that mission. While the Oxford campus focuses on a traditional residential experience with high admission standards, the regional campuses are open admission and serve more nonresidential students. A large number of non-traditional students attend the regional campuses. All Miami campuses emphasize the liberal arts and place a premium on academic quality.

With the recent changes under the University System of Ohio's (USO) strategic plan, the primary mission of the regional campuses is no longer a focus on only associate degrees and the first two years of a baccalaureate degree. The mission has instead expanded toward increasing the number of baccalaureate degree programs, especially those that provide employment opportunities for

Ohioans and those that offer seamless transitions between Ohio's many institutions of higher education, high schools, and technical schools.

The stated mission of Miami University is:

Miami University, a student-centered public university founded in 1809, has built its success through an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life. It is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.

Miami provides the opportunities of a major university while offering the personalized attention found in the best small colleges. It values teaching and intense engagement of faculty with students through its teacher-scholar model, by inviting students into the excitement of research and discovery. Miami's faculty are nationally prominent scholars and artists who contribute to Miami, their own disciplines and to society by the creation of new knowledge and art. The University supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses. Miami provides a strong foundation in the traditional liberal arts for all students, and it offers nationally recognized majors in arts and sciences, business, education, engineering, and fine arts, as well as select graduate programs of excellence. As an inclusive community, Miami strives to cultivate an environment where diversity and difference are appreciated and respected.

Miami instills in its students intellectual depth and curiosity, the importance of personal values as a measure of character, and a commitment to life-long learning. Miami emphasizes critical thinking and independent thought, an appreciation of diverse views, and a sense of responsibility to our global future.

-- June 20, 2008

The regional campuses and the College of Professional Studies and Applied Sciences share the overall mission Miami University with some distinctive additions. All Miami campuses emphasize the liberal arts and place a premium on academic quality. The regional campuses place additional emphasis on making higher education accessible through open admissions, low-cost tuition, the provision of academic and support services designed for returning as well as traditional-age students, and by serving the educational needs of the region's population and employers. They accomplish this more specifically by:

- Offering select bachelor degree programs.
- Providing general and technical associate degrees.
- Offering the first two years of many bachelor's degree programs for students who plan to relocate to the Oxford campus or transfer to another four-year institution.
- Providing student activities, athletics, intramurals, and organizations that enhance personal growth and provide opportunities for leadership development.
- Providing services in counseling, cooperative education, academic advising, financial aid, and career planning and placement.
- Providing intellectual, informational, and cultural resources for the community.
- Offering continuing education courses, community service activities, and training programs for businesses, industries, and organizations.

With the recent changes under the University System of Ohio's (USO) strategic plan, the primary mission of the regional campuses has instead expanded to include increased development of baccalaureate degree programs, especially those that provide employment opportunities for Ohioans and those that offer seamless transitions between Ohio's many institutions of higher education, high schools, and technical schools.

3.2 Organizational structure

Provide a copy of the institution's organizational chart as an appendix item.

Miami University is governed by a Board of Trustees which has 11 members appointed by the Governor with the consent of the Ohio Senate. The Board of Trustees delegates responsibility for administration of the university to the President. The President is advised by an Executive Committee that includes the Provost and Executive Vice President for Academic Affairs, Vice President for Finance and Business Services, Vice President for Student Affairs, Vice President for University Advancement, Vice President for Information Technology, General Counsel, Secretary to the Board of Trustees, Senior Director of University Communications, and Director of Intercollegiate Athletics.

The Division of Academic Affairs includes six academic divisions (College of Arts & Science, College of Creative Arts; College of Education, Health and Society; College of Engineering and Computing, Farmer School of Business; College of Professional Studies & Applied Sciences), the Graduate School, University Libraries, and the Miami University Dolibois European Center (MUDEC).

The administrative leadership of Miami University can be found at: http://miamioh.edu/about-miami/leadership/admin-officers/index.html.

The Organizational Charts for Miami University are provided in ***Appendix C***.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.

The BSFSI will be housed in the Department of Justice and Community Studies (JCS), which is solely located at Miami's regional campuses, serving the residents of southwest Ohio. The department, an academic unit with its own chair, reports to the Dean of the College of Professional Studies and Applied Sciences (CPSAS). The department's budget, workload assignments, annual evaluation, salary increments, and tenure and promotion review of faculty all occur through a recommendation/negotiation of the chair and faculty and the college dean. Tenure and promotion occurs through a process that involves evaluation by the JCS faculty, the department chair, the CPSAS dean, the University promotion and tenure committee, provost, president, and Miami University Board of Trustees.

Because the proposed degree is interdisciplinary, a BSFSI curriculum and academic affairs committee will be created within the department that will have representatives from the various disciplines represented in the degree's requirements. Curricular decisions will also proceed through standard college and university approval processes.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.

The chair of the Department of Justice and Community Studies (JCS), currently Dr. Daniel E. Hall, is responsible for faculty evaluation and recruitment, curriculum, budget, student affairs, scheduling, representing the program both internally and externally, and all other administrative responsibilities. The chair reports to the Dean of the College of Professional Studies and Applied Sciences. Dr. Daniel E. Hall's CV is included in ***Appendix D***.

Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.

- *Justice and Community Studies Faculty* - The entire faculty, full-time and part-time, meets regularly. Because of its size, the entire full-time faculty decides curriculum and other issues as a committee of the whole. As mentioned above, a BSFSI curriculum and academic affairs committee will be established with representatives from the various academic disciplines represented in the degree.
- *Justice and Community Studies Advisory Committee* - This committee, which includes criminal justice officials, campus student advisors, faculty from the Oxford Campus in related disciplines, and the CJP faculty, provides guidance on curriculum, field placement and other matters.
- *College of Professional Studies and Applied Sciences Curriculum Committee* - This committee, which includes faculty from all departments within the college, reviews and approves curricular changes within the college. Departmental representatives are chosen and serve according to departmental policy. An associate dean or other designee of the dean chairs the committee.
- *College of Professional Studies and Applied Sciences Promotion and Tenure Advisory Committee* - This committee, which includes faculty from all departments within the college, serves in an advisory capacity to the dean on promotion and tenure issues. Departmental representatives are chosen according to departmental policy and serve staggered three-year terms. An associate dean or other designee of the dean chairs the committee.
- *Miami University Council for Undergraduate Curriculum* - This committee is selected by the Executive Council of University Senate, Miami University. It is composed of six (6) faculty members, one (1) from each of five academic divisions and one (1) from either the Hamilton Campus or the Middletown Campus. At least one (1) of these faculty members shall be a member of University Senate and at least one (1) shall represent the graduate faculty. Additionally, there are two (2) undergraduate students and one (1) graduate student, and seven (7) ex-officio, nonvoting members also serve - one (1) representative of the Office of Academic Affairs, one (1) representative of the Office of the University Registrar, five (5) divisional representatives – one (1) from each of the divisional academic deans' office (typically, an associate dean). Meetings are held several times a semester depending on the quantity of curricular items to be reviewed. Terms of appointments are two (2) years (except for ex-officio members who may serve longer).
- *Miami University Council of Academic Deans* - The council consists of the Provost of Miami University, the deans of each of the six academic divisions, dean of the graduate school and secretary of the university. There are no terms of appointments as members serve during their administrative appointments.

- *Miami University Senate* - This body consists of elected and appointed faculty, staff and students who represent constituencies from the entire university. Term of appointment is typically two (2) years. Meetings are held twice a month (every-other-week). This body provides explicit final approval of new degrees and majors by vote.
- *Miami University Board of Trustees* - The members of this body are appointed by the Governor of the State of Ohio. They provide final Miami approval of new degree programs. There are nine (9) voting members, each of whom is nominated by the Governor of the State of Ohio with the advice and consent of the Senate. They serve nine (9) year terms. In addition to the voting members, there are two (2) student representatives and national trustees.

4.2 Program development

Describe how the proposed program aligns with the institution's mission.

- Offering select bachelor's degree programs.

  The proposed program advances the mission of offering open and affordable access to higher education to residents of Southwest Ohio that the Oxford Campus does not offer, particularly in applied and technical areas.

  The proposed forensic investigation major provides a bachelor's completion degree option that will allow those who obtain associate degrees from Miami's regional campuses and other institutions (e.g. Sinclair Community College, Cincinnati State Community and Technical College) to continue their education in the state of Ohio.

- Providing academic programs to meet needs of the region.

  As it true around the nation, criminal justice leaders are seeking to increase the professionalization of the field. Recruiting baccalaureate-educated individuals is a vital dimension of this objective. Graduates of this program will have many employment opportunities in the region.

  Residents of the region will benefit from having criminal justice officials who are better educated, who possess a broader understanding of crime, justice, and forensics and who are sensitive to diversity and globalization.

  Criminal justice agencies and biological and chemical laboratories will also benefit from having FSI students as interns and service-learning students.

  The proposed program offers qualified individuals who work in the criminal justice field and who are also interested in contributing to the development of the next generation of professionals in the field the opportunity to teach. Conversely, it gives students the benefit of interacting with professionals from the field.

Describe how the program aligns with the Chancellor's strategic plan for higher education in Ohio.

The proposed program supports the recommendation for regional campuses of state universities to provide more upper division courses and bachelor's degree opportunities. Given the demographic of the regional campuses students, nearly all are likely to remain in Ohio after graduation.

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.

According to the United States Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, forensic science occupations are projected to increase between 10% and 19% between 2010 and 2020. A quick review of the many non-forensic lab technician occupations reported by BLS reveals similar projections. Forensic science is practiced in a wide variety of disciplines including medicine, pharmaceuticals, patent litigation, food safety, homeland security, and basic problem-solving in industry and research. According to the Ohio Department of Job and Family Services, forensic technician positions are projected to grow by over 6% by 2018 and other chemical and biological lab positions are expected to grow at an even greater rate. These data may be reviewed in the 2018 Ohio Job Outlook: Employment Projections report at http://ohiolmi.com/proj/Projections/Ohio/OhioJobOutlook.pdf.

When examined by metropolitan area, employment in biology, chemistry, and science laboratory occupations is expected to grow quickly in the Cincinnati and Dayton metropolitan areas. Although forensic positions were not included, biochemistry and biophysicist positions, for example, are expected to grow by 44%. See http://lmi.state.oh.us/proj/OhioJobOutlook.htm.

The job outlook in law enforcement is favorable according to the USDOL data, with an expected 10% overall growth in jobs and as much as 17% growth in specific law enforcement fields. Similarly, the outlook in corrections, local, state, and federal is rated as favorable with a 9% overall growth in jobs during the 2008 – 2018 period. Police detectives and related occupations are projected to increase by as much as 17% during that period. Although job growth in Ohio is not projected to be as high as nationally, there is a growing need for people already in these occupations to "retool" in forensics.

The following chart summarizes the projections of the Department of Labor, Bureau of Labor Statistics:

Occupational Title	% of Change, 2008 - 2018
Forensic science technicians	19
Non-forensic lab technicians (bio)	14
Law Enforcement/protective services – overall	14
Police Officers and detectives	7
First-line supervisors/managers	8

Source: United States Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook (2011-2012), at http://www.bls.gov/oco/

As indicated in the report, the federal government and many local agencies require applicants to have bachelor's degrees for appointment to law enforcement positions. The same is true of other criminal justice occupations as well. Even when not required, local officials unanimously agree that applicants who hold bachelor's degrees have a considerable market advantage over those who do not.

The market need is also reflected in student demand. Miami's A.A.S. in criminal justice has grown to nearly 300 students in four years, and the BSCJ has grown to 190 majors in less than one year.

Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

The Criminal Justice program has developed close relationships with the leadership of the CJ agencies in the region. Indeed, three police chiefs, two judges, and corrections officials teach in the program. Faculty members have continuously heard about a need, and a desire to recruit, bachelor's credentialed applicants. More specifically, shrinking resources in the public sector has led to increased multi-tasking by officers. The greater the skill set and education, the more marketable and valuable an officer is to a department. Forensics, in all its forms, is an important part of policing today and knowledge and training in forensics is valuable in hiring and promotion.

The Forensic Science major was developed with input from Dr. Andre Sommer, director of the Molecular Microspectroscopy Laboratory, Professor, and spectroscopic expert witness, and from Dr. Susan Marine, analytical chemist and Polychlorinated Biphenyl (PCB) expert witness. Dr. Sommer has close working ties with the FDA Forensic Chemistry Center (Cincinnati) and the International Kidney Stone Institute at the Indiana University School of Medicine (Indianapolis); Dr. Marine with local industry and the Miami Valley Crime Lab. In addition, they modeled this curriculum after that for Ohio University's Forensic Chemistry degree and Eastern Kentucky University's Forensic Science degree.

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

There is not an accrediting body for forensic investigation. However, the Academy of Criminal Justice Sciences (ACJS) has issued a set of certification standards for criminal justice. Even though students are not expected to graduate from an ACJS certified program in order to enter any criminal justice occupation and certification is not required by any state or accrediting body to offer a criminal justice degree, the faculty believe the standards provide a uniform and sound foundation for criminal justice education. Therefore, the proposed forensic investigation curriculum was designed around the ACJS standards, tailored to forensic investigation. Because the standards are not directly applicable to the forensic investigation degree, there is no intention of seeking ACJS certification in the immediate future.

The forensic science major was designed to meet the Forensic Science Education Programs Accreditation Commission (FEPAC) standards. The mission of FEPAC "is to maintain and to enhance the quality of forensic science education through a formal evaluation and recognition of college-level academic programs. The primary function of the Commission is to develop and to maintain standards and to administer an accreditation program that recognizes and distinguishes high quality undergraduate and graduate forensic science programs." The only program accredited by FEPAC in Ohio is at Ohio University, which has conditional accreditation for its forensic chemistry program. A program must have two years of graduates before accreditation may be sought. Accordingly, Miami will seek accreditation in approximately six years.

4.3 Collaboration with other Ohio institutions

Indicate whether any USO institutions within a thirty-mile radius of your institution offer the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.

No institutions offer a forensic science or forensic investigation degree within thirty miles.

Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

Miami University's Student Handbook can be found at:
http://www.miami.muohio.edu/documents/secretary/Student_Handbook.pdf

Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

The proposed BSFSI will follow regional admissions requirements for students. Miami University's regional campuses have an open enrollment policy for first-time students who have never taken college courses at another accredited university and plan to seek a degree or certification at Miami University. Detailed information about regional admissions can be found at the regional campuses website at http://www.regionals.muohio.edu/admission.

Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred.

- *according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT^2) initiatives; and*
- *other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).*

Transfer students applying to the proposed program are required to have earned a high school diploma and have a minimum of 2.0 g.p.a. in college courses in order to be eligible for transfer admission. Transfer students are responsible for meeting all requirements that are in effect when they first enroll as degree candidates. Students who attended another college after high school and registered for one or more courses must apply for admission to Miami as a transfer student. Credit earned at another college is subject to transfer regulations.

(Adapted from http://www.units.muohio.edu/reg/bulletins/GeneralBulletin2013-2014/index.htm)

Students who have successfully completed the Transfer Module at an Ohio college or university will be considered to have fulfilled the Transfer Module at Miami. Additional Miami Plan requirements that are not included in the Transfer Module may be required.

The proposed Forensic Investigation major is designed to accommodate transfer students, particularly students who have earned the general AA or an AAS in criminal justice at Miami or elsewhere. Similarly, the Forensic Science major accommodates transfer students and associate degree students who have taken the typical first two years of chemistry, physics, and/or biology courses.

Articulation tables and program information that can be found on u.select (accessed via http://www.transfer.org/uselect/) are maintained to assist students in reviewing / previewing transfer credit information.

(Adapted from http://www.units.muohio.edu/reg/transfercredits/apibclepscores/Index.php)

5.2 Student administrative services

Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Miami's regional campuses are full-service, and the administrative resources are adequate to support the proposed program.

5.3 Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Miami's regional campuses are full-service and the academic support resources are adequate to support the proposed program.

SECTION 6: CURRICULUM

6.1 Introduction

Provide a brief description of the proposed program as it would appear in the institution's catalog.

Forensics is the application of science in law. More specifically forensics is the methodical gathering and analysis of evidence to be used in legal proceedings. The Bachelor of Science in Forensic Science and Investigation has two majors, Forensic Science and Forensic Investigation. The Forensic Science major is interdisciplinary with courses drawn from the natural sciences, criminal justice, and other disciplines. The Forensic Science major is designed to prepare students to work as criminalists, crime scene technicians, and in crime, drug, and other laboratory settings. The Forensic Investigation major is also interdisciplinary with courses in criminal justice, computer information technology, global information systems, anthropology, and other disciplines. The Forensic Investigation major is intended to prepare students for policing and investigative occupations.

Advancing analytical and critical thinking, problem-solving, oral and written communication, technology, quantitative literacy, ethics, application of learning in the field, civic learning, and an appreciation of diversity and of the increasingly global world are core objectives of the degree. The goal is to graduate students who possess the knowledge, experiences, and skills needed to lead a meaningful, reflective life, who will be productive and contributing citizens, who will be successful in their forensic and criminal justice careers, and who will be life-long learners.

6.2 Program goals and objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

Forensic Science Major

The learning objectives of the Forensic Science major have been built around the Forensic Science Education Programs Accreditation Commission (FEPAC) accreditation standards, Miami's goals for liberal education, and input from forensic and industrial partners.

FEPAC requires:

- A strong and credible foundation in the natural sciences that emphasizes the scientific method and problem-solving skills
- Rigorous scientific and laboratory training
- Exposure to a breadth of forensic science disciplines, including forensic science practice, law enforcement, and ethics
- Training in the integration of knowledge and skills in the examination, analysis, interpretation, reporting, and testimonial support of physical evidence

Topics that must be covered in the curriculum:

- Courtroom testimony
- Introduction to law
- Quality assurance
- Ethics
- Professional practice
- Evidence identification, collection, and processing
- Survey of forensic science

Miami's Liberal Education Plan has four goals:

- Critical thinking
- Understanding Contexts
- Engaging with other learners
- Reflecting and acting

Finally, the science faculty have identified additional goals:

- Awareness of forensic science and the diversity of disciplines in which it is practiced to question and defend critically
- Internship option

All of these objectives are operationalized in the curriculum through the following required courses. It is noted, however, that many of these objectives are emphasized by the faculty in the forensic electives and other required and general elective courses as well. What follows is where the objectives are required to be taught in a class, and hence, guarantee that they are taught in the Forensic Science major.

Learning Objective	Courses Where Practiced
1. foundation in the natural sciences that emphasizes the scientific method and problem-solving skills	All BIO, CHM, and MBI courses

2. substantial lab work	BIO 116, BIO 364, CHM 144, CHM 145, CHM 244, CHM 245, CHM 364, CHM 421L, MBI 201, PHY 173, PHY 174
3. skills in the examination, analysis, interpretation, reporting, and testimonial support of physical evidence	CHM 144, CHM 145, CHM 244, CHM 245, CHM 364, CHM 421L, BIO 364, CJS 272, CJS 411, CJS 485, STA 261
4. Rigorous scientific and laboratory training	BIO 116, BIO 364, CHM 144, CHM 145, CHM 244, CHM 245, CHM 364, CHM 421L, MBI 201, PHY 173, PHY 174
5. breadth of forensic science disciplines, including forensic science practice, law enforcement, and ethics	CJS 235, CJS 231, CJS 272
6. Courtroom testimony	CJS 411
7. Introduction to law	CJS 101
8. Quality assurance	CHM 364, CHM 421, CHM 421L
9. Ethics	CJS 101, CJS 231, CJS 485
10. Professional practice	CJS 411
11. Evidence identification, collection, and processing	CHM 421L, CJS 272
12. Survey of forensic science	CJS 235
13. Awareness of forensic science and the diversity of disciplines in which it is practiced	CJS 235
14. Ability to apply scientific principles (chemical and biological) to the real world	BIO 116, BIO 364, CHM 144, CHM 145, CHM 244, CHM 245, CHM 364, CHM 421L,MBI 201
15. Ability to not only think critically, but also to question and defend critically	CHM 421, CHM 421L, CJS 411, CJS 485
16. Internship option	Internships at FDA, the International Kidney Stone Institute, and local industries are possible. Undergraduate research opportunities are available at the Oxford and regional campuses.

Forensic Investigation Major

The learning objectives of the Forensic Investigation major have been built around the Academy of Criminal Justice Sciences (ACJS) certification standards, Miami's goals for liberal education, and the faculty's objectives specific to forensic investigation.

The ACJS requires the following content:

- Administration of justice (contemporary CJ system, major systems of social control, victimology, juvenile justice, comparative justice)
- Corrections
- Criminological theory
- Law adjudication
- Law enforcement

- Research and analytical methods

The ACJS also expects the following to be included in the curriculum:

- Diversity
- Ethics
- Oral and Written Communication Skills
- Application
- Technology
- Critical Thinking
- Quantitative
- General Education
- An internship option

Miami's Liberal Education Plan has four goals:

- Critical thinking
- Context
- Engaging with other learners
- Reflection and action

Finally, the JCS faculty have identified the following goals:

- Prepare students for career success through a dynamic and comprehensive understanding of the criminal justice and legal systems
- Students to have a comprehensive understanding of the various roles of participants, scientific techniques, crime scene practices, and law of forensics.

All of these objectives are operationalized in the curriculum through the following *required* courses. It is noted, however, that many of these objectives are emphasized by the faculty in the forensic electives and other required and general elective courses as well. What follows is where the objectives are required to be taught in a class, and hence, guarantee that they are taught in the Forensic Investigation major.

Learning Objective	Minimum
Admin of Justice (ACJS systems, victimology, juvenile)	CJS 101, CJS 231, CJS 232
Corrections (ACJS)	CJS 101
Law Enforcement (ACJS)	CJS 211, 256
Law Adjudication	CJS 125; CJS 231; CJS 232; CJS 411,
Criminology (ACJS)	CJS 271 or SOC 352
Comparative/globalization (ACJS and MP – engaging with others)	Miami Plan six to nine hour global requirement
Diversity (in U.S. justice systems)	CJS 101, CJS 211
Oral communication (Program, gen ed – ACJS and MP)	MP COM, CJS 125, CJS 459
Written communication (Program, gen ed – ACJS and MP)	MP composition requirement, CJS 101, CJS 211,
Technology (Program and ACJS)	Two online classes or one online and BTE 181 (Computers and Business), or

	CIT 154 (Personal Computer Concepts and Applications) or equivalent; CJS 461, GEO 441; GEO 442; CJS/GEO 445, CIT 262; CIT 358
Ethics (Program and ACJS)	CJS 211; CIT 262
Research and Analytical Methods (ACJS)	MP Math, STA 261, and CJS 461
Application (Program, ACJS, MP)	Field experience; CJS 461, CJS 272
Issues (Program and ACJS)	Throughout curriculum
Synthesis	CJS 485
Forensics: Overview of participants and crime scene techniques	CJS 211; CJS 272
Forensics: Scientific techniques	CJS 235, CHM 121, GEO 441; GEO 442, CJS/GEO 445, CIT 262; CIT 358
Forensics: Law	CJS 125; CJS 231; CJS 232; CJS 411

In addition to the aforementioned programmatic goals and objectives, the JSC faculty have identified the following student learning outcomes and are currently working on an assessment plan in conjunction with Miami University's Center for the Enhancement of Teaching and University Assessment (CELTUA):

- Learning Outcome One: Student shows evidence of higher order critical thinking skills.
- Learning Outcome Two: Student demonstrates an increased level of knowledge of the criminal justice system and specifically, forensic investigation.
- Learning Outcome Three: Student applies concepts of the discipline to current issues within the criminal justice system.
- Learning Outcome Four: Student is prepared both professionally and academically to enter the field at the local, state, or federal level.

Learning Outcome	Course
Outcome One – Critical thinking skills	CJS 101, CJS 125, CJS 231, CJS 232, CJS 282/485, Cognate courses, Electives
Outcome Two – Increased knowledge of CJ and Forensics	Entire major curriculum
Outcome Three – Application	ATH 212, ATH 255, ATH 415 CIT courses CJS 272 CJS 411 CJS 461 Field Experience (optional) GEO 441; GEO 442; GEO/CJS 445
Outcome Four – Academic and Career Preparation	The Applied Courses Listed Above Field Experience (optional)

As the program progresses, there may be minor changes to the outcomes and assessment portion of this document. This program bases its assessment on the continuous improvement model and will respond accordingly.

6.3 Course offerings/descriptions

All bachelor's degree students at Miami University must complete the Miami Plan for Liberal Education. The following curricula for the Forensic Science and Forensic Investigation majors incorporate the Miami Plan requirements. Students must complete a minimum of 128 hours to earn the degree.

Forensic Science Major

In addition to the general education requirements, the Miami Plan for Liberal Education, students in the forensic science major will complete 46 hours of natural science courses, 18 hours of criminal justice courses, 18 hours of other required courses, and three additional courses of the student's choice. The courses required to reach the 128 hours minimum are electives of the student's choice.

Natural Science Core (46 credit hours)

cr	Course #	Course Name
3+1	BIO 116	Biological Concepts w/ lab
3	BIO 342	Genetics
2	BIO 364	Molecular Techniques (lab)
3+2	CHM 141/144	College Chemistry I and lab
3+2	CHM 142/145	College Chemistry II and lab
3+2	CHM 241/244	Organic Chemistry I and lab
3+2	CHM 242/245	Organic Chemistry II and lab
3+2	CHM 363/364	Analytical Chemistry and lab
3+1	MBI 201	General Microbiology w/ lab
3+1	PHY 171/173	College Physics I and lab
3+1	PHY 172/174	College Physics II and lab

Core CJ Courses (18 credit hours)

3	CJS 101	Introduction to Criminal Justice
3	CJS 231	Law and Individual Rights
3	CJS 272	Forensic and Crime Scene Evidence
3	CJS 235	Forensic Science Survey
3	CJS 411	Evidence Law and Expert Testimony

Other Required Courses (18 credit hours)

3	HUM	Student choice of a humanities course
3	ENG 215 or ENG 313	Workplace Writing or Technical Writing
5	MTH 125	Pre-calculus
4	STA 261 or MTH 151	Statistics Calculus I (recommended)
3	COM 135	Introduction to Public Expression

Specialized Course Electives (Take at least 3 of the following courses)

4	CHM 332	Outlines of Biochemistry
3	CHM 454	Instrumental Analysis
3	CHM 423	Molecular Spectroscopy
2	CHM 460	Separation Science

2	CHM 421	Forensic Trace Analysis
3	CHM 421L	Forensic Trace Analysis lab
3	MBI 365	Cell Biology
4	BIO 171	Anatomy and Physiology I
4	BIO 172	Anatomy and Physiology II
3	CIT 286	Networking Security
4	ATH 212	Introduction to Theory and Methods
4	ATH 255	Foundations of Biological Anthropology
6	ATH 415	Caribbean Archeology Field and Lab Methods

Additional Courses Needed to Complete Miami Plan Requirements

3	ENG 111	Composition and Rhetoric
3	ENG 112	Composition and Literature
3	Fine Arts	Student choice
6/9	Global	(ATH 415 can be used to meet this requirement.)
3	Capstone	Student choice

Forensic Investigation Major

In addition to the general education requirements, the Miami Plan for Liberal Education, students in the forensic investigation major will complete 63 hours in the major and two additional courses of the student's choice. The courses required to reach the 128 hours minimum are electives of the student's choice.

Forensic Investigation Required Courses (63 credit hours)

3	ATH 212	Intro to Archaeological Theory and Methods
3	CIT 154	PC Computing or BTE 181 Computers and Business
3	CIT 262	Technology, Ethics, and Global Society
3	CIT 358	Network Administration and Security
4	CJS 101	Introduction to Criminal Justice
3	CJS 125	Law and Courts
4	CJS 211	Law Enforcement
4	CJS 231	Law and Individual Rights
4	CJS 232	Criminal Defense and Adjudication
3	CJS 271	Criminal Behavior (or SOC 352 Criminology)
3	CJS 272	Forensic and Crime Scene Evidence
3	CJS 235	Forensic Science Survey
3	CJS 411	Evidence Law and Expert Testimony
3	CJS 461	Applied Research in Criminal Justice
4	CHM 121	Intro to Forensic Chemistry and lab
3	GEO 441	Intro to Geographic Info. Systems
3	GEO 442	Advanced Geographic Info. Systems
3	GEO 445	GIS in Criminal Justice
4	STA 261	Statistics

Forensic Investigation Electives (Take at least 2 of the following courses)

3	ART 389	History of Photography
2-8	ATH 351	Archaeological Field Methods
3	ATH 415	Caribbean Archaeology: Field and Laboratory Methods
3	BIO 342	Genetics
3	CJS 220	Field Experience
4	CJS 256	Police Organization
3	CJS 276	Homeland Security
3	CJS 321	CJ Administration
3	CJS 401	Race and Criminal Justice
3	CJS 451	Comparative Justice Systems
3	GEO 242	Mapping A Changing World
3	GEO 447	Aerial Photo Interpretation
X	GEO	Any course required for the GIS certificate
3	POL 376	National Security Policy
3	SOC 201	Social Problems
3	SOC 202	Social Deviance

Additional Courses Needed to Complete Miami Plan Requirements

cr	**Course #**	**Course Name**
3	ENG 111	Composition and Rhetoric
3	ENG 112	Composition and Literature
5	Natural Sci	Student choice
3	HUM	Student choice
3	Social Sci	Student choice
3	Fine arts	Student choice
6/9	Global	Student choice, 6 hrs. if study abroad
3	Capstone	Student choice of

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical, general education, elective) and indicate if they are new or existing courses.

The following table lists the courses in the Forensic Science major.

Course (number: name)	No. of semester credit hours	Major/ Core/ Technical	General Education	Elective	OTM, TAG or CT[2] equivalent course	New/ Existing Course
BIO 116: Biological Concepts w/ lab	4	x			x	Existing
BIO 342: Genetics	3	x				Existing
BIO 364: Molecular Techniques (lab)	2	x				Existing
CHM 141/144: College Chemistry I and lab	3+2	x			x	Existing
CHM 142/145: College Chemistry II and lab	3+2	x			x	Existing
CHM 241/244: Organic Chemistry I and lab	3+2	x			x	Existing

CHM 242/245: Organic Chemistry II and lab	3+2	x			x	Existing
CHM 363/364: Analytical Chemistry and lab	3+2	x				Existing
MBI 201: General Microbiology w/ lab	4	x				Existing
PHY 171/173: College Physics I and lab	3+1	x			x	Existing
PHY 172/174: College Physics II and lab	3+1	x			x	Existing
CJS 101: Introduction to Criminal Justice	3	x			x	Existing
CJS 231: Law and Individual Rights	3	x				Existing
CJS 272: Forensic and Crime Scene Evidence	3	x				Existing
CJS 235: Forensic Science Survey	3	x				New
CJS 411: Evidence Law and Expert Testimony	3	x				New
MTH 125: Pre-calculus	5	x			x	Existing
MTH 151: Calculus I (recommended)	5	x		x	x	Existing
STA 261: Statistics	4	x				Existing
ENG 215: Workplace Writing	3	x				Existing
ENG 111: Composition and Rhetoric	3		x		x	Existing
ENG 112: Composition and Literature	3		x		x	Existing
CHM 332: Outlines of Biochemistry	4			x		Existing
CHM 454: Instrumental Analysis	3			x		Existing
CHM 423: Molecular Spectroscopy	3			x		Existing
CHM 460: Separation Science	2			x		Existing
CHM 421: Forensic Trace Analysis and lab	3+2			x		New
MBI 365: Cell Biology	3			x		Existing
BIO 171: Anatomy and Physiology I w/ lab	4			x		Existing
BIO 172: Anatomy and Physiology II w/ lab	4			x		Existing
CIT 286: Networking Security	3			x		Existing

ATH 212: Intro to Theory and Methods	4			x		Existing
ATH 255: Foundations of Biological Anthropology	4			x		Existing
ATH 415: Caribbean Archeology Field and Lab Methods	6			x		Existing
One Fine Arts course	3		x			Existing
COM 135	3		x			Existing
Three Global courses or 6 credits earned abroad	9 or 6		x			Existing

The following table lists the *required courses* in the Forensic Investigation major. Miami general education requirements are listed above.

Course (number: name)	No. of semester credit hours	Major/ Core/ Technical	General Education	Elective	OTM, TAG or CT^2 equivalent course	New/ Existing Course
ATH 212: Intro to Archaeological Theory & Methods	3	x				Existing
CHM 121: Intro to Forensic Chemistry	3	x				Existing
CIT 154: PC Concepts and Applications or BTE 181 Computers and Business	3	x				Existing
CIT 262: Technology, Ethics, and Global Society	3	x				Existing
CIT 358: Network Administration and Security	3	x				Existing
CJS 101: Intro to CJ	*3*	x			x	Existing
CJS 125: Law & Courts	*3*	x				Existing
CJS 211: Law Enforcement	3	x			x	Existing
CJS 220: Field Experience		x				Existing
CJS 231: Law and Individual Rights	4	x				Existing
CJS 232: Criminal Defense and Adjudication	3	x				Existing
CJS 235: Forensic Science Survey	3	x				New

CJS 271: Criminal Behavior	3	x			x	Existing
CJS 272: Forensic and Crime Scene Evidence	3	x				Existing
CJS 411: Evidence Law and Expert Testimony	3	x				New
GEO 441: Introduction to GIS	3	x				Existing
GEO 442: Advanced GIS	3	x				Existing
GEO/CJS 445 GIS in CJ	3	x				New

Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. **Course Syllabi are provided in *Appendix E*.**

ART 389 History of Photography – This course will trace central developments in photography's history, from its nineteenth-century origins to its present digital afterlife. Rather than attempting a comprehensive survey of the medium, we will examine a series of case studies taken from the diverse discourses in which photography functions, including art, science, law, journalism, criminology, urban planning, and entertainment. Particular attention will be paid to theoretical and methodological questions underpinning the medium.

ATH 212 (4) Introduction to Archaeological Theory and Methods – Introduction to theory, methods, and techniques of archaeology.

ATH 255 (4) Foundation of Biological Anthropology – Introduction to biological anthropology using framework of evolutionary theory. Includes human origins, especially ancestral hominids, nonhuman primate studies, models of human evolution, and human variation.

ATH 351 Archaeological Field Methods – Introduction to methods and techniques of archaeological research. Practical experience and problems of research design, data collection, and laboratory work.

ATH 415 (6) Caribbean Archeology Field and Lab Methods – Examines the prehistory of the Caribbean from its early peopling and continues into the era of European colonial conquest through the lenses of archaeology and ethnohistory.

BIO 116 (3+1) Biological Concepts w/lab – Biological principles common to microbes, plants, and animals, including interactions between organism and environment.

BIO 171 (4) Anatomy of Physiology I – Study of the structure and function of the human body including basic cellular principles, embryology, reproductive system, endocrine system, and nervous system.

BIO 172 (4) Anatomy of Physiology II – Study of the structure and function of the human body including respiratory, digestive, urinary, skeletal, muscular, and circulatory systems.

BIO 342 (3) Genetics – Introduction to basic principles of genetic organization, function, and inheritance. Prerequisite: one year of chemistry, junior standing, and at least one 200-level biology course, or permission of instructor.

BIO 364 (2) Molecular Techniques (lab) – Emphasizes techniques of modern molecular genetics, including gel electrophoresis, hybridization, gene cloning, polymerase chain reaction, quantitative gene analysis, drosophila genetics, DNA sequencing, STR analysis, protein fingerprinting, and Mutagenesis.

BTE 181 (3) Computers and Business - **Hands**-on course emphasizing role of computers in business, business information systems, and use of business software. Develop skill in using word processing, business graphics, electronic spreadsheets, database, and the Internet. Software utilized is regularly updated. Windows and Microsoft Office Professional currently used.

CHM 109 (1) Chemistry Fundamentals – Introduction to vocabulary and symbols used in introductory chemistry courses. Offered only on Hamilton and Middletown campuses.

CHM 121 Introduction to Forensic Chemistry – Introduction to the role chemistry plays in the field of forensic science.

CHM 141/144 (3+2) College Chemistry I w/lab – Fundamental principles of atomic and molecular structure, chemical bonding, properties of solutions, thermochemistry, and gas laws. Laboratory exercises to illustrate fundamental principles of chemistry. Includes qualitative analysis.

CHM 142/145 (3+2) College Chemistry II w/lab – Fundamental principles of chemical equilibrium, acid/base chemistry, colligative properties, electrochemistry, and nuclear chemistry. Laboratory exercises to illustrate fundamental principles of chemistry.

CHM 241/244 (3+2) Organic Chemistry I w/lab – Study of stereochemistry and the reaction mechanisms of various types of organic compounds with examples of chemical reactions in biological systems. (Lab) Introduction to experimental techniques involved in synthesis, purification, and chemical identification of organic molecules.

CHM 242/245 (3+2) Organic Chemistry II w/lab – Study of stereochemistry and the reaction mechanisms of various types of organic compounds with examples of chemical reactions in biological systems. Introduction to experimental techniques involved in synthesis, purification, and chemical identification of organic molecules.

CHM 332 (4) Outlines of Biochemistry – Introduction to biochemistry of multifunctional organic molecules including carbohydrates, lipids, nucleic acids, and proteins.

CHM 363/364 (3+2) Analytical Chemistry w/lab – Fundamentals of analytical chemistry including classical and instrumental methods. Analytical chemistry laboratory including classical and instrumental methods, including GC, GC/MS, HPLC, FTIR, UV/Vis, and fluorospectrophotometry. Statistical applications to compare methods.

CHM 421 (2+3) Forensic Trace Analysis w/lab – NEW Introduction to forensic trace evidence and the instruments and techniques used for the analysis of paint, glass, fibers, soil, fire debris, and other materials commonly analyzed in the trace evidence section of a crime lab. Extensive use of microscopes and instrumentation for these materials. QA/QC and chain-of-custody procedures.

CHM 454 (3) Instrumental Analysis – Fundamental principles of operation and application of analytical instrumentation including spectroscopy and chromatography.

CHM 460 (2) Separation Science – Fundamental principles of separation science emphasizing chromatographic theory, gas and liquid chromatography, and capillary electrophoresis.

CHM 423 (3) Molecular Spectroscopy – Vibrational and rotational spectra of molecules and their relation to detailed molecular structure and to intermolecular effects.

CIT 154 (3) PC Concepts and Applications – Survey course for students who wish to become computer literate and make practical use of microcomputers. Survey of various hardware components and software systems used by current microcomputers. Includes hands-on experience with various software packages including word processing, spreadsheet, database management, and graphics.

CIT 262 (3) Technology, Ethics, Society – Inquiry into a wide range of information technology issues, from moral responsibilities affecting professionals to wider ethical concerns associated with information technology in day-to-day living. Topics include general aspects of ethics; common ethical theories; professional codes of ethics in IT; privacy, security and reliability in using computer systems and the internet; issues and responsibilities in internet usage; legal issues in IT; global perspectives of computing issues; and general problems related to ethical and responsible computing.

CIT 286 (3) Networking Security – This course addresses integrating clients, servers and infrastructure components into a secure network design, while considering common network-based vulnerabilities, corresponding mitigation solutions, and structured testing methods. Topics will include infrastructure security concepts, protocols, firewall configuration concepts, device hardening and configuration of server and router-based ACLs.

CIT 358 Network Administration and Security – This course provides a foundational knowledge of the key issues associated with protecting information assets by addressing current issues and techniques in information security and information assurance. Topics will include the impact of security in the system development life cycle methodology, security threats, risks, and assets, incident response, cryptography, disaster recovery, data and information protection tools, information privacy, and regulatory compliance.

CJS 101 (3) Introduction to Criminal Justice – Offers an overview of America's criminal justice system, with an emphasis on the development, functions, and current issues/problems facing the current criminal justice system. Course specifically focuses on the history, roles, and present state of the police, courts, and corrections.

CJS 125 (3) Law and Courts – Provides a critical examination of the American judicial system and legal processes. Focuses on the contextual meaning of law and justice to society and will encourage critical thinking from political, sociological, historical, and philosophical perspectives.

CJS 211 (4) Law Enforcement – Provides students with an in-depth analysis of America's system of law enforcement. Policing course which covers: eras of law enforcement, law enforcement styles and patrols, entering and working in the police subculture, police ethics/civil liability, and the future of American law enforcement.

CJS 220 (3) Field Experience – Students will contract with an appropriate independent agency for 120 hours of internship work. Hands-on experience within the students' chosen component of the criminal justice system, personal reflection, and opportunity for career direction will occur.

CJS 231 (3) Individual Rights – Investigates the development and evolution of constitutional protections for American civil rights and liberties. Provides a thorough examination of U.S. Supreme Court cases and supplemental readings, with attention to the legal, historical and political influences that have shaped constitutional liberties.

CJS 232 (4) Criminal Defense and Adjudication – Examines substantive criminal law, including: elements that comprise offenses and defenses in criminal law, the process of adjudication, and primary constitutional restrictions on criminal law.

CJS 256 (4) Police Organization – Examines the structures, processes, and behaviors specific to police administration including: politics behind governing a police department, leadership and communication issues specific to the law enforcement field, and legal aspects of police administration.

CJS 271 (3) Criminal Behavior – Focuses on theories of criminal behavior and activity. Provides criminal justice students with a micro level, law enforcement approach to criminal behavior. Students will be expected to learn and apply criminological theory, criminal typologies, and appropriate agency responses.

CJS 272 (3) Forensic and Crime Scene Evidence – Focuses on crime scene evidence collection and analysis. Provides students with the definition, scope, and utilization of forensic science within the criminal justice system. Students will be expected to learn and apply crime scene processing, differentiate and interpret crime scene evidence, and understand special services provided by forensic agencies.

CJS 276 (3) Homeland Security – Focuses on the role of law enforcement within Homeland Security and critical incident response/management. Students are expected to critically analyze the conflict between civil liberties and civil defense within the context of Homeland Security, understand the sequence and importance of critical incident management, and learn how to effectively implement law enforcement response and prevention tactics.

CJS 235 (3) Forensic Science Survey – A survey of the most common forensic science techniques and methods, emphasizing the various specializations in forensic science. Appropriate for students of any major.

CJS 321 (3) CJ Administration – This course will provide a critical examination of how the different agencies within the criminal judicial system (police, courts, and corrections) function and interact. Discussion will include the principles of management and administration, and their application to CJ agencies. Topics include: management, organizational theory, leadership, communication, the rights of public and private employers and employees, and the decisions making process.

CJS 401 (3) Race and Criminal Justice – Investigates the critical role that race plays in our criminal justice system. Provides a sociohistorical framework of the criminal justice system exploring its inherent structural inequalities and their consequences on different racial/ethnic groups in the United States. It also employs a life course perspective to investigate criminal behavior from juvenile delinquents through adulthood, exploring how it is affected by inequalities in the criminal justice system.

CJS 451 (3) Comparative Justice Systems - A survey of the major legal traditions in world, as well as an examination of rule of law, civil rights, policing, and punishment & corrections in specific jurisdictions for the purpose of understanding how law and justice systems develop, how systems interact and converge, and how peoples from around the world approach justice. Comparisons between the United States and other nations/systems will occur with the intention of better understanding, critically assessing, and improving systems in the United States.

CJS 461 (3) Applied Research – Presents the philosophical and theoretical foundations of applied research, issues specific to research in the criminal justice system, and quantitative and qualitative data analysis. Course will culminate in the completion of an applied research project.

CJS 485 (3) Capstone in Justice and Forensics – This course synthesizes the student's learning through reading, research, and discussion of issues in the criminal justice system. Students will conduct research on a topic of their choice, will learn how to present in a professional manner, and will engage in critical analysis and interaction with other learners. Although students will have a choice of capstone experiences, this has been included because of its obvious relevance to the degree.

CJS 411 (3) Evidence Law and Expert Testimony – An introduction to the law of evidence as applied in criminal cases. Admissibility, authentication, chain of custody, preservation, and the process of introducing evidence at trial are included. Trial simulations, expert report writing, and other forms of training are used to prepare students to be expert witnesses.

COM 135 (3) Intro to Public Expression/Inquiry – Develops fundamentals of analyzing, organizing, adapting, and delivering ideas effectively in public contexts. Special emphasis placed upon informative and persuasive discourse.

ENG 111 (3) Composition and Rhetoric - Study and practice of effective explanatory, expressive, and persuasive writing.

ENG 112 (3) Composition and Literature - Study and practice of effective explanatory, expressive, and persuasive writing in the context of an introduction to critical study of literature.

ENG 215 (3) Workplace Writing – Practice in varieties of workplace correspondence and communication with emphasis on writing clear, concise, and accurate informal and formal reports, including email, resumes, cover letters, incident reports, accident reports, sales reports, marketing plans, activity reports, progress reports, change controls, evaluation / performance reports, recommendation reports, and white papers. Offered only on Regional campuses.

GEO 242 Mapping a Changing World – Technology and language of maps, including aerial and satellite imagery, and impact of these technologies on society. Tools for making maps that faithfully and effectively represent geographic data.

GEO 441 Geographic Information Systems - Introduction to the conceptual, operational and institutional issues associated with the use of current Geographic Information Systems technology. Demonstrates the application of widely available commercial GIS products to geographic problem-solving.

GEO 442 Advanced Geographic Information Systems – Advanced-level application of GIS technology to geographic problem-solving. Follows on from topics introduced in GEO 441/541 to provide (a) in-depth understanding of the technical and substantive issues associated with the use of GIS and (b) advanced-level training in the functionality of major GIS products.

GEO/CJS 445/545 GIS in Criminal Justice – Collect, organize, analyze and display data used in Criminal Justice and emergency Management. Part of the course will be a GIS Crime Analysis Product.

GEO 447 Aerial Photo Interpretation – Interpretation and analysis of aerial photographic images for the purpose of identifying objects and characterizing their significance. Examples will be drawn from both human and physical environment.

MBI 201 (3+1) General Microbiology w/lab – Consideration of fundamental aspects of structure, metabolism, genetics, and behavior of bacteria, archaea, viruses, and fungi. Laboratory stresses basic techniques and procedures common to all phases of science at professional level.

MBI 365 (3) Cell Biology – Cellular and molecular mechanisms utilized by bacteria, bacterial viruses, eukaryotes and animal viruses in converting genetic information into functional macromolecules, transporting them, using them to receive signals that induce cellular effects, and controlling the cell cycle.

MTH 125 (5) Pre-Calculus – Review of algebra topics important for calculus. Functions, polynomials, rational functions, logarithmic and exponential functions, trigonometric functions and their inverses, conic sections, nonlinear systems, and applications of functions. Offered only on Hamilton and Middletown campuses.

MTH 151 (5) Calculus – Limits and continuity, derivatives, integration, calculus of trigonometric and exponential functions.

PHY 171/173 (3+1) College Physics I w/lab – General physics course recommended for students of the life sciences. Classical mechanics and quantum physics. Fundamental experiments in mechanics, waves, and quantum mechanics.

PHY 172/174 (3+1) College Physics II w/lab – Thermal physics, electromagnetism, and relativity. Fundamental experiments in thermodynamics and electromagnetism.

POL 376 (3) National Security Policy – Examination of U.S. national security and defense requirements, the defense policymaking process, U.S. national security interests in the post-Cold War era, the roles for nuclear weapons, new security issues, and the continuing tensions of searching for security in a democratic polity.

SOC 201 (4) Social Problems -- Introduction to causes, context, policy, and prevention of selected social problems with particular emphasis on problems of conflict and inequality and problems of human progress.

SOC 202 (4) Sociological focus on drug use, sexual deviation, and alternative lifestyles and/or other socially defined deviant behaviors.

SOC 352 (3) Criminology – Sociological analysis of theories, institutionalization, and social responses to crime and criminality.

STA 261 (4) Statistics – Descriptive statistics, basic probability, random variables, binomial and normal probability distributions, tests of hypotheses, regression and correlation, analysis of variance. Emphasis on applications.

6.4 Program sequence

Provide the intended/ideal sequence to complete the program in the table below. An example is provided. Add additional time periods as needed.

The Forensic Science major is designed to accommodate traditional direct from high school degree seekers and transfer students who have taken traditional science courses in chemistry, biology, and/or physics. The Forensic Investigation major is designed for both traditional direct from high school and two-plus-two college transfer students.

Because it is common for traditional direct from high school students to enter college with credit (PSEO, seniors to sophomores, etc.) and because these majors will attract transfer students with associate degrees, as well as transfer students with no degree but college credit, each student will have an individualized course of study. However, what follows is a model course sequence for a full-time student who has not completed the foundation of the Miami Plan for Liberal Education/transfer module.

Forensic Science Major

Freshman Year

(cr)	*Fall Semester*		(cr)	*Spring Semester*	
3	ENG 111	Composition and Rhetoric	3	ENG 112	Composition and Literature
3	CHM 141	College Chemistry I	3	CHM 142	College Chemistry II
2	CHM 144	College Chemistry I lab	2	CHM 145	College Chemistry II lab
3	PHY 171	College Physics I	3	PHY 172	College Physics II
1	PHY 173	College Physics I lab	1	PHY 174	College Physics II lab
5	MTH 151 or 125	Calculus or Pre-calculus	3	CJS 101	Intro to Criminal Justice
17			**15**		

Sophomore Year

(cr)	*Fall Semester*		(cr)	*Spring Semester*	
3	CHM 241	Organic Chemistry I	3	CHM 242	Organic Chemistry II
2	CHM 244	Organic Chemistry I lab	2	CHM 245	Organic Chemistry II lab
4	BIO 116	Biological Concepts	4	MBI 201	General Microbiology I
3	CJS 231	Law and Individual Rights	3	CJS 235	Forensic Science Survey
3	Elective		3	ENG 215	Workplace Writing
3	Elective		3	HUM	Student choice of humanities course
18			**18**		

Junior Year

(cr)	*Fall Semester*		(cr)	*Spring Semester*	
3	CHM 363	Analytical Chemistry	3	BIO 342	Genetics
2	CHM 364	Analytical Chemistry lab	2	BIO 364	Molecular Techniques
3	BIO 203	Intro to Cell Biology	3	Elective	Global Perspective
3	CJS 272	Forensic Evidence	3	Elective	Global Perspective
4	STA 261	Statistics	3	Elective	Forensic Specialty Elective
15			**17**		

Senior Year

(cr)	*Fall Semester*		(cr)	*Spring Semester*	
3	CJS 411	Evidence Law and Expert Testimony	2	CHM 421	Forensic Trace Analysis
3	Elective	Forensic Specialty Elective	3	CHM 421L	Forensic Trace Analysis Lab
3	Elective	Global Perspective	3	Student's Choice	Capstone course
3	Elective	Fine Arts elective	3	Elective	Forensic Specialty Elective
3	Elective		3	Elective	
15			**14**		

Forensic Investigation Major

Freshman Year

(cr)	*Fall Semester*		(cr)	*Spring Semester*	
3	ENG 111	Composition and Rhetoric	3	ENG 112	Composition and Literature
3	CIT 154/ BTE 181	PC Concepts and Applications	4	STA 261	Statistics
4	MP Science	Biological Concepts	4	CJS 231	Law and Individual Rights
3	CJS 101	Introduction to Crim Justice	3	HUM	Student choice of humanities course
3	CJS 125	Law and Courts	3	MP Fine Arts	Fine Arts Elective
16			**17**		

Sophomore Year

(cr)	*Fall Semester*		(cr)	*Spring Semester*	
3	MP Social Science	Social Science Elective	3	MP Global	Global Elective
3	MP Science	Science Elective	3	CHM 121	Forensic Chemistry and lab
4	CJS 211	Law Enforcement	3	MP Social Science	Social Science Elective
3	CJS 272	Forensic Evidence	3	CJS 232	Crim. Defense and Adjud.
3	CJS 271	Criminal Behavior	3	CJS 235	Forensic Science Survey
16			**15**		

Junior Year

(cr)	*Fall Semester*		(cr)	*Spring Semester*	
3	ATH 212	Intro to Archaeological Theory and Methods	3	Elective	Elective
3	CJS 272	Forensic Evidence	3	CIT 358	Network Administration and Security
3	CIT 262	Technology, Ethics, Global Society	3		
3	MP Global	Global Elective	3	GEO 442	Advanced GIS
3	GEO 441	Introduction to GIS	3	Elective	General Elective – Thematic Sequence
3	Elective	General Elective	3	Elective	General Elective
18			**18**		

Senior Year

(cr)	*Fall Semester*		(cr)	*Spring Semester*	
3	CJS 411	Evidence Law and Expert Testimony	3	Student's Choice	Capstone
3	GEO 445	GIS in Criminal Justice	3	Elective	General Elective
3	Elective	Forensic Specialty Elective	3	MP Global	Global Elective
3	CJS 461	Applied Research in CJ	3	Elective	General Elective – Thematic Sequence

3	Elective	General Elective – Thematic Sequence	3	Forensic Elective	Forensic Specialty Elective
15			**15**		

6.5 Alternative delivery options (please check all that apply):

☐ More than 50% of the program will be offered using a fully online delivery model
☐ More than 50% of the program will be offered using a hybrid/blended delivery model
☐ More than 50% of the program will be offered using a flexible or accelerated delivery model

For the purposes of this document, the following definitions are used:

- *an **online course** is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings;*
- *a **hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;*
- *a **flexible or accelerated program** includes courses that do not meet during the institution's regular academic term as well as courses that meet during the regular academic term but are offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.*

If one or more of the items is checked, please provide a brief description of the delivery model here and contact Ms. Hill or Dr. Davidson to obtain the necessary supplement(s) to include with your proposal.

6.5 Off-site program components (please check all that apply):

☐ Co-op/Internship/Externship
☐ Field Placement
☐ Student Teaching
☐ Clinical Practicum
☐ Other

If one or more of the items is checked, please provide a brief description of the off-site component(s) here and contact Ms. Hill or Dr. Davidson to obtain the necessary supplement to include with your proposal.

See the **Off-Campus Experiences Supplement** (attached) for additional information.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following:

- *Name of the unit/position responsible for directing assessment efforts -*
  Assessment efforts at the university are directed by the Office of the Provost and the Center for the Enhancement of Learning, Teaching and University Assessment (CELTUA). Each department and program at Miami University is required to implement a full cycle assessment program for each undergraduate major, general education, free-standing certificates, and all graduate programs.

Once each year, the assessment data for the three or more learning outcomes are analyzed and discussed and plans for improving teaching and learning based upon those findings should be put in place. The summary of the data collected, the analysis and the steps for improvement are recorded in an assessment report that is submitted each year as part of the online annual reporting system.

For the BSFSI degree, the Chair of the Department of Community and Justice Studies or the Chair's designee will be responsible for directing assessment efforts at the program level. The University's Center for the Enhancement of Learning, Teaching and University Assessment (CELTUA) will approve the final assessment plan.

- *Description of any committees or groups that assist the unit* -
The Center for the Enhancement of Learning, Teaching, and University Assessment (CELTUA) at Miami University will play in important role in the creation of an assessment plan for the BSFSI. The mission of that office is to support learning, teaching, and assessment in the engaged university, encourage appreciation of diversity and global awareness and to promote reflective and scholarly practice by teachers, students, and their center. The office houses a director and multiple full and part-time faculty members. Additionally, each regional campus has a Center for Teaching and Learning that houses assessment resources, funding, and faculty that specialize in assessment if necessary.

- *Description of the measurements used* –
Information may come from faculty who teach the course or are involved in courses in the program. In course assessment, faculty will analyze and reflect upon the course and its syllabus, assignments, and instructional practices and judge how well these materials and methods are designed to accomplish course goals. Strengths and weaknesses of the course design will be noted. For the program, faculty will examine how the curriculum as a whole is preparing students for more advance degrees and/or for employment in the field.

  Possible methods of analysis might include, but are certainly not limited to, some or all of the following:

  For course assessment, we will consider:

  - Individual faculty or groups of faculty teaching the same course examine all course materials and instructional practices to identify strengths and weaknesses, perhaps according to a departmental rubric for assessment;
  - A departmental curriculum committee or other similar unit examines each course (JCS faculty)
  - Course instructors keep teaching journals while teaching the course, in which they note how well certain aspects of the course meet specified goals; Instructors share concerns, weaknesses, and suggestions for improvement to the faculty (JCS and Forensics faculty) to direct changes to curriculum
  - Students take national standardized final examinations, where applicable, to ensure course content and student achievement meet accepted standards.
  - Pre/post surveys

  For program assessment, we will consider:

    - Input from graduate schools and/or employers;

- An examination of curricular offerings based on input from professional association guidelines;
- A comparison of the requirements for majors or graduate programs with those at benchmark institutions;
- Development of a "curriculum map" which aligns courses with the student learning outcomes for the major or graduate program.
- Pre/post knowledge based surveys
- Graduate surveys

- *Frequency of data collection* –
  Data collection will be completed at multiple times of the year. Student assignments and faculty experiences will be gathered twice throughout the year, standard surveys and evaluations will be completed at the end of each semester, and additional measurements and timelines are being developed for approval by the University assessment office.

- *Frequency of data sharing* –
  Data will be shared in required program review, annually to CELTUA, and possibly in multiple publications throughout the years.

- *How the results are used to inform the institution and the program* -
  Miami University and CELTUA view assessment on a continual basis, with emphasis on revising, revisiting, and restructuring courses and continual information transmission to the assessment office. Therefore, assessment results will be discussed by our program's faculty, will be utilized as a form of continuing improvement and change within the program, and will be reported to the CELTUA office for suggestions for improvement.

7.2 Measuring student success

Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following:

- *Name of the unit/position responsible for directing these efforts* -
  The Justice and Community Studies chair, or his designee or designees, will be responsible for directing assessment efforts. In addition, the Center for the Enhancement of Learning, Teaching, and University Assessment (CELTUA) will be part of assessment efforts.

- *Description of any committees or groups that assist the unit* –
  The Center for Learning and Teaching University Assessment office (CELTUA) at Miami University and the Regional Centers for Teaching and Learning, as described above.

- *Description of the measurements used* –
  As discussed previously, four student learning outcomes have been identified:

  - Learning Outcome One: Student shows evidence of higher order critical thinking skills.
  - Learning Outcome Two: Student demonstrates an increased level of knowledge of the criminal justice system and its related components and/or forensic science.
  - Learning Outcome Three: Student applies concepts of the discipline to current issues within the criminal justice system.
  - Learning Outcome Four: Student is prepared both professionally and academically to enter the field at the local, state, or federal level.

Learning Outcome	Measurement Used (includes both direct and indirect forms of assessment) Faculty as a whole will reflect and discuss the results of data from all outcomes. In the future, surveys of graduates may be conducted to assess all outcomes.
Outcome One – Critical thinking skills	Course embedded assessment – research conducted in 272 and applied research project (apply WSU rubric) Exit surveys and interviews.
Outcome Two – Increased knowledge of CJ/Forensics	Course embedded assessment – research conducted in 272 and applied research project (apply WSU rubric) Exit surveys and interviews.
Outcome Three – Application	Course embedded assessment - Applied Research Methods Project/Presentations (272) Course embedded assessment - Applied Research Methods Project/Presentations (272)
Outcome Four – Academic and Career Preparation	Supervisor evaluation in Field Experience course Exit surveys and interviews

As the program progresses, there may be minor changes to the outcomes and assessment portion of this document. This program bases its assessment on the continuous improvement model and will respond accordingly.

- *Frequency of data collection* –

  Data will be collected on an ongoing basis in anticipation of continuing improvement and as a way to align our curriculum with our programmatic goals and student learning outcomes. A minimum of 20% of all program majors will be assessed to allow for sample representativeness of the student population.

- *Frequency of data sharing-*

  Data will be shared with faculty in meetings, in required program review and on our website/marketing material.

- *How the results are used to inform the student as they progress through the program* –

  Assessment reports may be reviewed with students in their courses, will be discussed in advising appointments held with JCS faculty, and will be offered to students upon request.

- *Initiatives used to track student success after program completion* –

  The standard University graduation survey will be used to track and assess student success after program completion.

SECTION 8: FACULTY

8.1 Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.

Assistant professor, associate professor and professor are tenure eligible ranks. Instructor, visiting instructor/assistant professor, lecturer, clinically licensed, and part-time temporary faculty are not tenure eligible ranks. Information from this section can be found at: http://www.miami.muohio.edu/documents/secretary/MUPIM.pdf . This document includes Miami University's version of a faculty handbook.

Part-Time Temporary Faculty
Individuals with considerable experience in the field will be employed to teach within their areas of competence. Part-time temporary faculty must hold at least a master's degree.

Lecturer
A Lecturer must hold a master's degree or higher from an accredited college or university or the equivalent thereof; and have documented superior teaching ability or extraordinary experience, talent, or abilities deemed critical to fulfilling the mission of the department or program; and be full time.

The rank of Lecturer carries with it the requirement of teaching and advising as well institutional and professional service.

Lecturers, by virtue of the prospect that they may be associated with departments/programs for extended periods of time, should be as fully enfranchised as possible in the day-to-day life of the departments/programs with which they are affiliated.

Clinically Licensed
A clinical/Professionally Licensed Faculty must hold a master's degree or higher from an accredited college or university or the equivalent thereof; and have documented superior teaching ability or extraordinary experience, appropriate educational background, and significant professional experience including a professional license or professional certificate/degree; and be full time.

The rank of Clinical/Professionally Licensed Faculty carries with it the requirement of teaching and institutional service as well as the requirement to remain active professionally for accreditation purpose.

Clinical/Professionally Licensed Faculty, by virtue of the prospect that they may be associated with departments or programs for extended periods of time, should be as fully enfranchised as possible in the day-to-day life of the departments or programs with which they are affiliated.

Assistant Professor
An Assistant Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the

equivalent of a doctor's degree may involve specialized training, study or experience that does not culminate in a doctorate.)

For appointment to this rank, a candidate must demonstrate:

1. ability to achieve effectiveness as a teacher and academic adviser;
2. ability to do research, scholarly and/or creative achievement;
3. ability to perform productive professional service; and
4. ability to meet standards of professional collegiality.

Associate Professor

An Associate Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the equivalent of a doctor's degree may involve specialized training, study, or experience that does not culminate in a doctorate.)

For appointment or promotion to this rank, a candidate must demonstrate:

1. high-quality teaching and academic advising;
2. research, scholarly and/or creative achievement of high quality and its prospective continuation;
3. productive professional service; and
4. professional collegiality within the department, division, campuses, and University community.

Professor

Appointment or promotion to the rank of Professor at Miami University will ordinarily be recommended to the Board of Trustees only for those members of the instructional staff who will enhance the excellence of this group and the academic standard of the University.
A Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the equivalent of a doctor's degree may involve specialized training, study, or experience that does not culminate in a doctorate.)

For appointment or promotion to this rank, a candidate must demonstrate excellence in teaching and either the second or third criteria listed below, as selected by the candidate at the time of hiring. The candidate must then demonstrate strength in the last of the three criteria below.

1. a cumulative record of high-quality teaching and academic advising;
2. a cumulative record of research, scholarly and/or creative achievement which has resulted in an established reputation within the discipline;
3. performance of productive professional service.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).

Normally tenure track faculty must hold a doctorate (including the J.D., as appropriate). However a master's degree and substantial experience in the field may be the minimum criteria in rare instances. Part-time, visiting, and lecturers must hold a master's degree and have substantial experience in the field.

Describe the institution's load/overload policy for faculty teaching in the proposed program.

Full time faculty may teach one course overload for up to three consecutive semesters and then the faculty member may not teach an overload for one semester. Part time faculty members are limited to teaching no more than three courses in a semester.

Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.

The university recognizes the need for additional full-time faculty. A new assistant professor in criminal justice began work in August 2012; a new assistant professor in chemistry will be hired in time to begin work in August 2014. The university has committed to additional faculty (one full-time per 40 full-time majors) as the program grows.

The search process begins with a faculty search committee. The committee determines the qualifications for the position, advertises the position, receives and reviews resumes of applicants, subject to administrative approvals. Subsequently, a candidate pool is selected and forwarded to the chair of the Justice and Community Studies and the Dean of Professional Studies and Applied Sciences for approval. The Provost approves the final pool of candidates eligible for interviews. Several candidates are interviewed. Typically at the regional campuses, two or three candidates are ranked by the committee and approved by the department chair, and the names are forwarded to the Dean for further review and action.

8.2 Program faculty

Provide the number of existing faculty members available to teach in the proposed program.

Full-time: 5 full-time faculty members in JCS, 5 full-time science faculty, and several faculty in other disciplines will teach courses that support the program.

Less than full-time: 8 part-time JCS faculty plus several full-time faculty of other disciplines including the sciences will teach courses that will support the proposed program.

Provide an estimate of the number of faculty members to be added during the first two years of program operation.

Full-time: 1
Less than full-time: 4

8.3 Expectations for professional development/scholarship

Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. ***Include a faculty handbook outlining the expectations and documenting support as an appendix item.***

All tenured and tenure track faculty are expected to continue teaching and scholarly development throughout their careers. Lecturers are expected to engage in teaching development and teaching development resources are available to part-time faculty. All faculty members are evaluated annually for their assigned responsibilities. Teaching is evaluated, for both part-time and full-time faculty, through student evaluations, peer evaluations, and review of syllabi and other documents and learning aids.

Miami has a rich array of professional development resources. Both the Hamilton and Middletown campuses have Centers for Teaching and Learning that provide teaching, scholarly, and assessment support and the Oxford Campus' Center for Enhancement of Teaching Learning and University Advancement is an additional resource available to regional campuses faculty. Funds are available to faculty to attend teaching and learning conferences and to purchase teaching materials. Many of these opportunities are open to part-time faculty.

Because the campuses are committed to serving Ohio and the communities in which they live, scholarly service and public scholarship are also supported. Each regional campus has a center of civic engagement, as well downtown centers, that offers support for faculty who are interested in this type of work by making connections between a faculty member's area of expertise and needs in the community, providing fellowships to seed the work, assisting faculty in understanding the place for the work in Miami's tenure, promotion, and evaluation system, and providing a venue for faculty led discussions and other work.

The University and campuses also provide support, through workshops, mentoring programs, start-up funds, and grants for traditional scholarship of discovery activities.

All tenured faculty have opportunities to periodically apply for and receive Assigned Research Appointments and Faculty Improvement Leaves, which provide opportunity for longer term scholarship, service, and professional development projects. All faculty on the tenure track are guaranteed an improvement leave, often taken during the third year of the tenure track. The regional campuses also provide support for scholarly activities through departmental travel budgets.

8.4 Faculty matrix

Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). **CV's of core faculty are provided in *Appendix F.***

Name of Instructor	Rank or Title	Full-Time or Part-Time	Degree Titles, Institution, Year, Include the Discipline/Field as Listed on the Diploma	Years of Teaching Experience In the Discipline/Field	Additional Expertise in the Discipline/Field	Title of the Course(s) This Individual Will Teach in the Proposed Program Include the course prefix and number	Number of Program Courses this Individual will Teach Per Year at All Campus Locations
Colin Bolger	Assistant Professor, 2nd year, tenure track, JCS	FT	Ph.D.(cand.), Criminal Justice, Univ of Cincinnati	3		CJS 101, Introduction to Criminal Justice; CJS 211, Policing; CJS 461, CJ Research Methods; CJS 485 Capstone	4

Richard Bretz	Assistant Professor, 2nd Year, tenure track, Chemistry	FT	Ph.D., Chemistry, Cornell University, 1994	12		CHM 141, 142, 144, 145, College Chemistry I&II with labs, 363 Analytical Chemistry	7
Theresa Conover	Assistant Professor, 2nd year, tenure track, JCS	FT	Ph.D., Criminal Justice, University of Cincinnati, 2009 MPA	13		CJS 101, Introduction to Criminal Justice; CJS 211, Policing; CJS 461, CJ Research; CJS 485 Capstone;CJS 461 Methods	4
Jill Courte	Associate Professor, CIT	FT	M.S., Computing Sciences, Wright State University, 1990	10 years F/T MU		CIT 286 Network Security	
Marjorie Cowan	Professor, Microbiology	FT	Ph.D., Microbiology, University of Louisville, 1987	20 years F/T MU		MBI 201 General Microbiology w/ lab	1
John Forren	Assistant Professor, 2nd year, Political Science	FT	Ph.D., Political Science, John Hopkins University, 2001	13 years F/T MU		CJS 231 Law and Individual Rights	2
Sharon Hallock Hainley	Visiting Assistant Professor, JCS	FT	J.D., University of Akron, 1989	21 years in law practice and higher education	Experience, as former assistant state public defender, death penalty division and staff attorney at the Franklin County Public Defender's Office. Taught and held administrative positions in higher education, at various institutions in Ohio	CJS 125 Law and Courts; CJS 232 Prosecution and Adjudication	8

Daniel Hall	Professor, JCS & Political Science	FT	J.D., Washburn University of Topeka, 1988 and Ed.D. (higher education curriculum & instruction) University of Central Florida, 1999	24 in higher education; several in law practice	Experience as defense and prosecuting attorney in U.S. and abroad. Published extensively in public law. Former campus dean and chair of CJ at UT and faculty in CJ and legal studies at UCF.	CJS 231 Law and Individual Rights, CJS 485 Capstone	4
Patrick Haney	Professor, Political Science	FT	Ph.D., Political Science, Indiana University, 1992	21	Professor of political science at MU, published extensively in international affairs and homeland security	CJS 276 Homeland Security (CJP) and National Security Policy (POL)	2
Paul Harding	Associate Professor, Biology	FT	Ph.D., Molecular and Cellular Biology, Ohio University, 1994	12	4 patents	BIO 116 Biological Concepts w/lab, BIO 342 Genetics, BIO 364 Molecular Techniques	4
James Janik	Professor, Biology	FT	Ph.D., Zoology, Rutgers University, 1990	21 years F/T MU		BIO 171/172 Anatomy and Physiology I and II w/labs	8
Susan Marine	Associate Professor, Chemistry	FT	Ph.D., Physical Chemistry, Case Western Reserve University, 1980	21	Local and national awards for Excellence in Teaching; 21 years as industrial chemist: 3 yrs as expert witness for PCB's; 12 yrs in trace analysis (GC specialist); 4 yrs instrumentation design; nuclear safety officer; 8 yrs submicron lithography w/ e-beam and x-rays	CHM 141, 142, 144, 145 College Chemistry I & II with labs; CHM 363, 364 Analytical Chemistry and lab; CJS 235 Forensic Science Survey; CHM 421, 421L Forensic Trace Analysis and lab; CJS 485 Capstone in Justice and Forensics; CHM 109 Chemistry Fundamentals	8

Janet Marshall	Lecturer, Chemistry	FT	Ph.D., Inorganic Chemistry, California Institute of Technology, 1987	10	5 patents	CHM 241, 242, 244, 245 Organic Chemistry I & II and labs	4
Liza Skryzhevska	Associate Professor	FT	Ph.D., Geography, University of Idaho, 2007	6 years F/T at MU		GEO 441/442 Intro/Advanced GIS	4
Andre' Sommer	Professor, Chemistry	FT	Ph.D., Analytical Chemistry, Lehigh University, 1985	20	Director of Molecular Microspectros-copy Lab; 12 expert witness investigations and testimony	Molecular Spectroscopy	1
Howard Vail	Lecturer, Chemistry	FT	M.S., Inorganic Chemistry, Western Kentucky University, 1980	10		CHM 141, 142, 144, 145 College Chemistry I&II and labs; CHM 121, 121L Intro to Forensic Chemistry and lab; CHM 421, 421L Forensic Trace Analysis and lab; CHM 109 Chemistry Fundamentals, CJS 235 Forensic Science Survey	8
Alana Van Gundy	Assistant Professor, 5th year, tenure track, CJP	FT	Ph.D., Sociology, University of Cincinnati, 2007 and M.S., CJ, University of Cincinnati, 2001	9		CJS 101, Introduction to Criminal Justice; CJS 271 Criminal Behavior	6-Apr
Charles Degenhardt	Instructor	PT	Ph.D., Organic Chemistry, Northern Illinois, 1975	1 year adjunct MU; 3 years at Xavier		CHM 141, 142, 144, 145 College Chemistry I&II and labs; CHM 244, 245 Organic Chemistry labs	5

Rob Fischer	Instructor	PT	J.D., Emory University School of Law, 1996.	5 years adjunct MU (5 spring semesters), many years law practice	Ohio board certified attorney, owner of law firm, experience trying capital murder/criminal cases	CJS 232 Criminal Law	2-Jan
Perry Gnivecki	Lecturer	FT	Ph.D., Anthropology, SUNY-Binghamton, 1983	5 years F/T MU		ATH 212	2-Jan
Herb Hood	Instructor	PT	M.Ed., Higher Education, Union Institute, 2011	15 years of instructing in police academies, 2 year adjunct at MU	26 years in policing, retired police Sergeant	CJS 211 Law Enforcement, CJS 256 Police Organization, Administration and Mgmt.	2
John McCandless	Instructor	PT	M.P.A. (masters in Public Administration), Western Michigan University, 2001.	6 years adjunct MU	30 years in policing, current chief of MU Police	CJS 211 Law Enforcement	2
Adolph Olivas	Instructor	PT	J.D., University of Cincinnati, 1981.	28 years as part-time instructor at MU	Over thirty years experience as attorney. Former mayor of Hamilton	CJS 125 Law and the Courts, CJS 231 Individual Rights	2
Dwight Portman	Instructor	PT	MA, Teaching, Miami University, 1973	39	Certified to teach physics, chemistry, mathematics	PHY 171, 172, 173, 174 College Physics I&II and labs	4
Keith Spaeth	Part-time	PT	J.D., University of Dayton, 1986	5 years adjunct at MU	Over 20 years experience in the courts, current acting judge for Butler County Drug Courts	CJS 125 Law and the Courts; CJS 411 Evidence Law and Expert Testimony	2-Jan

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

The Director of the Regional Library at Miami University Hamilton was consulted concerning the resources available for courses in the program.

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).

The regional campuses have their own libraries. Additionally, students, faculty, and staff, have access to resources provided by Miami University Libraries at the Oxford campus. The regional campus libraries are also members of the Ohio LINK statewide consortium. These two affiliations and the local resources available to the regional libraries provide a broad array of resources. They include over 180 periodical databases, including several criminal justice and legal databases, over 80,000 full-text periodicals, 11.5 million unique books, DVDs, and related items, and over 55,000 e-books on a wide variety of topics.

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

The regional campuses have acquired many criminal justice and legal materials since the A.S. in criminal justice was initiated. The current collection, OhioLink, and other online resources currently available will adequately support the proposed program. Because the campuses have offered a full array of courses in the natural, earth, and other sciences for over forty years, adequate holdings in those areas exist. The funds and space exist in the regional campus libraries to acquire the few additional holdings that will be needed.

9.2 Information literacy

Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.

The regional libraries are committed to supporting the classroom mission of instructors in the program by helping students become self-sufficient information seekers. The instruction offered is based on the Information Literacy Competency Standards for Higher Education as established by the Association for College and Research Libraries. The goal is to promote these professionally recognized standards as a foundation for all Miami University regional students.

Regional library staff members offer a range of instructional services to assist students and support courses: (1) classroom information literacy sessions that are specially tailored to fit the needs of students in the course, (2) the embedded librarian program, which involves placing a librarian (with links to databases, tutorials, and other course-specific resources) in the course management system to assist students at their point of need (both face-to-face and web-based courses can have

embedded librarians); and (3) one-on-one research consultations in which students can confer with a librarian for assistance with search strategies and knowledge of useful resources.

Regional library staff members will also stay in touch with department chairs to see if faculty instruction sessions or workshops are needed.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

Describe additional resources (e.g., classrooms, laboratories, technology, etc.) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.

The only additional physical resources that will be needed to support the proposed program will be classrooms and the regional campuses have adequate classroom space available.

10.2 Budget/financial planning

Complete the table on the following page to describe the financial plan/budget for the first three years of program operation.

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Head-count full time	40	60	80	100
Head-count part time	20	30	40	50
Full Time Equivalent (FTE) enrollment	50	75	100	125
II. Projected Program Income (Please see budget chart below)				
Tuition (paid by student or sponsor)				
Expected state subsidy				
Externally funded stipends, as applicable	None	None	None	None
Other income (if applicable, describe in narrative section below)	None	None	None	None
Total Projected Program Income				
III. Program Expenses				
New Personnel • *Instruction (technical, professional and general education)* *Full ____* *Part Time ____* • *Non-instruction (indicate role(s) in narrative section below)* *Full ____* *Part time ____*	1 FT 2 PT 1 PT (.50) staff	0 FT 2 PT	0 FT 2 PT	1 FT 2 PT
New facilities/building/space renovation (if applicable, describe in narrative section below)	None	None	None	None

Scholarship/stipend support (if applicable, describe in narrative section below)	None	None	None	None
Additional library resources (if applicable, describe in narrative section below)	Few	None	None	None
Additional technology or equipment needs (if applicable, describe in narrative section below)	None	None	None	None
Other expenses (if applicable, describe in narrative section below)	None	None	None	None
Total Projected Expense (see budget chart below)				

Budget Narrative:
(Use narrative to provide additional information as needed based on responses above.)

The following spreadsheet illustrates the expected instructional and staff expenses and the projected tuition and SII revenues. The surplus will be used to fund general overhead and other expenses.

	Year 1	Year 2	Year 3	Year 4
Head count FT	40	60	80	100
Head count PT	20	30	40	50
FTE enrollment	50	75	100	125
Tuition	277,011	408,921	549,625	716,711
Expected SII	65,200	97,800	130,400	163,000
Total projected income	342,211	506,721	680,025	879,711
Salaries (1 FT and 2 PT)	110,000	110,000	110,000	110,000
Staff benefits	31,075	31,075	31,075	31,075
Total projected expense	141,075	141,075	141,075	141,075
Surplus/(deficit)	201,136	365,646	538,950	738,636

APPENDICES

Please list the appendix items submitted as part of the request in the table provided below. Please list the items in the order that they are referred to in the text.

Please note that the institution is required, at a minimum, to submit the following the items as part of the review:

- Results of recent accreditation reviews
- Organizational Chart
- Faculty/student handbooks (or link)
- Other items as directed in the supplemental forms (if submitted)
- Course syllabi
- Faculty CVs
- Current catalog (or link)

Appendix	Item	Description	Referenced in document on page
A	HCL Report - Advancement	Advancement Section: Report of a Comprehensive Evaluation Visit to Miami University for The Higher Learning Commission	4
A	HCL Report - Assurance	Assurance Section: Report of a Comprehensive Evaluation Visit to Miami University for The Higher Learning Commission	4
A	MU Accreditation Self Study	Self-Study of Miami University's reaccreditation review by the Higher Learning Commission	4
B	Letter of Intent	Letter of Intent from Miami University to the Ohio Board of Regents proposing a Bachelor of Science in Criminal Justice	4
B	Accreditation Approval Notification	Formal notification to continue accreditation from The Higher Learning Commission to Miami University President James C. Garland	4
C	MU Administrative Organizational Charts	The Administrative Organizational Charts for Miami University	6
C	MU Academic Organizational Charts	The Academic Organizational Charts for Miami University	6
D	CV of Department Chair	Curriculum Vitae for Dr. Daniel Hall, Chair, JCS	7
E	Course Syllabi	Syllabi Core Courses	22
F	Faculty CV's	A copy of each CJ faculty members CV	38

G	Miami University Academic Catalog	http://www.units.muohio.edu/reg/bulletins/GeneralBulletin2013-2014/	2 & 11
G	Miami University Policy & Information Manual	http://www.miami.muohio.edu/documents/secretary/MUPIM.pdf This document also contains the faculty handbook.	35
G	Miami University Student Handbook	http://www.miami.muohio.edu/documents/secretary/Student_Handbook.pdf	11

Commitment to Program Delivery

Provide a statement of the institution's intent to support the program and assurances that, if the institution decides in the future to close the program, the institution will provide the necessary resources/means for matriculated students to complete their degree.

Miami University is committed to continual support of the delivery of the Bachelor's of Science in Forensic Science and Investigation. If Miami University decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

Verification and Signature

Miami University verifies that the information in the application is truthful and accurate.

_____

Dr. Conrado Gempesaw, Provost and Executive Vice President for Academic Affairs

11/25/2013
Council for Undergraduate Curriculum
Report on Proposed Degree
Forensic Science and Investigation

Introduction:
After examination, the Council for Undergraduate Curriculum forwards the proposed new degree in BACHELOR OF SCIENCE IN Forensics Science and Investigation with our **approval**. We respectfully request that this report become part of the record in the approval process and be attached to the proposal's application so that it can act as a foundation for further deliberations in the approval process.

The Council read the application for the Bachelor of Science in Forensic Science and Investigation and was able to raise questions and concerns with representatives of the program. After this discussion, Council members outlined a list of perceived strengths, weakness and concerns to use as the basis for their recommendation on the proposed new degree and prepare this written report, all of which is submitted to the Registrar. This list is provided below.

Strengths:

- This thoughtfully prepared proposal appears to serve a need within the larger community. The degree has two majors, Forensic Investigation, which is an extension of the successful Criminal Justice Major, and Forensic Science that is an applied science degree (mainly chemistry). All indications are that there is a need for this degree. There seems to be increased demand in both the public and private sector in this area for graduates with the skills developed in this program. Budgetary pressure will make people with forensic skills combined with other law enforcement backgrounds employable. Further, it was pointed out that one of the Nation's largest forensic laboratories is in Butler County.
- As with the Criminal Justice degree, this degree provides a path for Alumni who have earned an Associates degree, to leverage that time and effort into a Bachelor of Science increasing the potential audience for the degree, as well as creating an avenue for advancement for graduates.
- While both majors build on current and successful programs at Miami University, and in particular the regional campuses, they are significantly different to expect that they will draw net new students to the program and not simply move current students from one degree to another. This is further bolstered by the fact that no such program is available in this area; the program is unique and will is likely to be in high demand.
- Almost all of the proposed degree is based on existing resources and expertise. Only a small number of new courses are proposed and no new faculty are not required. Council members were pleased that departments and programs across the entire system were consulted about the proposed degree and their support documented.

Concerns and Weaknesses:

- The exposition of the proposal was not clear the issue of accreditation for these programs in the future. The representatives of the program acknowledge the confusing verbiage and will make it clearer that while the degree follows guidelines developed by the Criminal Justice program, no formal accreditation exists for Forensics.
- Due to the similarity between the proposed Forensics degree, and the Criminal Justice degree, it was suggested for expositional sake that an effort be made to distinguish the two degrees with respect to the courses that they have in common. At issue was a question of how easy it might be to earn both degrees. If there was broad overlap, one earning a second major might be as easy as earning a minor. Council was assured that this was not the case, and while such information is not required as part of the approval process, it might help to mitigate such concerns.
- There was concern that there may be cyclical issues with demand for students with this major. As public spending falls, demand for students with this degree may be negatively affected creating issues for resource planning at Miami. It was suggested in discussions however that this may be mitigated by public agencies seeking more highly trained individuals who can fill more than one role. Further, it was pointed out that one of the largest forensic laboratories in the nation is in Butler County and my bridge any sort of cyclical effects seen in public workforces.

Ohio | Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio

REQUEST FOR APPROVAL

SUBMITTED BY
MIAMI UNIVERSITY

ESTABLISHMENT OF A
BACHELOR OF SCIENCE DEGREE IN
CIVIC AND REGIONAL DEVELOPMENT

October 28, 2013

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

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Supplements: List the supplement or supplements included with the proposal

REQUEST

Date of submission: October 28, 2013

Name of institution: Miami University

Degree/degree program title: Bachelor of Science in Civic and Regional Development

Primary institutional contact for the request

Name: Cathy Bishop-Clark
Title: Regional Associate Dean for Academic Affairs
Phone #: (513) 727-3436
E-mail: bishopcu@MiamiOH.edu

Delivery sites:

Miami's regional campuses in Hamilton and Middletown, the Voice of America Learning Center in West Chester.

Date that the request was approved by the institution's governing board (e.g. Board of Trustees, Board of Directors): _____ insert date here

Proposed start date: Fall 2014

Date Institution established: 1809

Institution's programs: *(e.g., associate, bachelor's, master's, doctorate)*

The institution offers the full range of degrees at the associate, bachelor's, master's and doctorate level. The complete list of degrees offered by Miami University can be found in the General Bulletin at the following link: http://www.units.muohio.edu/reg/bulletins/GeneralBulletin2013-2014/

Educator Preparation Programs:
Indicate the program request leads to educator preparation licenses or endorsements.

Licensure ***No***

Endorsement ***No***

If educator preparation licenses or endorsements are associated with any of the programs seeking authorization, please contact Jane Fullerton, Consultant, Teacher Education Programs, at (614) 466-6000 *or jfullerton@regents.state.oh.us, so that he can coordinate your request with individuals in our office who oversee the approval of educator preparation programs.*

SECTION 1: INTRODUCTION

1.1 *Provide a brief summary of the request that will serve as an introduction for the reviewers.*

The Bachelor of Science in Civic and Regional Development (BSCRD) seeks to develop skills in leadership, administration, communication, and critical analysis plus an understanding of democratic and community practice and problem-solving that will prepare students to work in nonprofit organizations, service agencies, and local government. This degree program will be available to students from the Department of Justice and Community Studies, located in the College of Professional Studies and Applied Sciences.

According to the Ohio Department of Job and Family Services, individual and family service positions (nonprofit occupations are not specifically listed in the report) are projected to be among the fastest growing occupations in Ohio in the upcoming years, with a projected increase of over 50% between 2008 and 2018. The region is not particularly well served by degree programs to train students for jobs in the nonprofit and civic sectors. This degree would serve both traditional and non-traditional undergraduate students in the region in job markets with growing numbers of positions.

This degree program offers significant curricular flexibility for nontraditional students and students with some college who wish to complete a bachelor's degree, an important goal for the state of Ohio and its citizens. For working, nontraditional students (with some college or not), the degree provides coursework in leadership, social services, and social sciences, enabling people with experience in corporations or other businesses to move into important community leadership positions. This degree program also offers professional administrative and business training for people with social service experience that might allow them to be promoted within a nonprofit, public, or governmental organization.

The regional campuses, through the College of Professional Studies and Applied Sciences (CPSAS) are uniquely positioned to offer this degree. This program would draw on the long-standing relationship that the regional campuses share with their surrounding communities, inviting the expertise of local leaders in nonprofits and governmental organizations into the classroom while at the same time sending students into new learning environments through several service-learning experiences.

The CPSAS and the regional campuses have sufficient resources, classrooms, faculty, and libraries, to offer this degree.

SECTION 2: ACCREDITATION

2.1 Institutional accreditation

- *Original date of accreditation:* 1913
- *Date of last review:* 2005
- *Date of next review:* 2015

2.2 Results of the last accreditation review

Briefly describe the results of the institution's last accreditation review and submit the results (e.g., agency report, accreditation letters, requests for follow-up, etc.) as an appendix item.

In November 2005, Miami University received reaccreditation for 10 years following a self-study and a formal review by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. The HLC report says Miami adequately addressed concerns identified in a 1995 re-accreditation report, namely a need for strategic planning, increasing academic rigor, enhancing technology and improving diversity. The report acknowledges the university continues to address diversity, governance and communication issues. The HLC noted that Miami meets the core components of its mission via collaborative governance processes, fair and responsible policies and activities, and achieving widespread understanding of and commitment to the university's mission and values. Among the areas praised for effectiveness and/or innovation: strong faculty-student relationships; supportive libraries; high graduation and retention rates; and developments in information technology.

The full HLC Report and associated documents are in ***Appendix A***.

2.3 Notification of appropriate agencies

Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program. ***Provide documentation of the notification as an appendix item.***

A letter of intent was submitted to the Ohio Board of Regents and received approval on April 23, 2013. The acknowledgement that the letter of intent was submitted can be found at the Ohio Board of Regents website: https://www.ohiohighered.org/academic-program-approval/preliminary-request. The letter of intent can be found in ***Appendix B***.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

Insert/describe the institution's mission statement.

Miami University has a main campus in Oxford, Ohio; two regional campuses (Middletown and Hamilton); and one learning center (Voice of America, West Chester) in Butler County. The College of Professional Studies and Applied Sciences is located entirely at regional campus locations, and the regional campuses operate both closely with the Oxford Campus and independently of that campus. The regional campuses share the mission of the main campus with particular emphasis on certain aspects of that mission. While the Oxford campus focuses on a traditional residential experience with high admission standards, the regional campuses are open admission and serve more nonresidential students. A large number of non-traditional students attend the regional campuses. All Miami campuses emphasize the liberal arts and place a premium on academic quality.

With the recent changes under the University System of Ohio's (USO) strategic plan, the primary mission of the regional campuses is no longer a focus on only associate degrees and the first two years of a baccalaureate degree. The mission has instead expanded toward increasing the number of baccalaureate degree programs, especially those that provide employment opportunities for Ohioans and those that offer seamless transitions between Ohio's many institutions of higher education, high schools, and technical schools.

The stated mission of Miami University Oxford is:

Miami University, a student-centered public university founded in 1809, has built its success through an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life. It is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.

Miami provides the opportunities of a major university while offering the personalized attention found in the best small colleges. It values teaching and intense engagement of faculty with students through its teacher-scholar model, by inviting students into the excitement of research and discovery. Miami's faculty are nationally prominent scholars and artists who contribute to Miami, their own disciplines and to society by the creation of new knowledge and art. The University supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses. Miami provides a strong foundation in the traditional liberal arts for all students, and it offers nationally recognized majors in arts and sciences, business, education, engineering, and fine arts, as well as select graduate programs of excellence. As an inclusive community, Miami strives to cultivate an environment where diversity and difference are appreciated and respected.

Miami instills in its students intellectual depth and curiosity, the importance of personal values as a measure of character, and a commitment to life-long learning. Miami emphasizes critical thinking and independent thought, an appreciation of diverse views, and a sense of responsibility to our global future.

-- June 20, 2008

The regional campuses and the College of Professional Studies and Applied Sciences share the overall mission Miami University with some distinctive additions. All Miami campuses emphasize the liberal arts and place a premium on academic quality. The regional campuses place additional emphasis on making higher education accessible through open admissions, low-cost tuition, the provision of academic and support services designed for returning as well as traditional-age students, and by striving specifically to serve the educational needs of the region’s population and employers. The regional campuses fulfill their mission by:

- Offering select bachelor degree programs.
- Providing general and technical associate degrees.
- Offering the first two years of many bachelor’s degree programs for students who plan to relocate to the Oxford campus or transfer to another four-year institution.
- Providing student activities, athletics, intramurals, and organizations that enhance personal growth and provide opportunities for leadership development.
- Providing services in counseling, cooperative education, academic advising, financial aid, and career planning and placement.
- Providing intellectual, informational, and cultural resources for the community.
- Offering continuing education courses, community service activities, and training programs for businesses, industries, and organizations.

With the recent changes under the University System of Ohio's (USO) strategic plan, the primary mission of the regional campuses has instead expanded to include increased development of baccalaureate degree programs, especially those that provide employment opportunities for Ohioans and those that offer seamless transitions between Ohio's many institutions of higher education, high schools, and technical schools.

3.2 Organizational structure

Provide a copy of the institution's organizational chart as an appendix item.

Miami University is governed by a Board of Trustees which has 11 members appointed by the Governor with the consent of the Ohio Senate. The Board of Trustees delegates responsibility for administration of the university to the President. The President is advised by an Executive Committee that includes the Provost and Executive Vice President for Academic Affairs, Vice President for Finance and Business Services, Vice President for Student Affairs, Vice President for University Advancement, Vice President for Information Technology, General Counsel, Secretary to the Board of Trustees, Senior Director of University Communications, and Director of Intercollegiate Athletics.

The Division of Academic Affairs includes six academic divisions (College of Arts & Science, College of Creative Arts; College of Education, Health and Society; College of Engineering and Computing, Farmer School of Business; College of Professional Studies & Applied Sciences), the Graduate School, University Libraries, and the Miami University Dolibois European Center (MUDEC).

The administrative leadership of Miami University can be found at: http://miamioh.edu/about-miami/leadership/admin-officers/index.html.

The Organizational Charts for Miami University are provided in ***Appendix C***.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.

The BSCRD will be housed in the Department of Justice and Community Studies (JCS), which is solely located at Miami's regional campuses, serving the residents of southwest Ohio. The department, an academic unit with its own chair, reports to the Dean of the College of Professional Studies and Applied Sciences (CPSAS). The department's budget, workload assignments, annual evaluation, salary increments, and tenure and promotion review of faculty all occur through a recommendation/negotiation of the chair and faculty and the college dean. Tenure and promotion occurs through a process that involves evaluation by the JCS faculty, the department chair, the CPSAS dean, the University promotion and tenure committee, provost, president, and Miami University Board of Trustees.

Because the proposed degree is interdisciplinary, a BSCRD curriculum and academic affairs committee will have representatives from various disciplines represented in the curriculum.

Otherwise, curricular decisions will proceed through standard department, college, and university approval processes.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.

The chair of the Department of Justice and Community Studies (JCS), currently Dr. Daniel E. Hall, is responsible for faculty evaluation and recruitment, curriculum, budget, student affairs, scheduling, representing the program both internally and externally, and all other administrative responsibilities. The chair reports to the Dean of the College of Professional Studies and Applied Sciences. Dr. Daniel E. Hall's CV is included in ***Appendix D***.

Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.

- *Justice and Community Studies Faculty* - The entire faculty, full-time and part-time, meets regularly. The entire full-time faculty decides curriculum and other issues as a committee of the whole. As mentioned above, a BSCRD curriculum and academic affairs committee will be established with representatives from the various academic disciplines represented in the degree.
- *Justice and Community Studies Advisory Committee* - This committee, which includes leaders from the community, campus student advisors, faculty from the Oxford Campus in related disciplines, and the DJCS faculty, provides guidance on curriculum, field placement and other matters.
- *Civic and Regional Development Assessment Committee* – This committee, chaired by a faculty member from the CRD degree program works with faculty members to assess learning outcomes and other programmatic elements, using that data to improve or change curricular elements such as assignments and other course components. This committee collects, analyzes, reports, implements, and archives assessment material.
- *College of Professional Studies and Applied Sciences Curriculum Committee* – This committee, which includes faculty from all departments within the college, reviews and approves curricular changes within the college. Departmental representatives are chosen and serve according to departmental policy. An associate dean or other designee of the dean chairs the committee.
- *College of Professional Studies and Applied Sciences Promotion and Tenure Advisory Committee* – This committee, which includes faculty from all departments within the college, serves in advisory capacity to the dean on promotion and tenure issues. Departmental representatives are chosen according to departmental policy and serve staggered three-year terms. An associate dean or other designee of the dean chairs the committee.
- *Miami University Council for Undergraduate Curriculum* - This committee is selected by the Executive Council of University Senate, Miami University. It is composed of six (6) faculty members, one (1) from each of five academic divisions and one (1) from either the Hamilton Campus or the Middletown Campus. At least one (1) of these faculty members shall be a member of University Senate and at least one (1) shall represent the graduate faculty. Additionally, there are two (2) undergraduate students and one (1) graduate student, and seven (7) ex-officio,

nonvoting members also serve - one (1) representative of the Office of Academic Affairs, one (1) representative of the Office of the University Registrar, five (5) divisional representatives – one (1) from each of the divisional academic deans' office (typically, an associate dean). Meetings are held several times a semester depending on the quantity of curricular items to be reviewed. Terms of appointments are two (2) years (except for ex-officio members who may serve longer).

- *Miami University Council of Academic Deans* - The council consists of the Provost of Miami University, the deans of each of the six academic divisions, dean of the graduate school and secretary of the university. There are no terms of appointments as members serve during their administrative appointments.

- *Miami University Senate* - This body consists of elected and appointed faculty, staff and students who represent constituencies from the entire university. Term of appointment is typically two (2) years. Meetings are held twice a month (every-other-week). This body provides explicit final approval of new degrees and majors by vote.

- *Miami University Board of Trustees* - The members of this body are appointed by the Governor of the State of Ohio. They provide final Miami approval of new degree programs. There are nine (9) voting members, each of whom is nominated by the Governor of the State of Ohio with the advice and consent of the Senate. They serve nine (9) year terms. In addition to the voting members, there are two (2) student representatives and national trustees.

4.2 Program development

Describe how the proposed program aligns with the institution's mission.

- Offering select bachelor degree programs.

  The proposed program advances the mission of offering open and affordable access to higher education to residents of Southwest Ohio that the Oxford Campus does not offer.

  The proposed program can work as a bachelor's completion degree option, which would allow those who obtain associate degrees from Miami's regional campuses and other institutions (e.g. Sinclair Community College, Cincinnati State Community and Technical College) to continue their education in the state of Ohio.

- Providing academic programs to meet needs of the region.

  Graduates of this program will have many employment opportunities in nonprofits, philanthropic organizations, and government agencies in the region.

  Residents of the region will benefit from having individuals who are prepared to lead and manage community organizations and events.

Describe how the program aligns with the Chancellor's strategic plan for higher education in Ohio.

The proposed program supports the recommendation for regional campuses of state universities to provide more upper-division courses and bachelor's degree opportunities. Given the demographic of the regional campuses students, nearly all are likely to remain in Ohio after graduation.

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.

The nonprofit sector constitutes a significant market for employment for our graduates. In 2010, the nonprofit sector in the United States employed 13.7 million people, or 10.6% of the nonfarm workforce, up almost 2% in just over ten years. Nonprofit revenue was $1.16 trillion in 2010, contributing $10.8 billion to the GDP, or 5.5% of the total GDP. There is one nonprofit for every 175 Americans, and the sector continues to grow: 63% of public charities were founded in the last 20 years. (These statistics were drawn from the Urban Institute's *2012 Nonprofit Almanac*). Indeed, as Lester Salamon of the Johns Hopkins Center for Civil Society Studies argued in 2011, "People tend to overlook the nonprofit sector when thinking about job creation"; however, he suggests, this sector "produc[es] a substantial share of the job growth we have seen in the U.S. economy."

The state of Ohio boasts more than 66,000 nonprofit organizations with total revenue of more than $80 billion. More than 12,000 nonprofits with revenue of $19 billion are located in Southwest Ohio (Butler, Hamilton, Warren, Preble, Montgomery, and Clermont counties). Butler County has the largest number of foundations in the country, and even during the recession, in Butler and Warren counties, job growth continued in in both nonprofit and government public service positions, demonstrating a need for graduates with the proper administrative, business, and leadership skills, and/or with social services training. Our students live and remain in our region after graduation, and this program offers them a career path in an established and growing employment sector.

As suggested in the Introduction, the Ohio Department of Job and Family Services reports that individual and family service positions are projected to be among the fastest growing occupations in Ohio in the upcoming years, increasing by over 50% between 2008 and 2018. This data may be reviewed in the 2018 Ohio Job Outlook: Employment Projections report at http://ohiolmi.com/proj/Projections/Ohio/OhioJobOutlook.pdf.

Job prospects are also good when examined by examined by region. Unfortunately, the occupational classifications in this study don't directly capture the jobs graduates of the BSCRD will likely seek. However, the following chart summarizes the projections for the region served by Miami's regional campuses in two occupations that closely align with the proposed degree:

Occupational Title	% of Change, 2008 - 2018
Community and Social Service Specialists	20 – 28
Social and Community Service Managers	20 – 28

Source: http://ohiolmi.com/asp/Career/JobTool.asp

Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

Miami's regional campuses have been committed to community and civic life since their founding. Community leaders have expressed a need for nonprofit management and leadership education – separate from business management – for years. Hamilton, because it is the county seat, and to a lesser extent, Middletown, are home to many nonprofit and NGO organizations. This degree will provide the market with individuals trained in the democratic theory and the practical skills needed

to manage these organizations. In addition, with its emphasis on long-term, immersive community experience the degree will provide our communities with much needed assistance while giving students a practical "hands on" experience.

During the development of this degree program, we have consulted community leaders for advice and feedback, including a local development professional with almost twenty years of experience and a local agency director with experience in a variety of nonprofits in the region. The Associate Provost/Regional Dean has also consulted the Community Advisory Council for each regional campus about the degree. The councils are 15-member groups including government officials, public education officials, business leaders, and other community leaders, including many Miami alumni. They include some who might be hiring graduates of the program and others who were able to assess possible student interest. The councils responded enthusiastically to the proposal.

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

There is no accreditation or universally recognized curriculum standards for this degree. However, the curriculum has been carefully developed to satisfy a number of learning objectives and will be fully assessed in meeting those objectives, as are all Miami degrees.

4.3 Collaboration with other Ohio institutions

Indicate whether any USO institutions within a thirty-mile radius of your institution offer the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.

No institutions offer this degree within thirty miles.

Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

N/A

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

Miami University's Student Handbook can be found at:
http://www.miami.muohio.edu/documents/secretary/Student_Handbook.pdf

Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

The proposed BSCRD will follow regional admissions requirements for students. Miami University's regional campuses have an open enrollment policy for first-time students who have never taken college courses at another accredited university and plan to seek a degree or certification at Miami

University. Detailed information about regional admissions can be found at the regional campuses website at http://www.regionals.muohio.edu/admission.

Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred

- *according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Tranfer (CT^2) initiatives; and*
- *other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).*

Transfer students applying to the proposed program are required to have earned a high school diploma and have a minimum of 2.0 g.p.a. in college courses in order to be eligible for transfer admission. Transfer students are responsible for meeting all requirements that are in effect when they first enroll as degree candidates. Students who attended another college after high school and registered for one or more courses must apply for admission to Miami as a transfer student. Credit earned at another college is subject to transfer regulations.

(Adapted from http://www.units.muohio.edu/reg/bulletins/GeneralBulletin2013-2014/index.htm)

Students who have successfully completed the Transfer Module at an Ohio college or university will be considered to have fulfilled the Transfer Module at Miami. Additional Miami Plan requirements that are not included in the Transfer Module, however, may be required.

Articulation tables and program information that can be found on u.select (accessed via http://www.transfer.org/uselect/) are maintained to assist students in reviewing / previewing transfer credit information.

(Adapted from http://www.units.muohio.edu/reg/transfercredits/apibclepscores/Index.php)

5.2 Student administrative services

Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Miami's regional campuses are full-service, and the administrative resources are adequate to support the proposed program.

5.3 Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Miami's regional campuses are full-service, and the administrative resources are adequate to support the proposed program.

SECTION 6: CURRICULUM

6.1 Introduction

Provide a brief description of the proposed program as it would appear in the institution's catalog.

The Civic and Regional Development program offers professional administrative, analytical, communication, and leadership training to prepare students to work in nonprofit organizations, service agencies, philanthropic and development organizations, and local government. During their practicum placements with local organizations, students practice their skills and learn new ones in multiple learning environments.

6.2 Program goals and objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

This program takes a developmental approach to learning and identifies three tiers of learning outcomes for students from their first courses through graduation. In general, the tiers structure student learning through increasingly sophisticated levels of understanding, analysis, and application for each outcome.

These learning outcomes are operationalized in three important ways in the curriculum: BSCRD content, integrated learning from other disciplines, and service-learning. First, throughout the degree program, students take a series of core classes the content of which has been scaffolded to support their development from Level One to Level Three. Second, in their courses outside the BSCRD program, they learn from a variety of disciplines, which they then integrate into their BSCRD coursework and apply to their service-learning experiences. The practicum experiences are based on a service-learning model of reciprocity and required learning inside and outside the classroom for both the student and the agency placement.

Program outcome	Level 1: Understanding	Level 2: Analysis	Level 3: Application
Interpret and analyze oral information, written texts, and data sets regarding community, regional, and organizational development, making use of theoretical approaches to community and democracy from various academic disciplines	Identify and describe theories of community and democracy	Interpret and analyze oral information, written texts, and data sets regarding community, regional, and organizational development	Apply the frameworks of multiple academic disciplines to social problems
Evaluate, analyze, and implement solutions to community, regional, and organizational development issues	Identify community problems and apply democratic and community theories to potential solutions	Produce written and oral analyses of community problems individually and within groups	Evaluate, analyze, and implement solutions to community, regional, and organizational development issues

Identify stakeholders (e.g., organizations and governments) and engage a diversity of perspectives in solving community problems, tailoring communication effectively to diverse audiences	Identify and describe the basic organizational structures and functions of nonprofits, NGOs, and state and local government	Communicate effectively in person and in writing with community members, groups, leaders, volunteers, employees, and public officials	Identify stakeholders and engage a diversity of perspectives in solving community problems
Develop and implement a strategy, individually and in groups, to bring public and political attention to a community issue and advocate for an ethically justifiable solution	Articulate own role in civic and regional development theories and activities	Demonstrate ethical behavior and articulate its importance in community and classroom interactions	Develop and implement a strategy, individually and in groups, to bring public and political attention to a community issue and advocate for a solution

6.3 Course offerings/descriptions

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical, general education, elective) and indicate if they are new or existing courses.

Course (number: name)	No. of Semester credit hours	Major/ Core/ Technical	General Education	Elective	OTM, TAG or CT^2 equivalent course	New/ Existing Course
CRD 201: Theories of Civic Leadership and Democracy	3	Core				New
CRD 202: Introduction to Nonprofits and NGOs	3	Core				New
CRD 301: Community-Based Practicum I	3	Core				New
CRD 302: Community-Based Practicum II	3	Core				New
POL 368: State and Local Government and Politics	4	Core			X	Existing
CRD 401: Capstone in Civic and Regional Development	3	Core				New

ENG 413: Proposal and Grant Writing	3	Core				Existing
ATH 301: Intercultural Relations	3	Major		X		Existing
ATH 325: Identity, Race, Gender, Class	3	Major		X		Existing
ATH 331: Social Anthropology	3	Major		X		Existing
ATH 411/511: Applied Anthropology	3	Major		X		Existing
BTE 105: Introduction to Marketing	3	Major		X		Existing
BTE 111: Introduction to Management	3	Major		X		Existing
BTE 112: Introduction to Human Resources and Management	3	Major		X		Existing
BTE 301: Personal Organization Skills	3	Major		X		Existing
BTE 302: Financial information for Managers	3	Major		X		Existing
BTE 401: Leadership Decision Skills	3	Major		X		Existing
CJS 312: Community Corrections	3	Major		X		Existing
CJS 313: Alternatives to Corrections	3	Major		X		Existing
CJS/BWS 401: Race and Criminal Justice	3	Major		X		Existing
COM 336: Advanced Interpersonal Communications	3	Major		X		Existing
COM 339: Introduction to Organizational Communication	3	Major		X		Existing
ECO 131: Economic Perspectives on Inequality in America	3	Major		X		Existing
EDL 204: Sociocultural Studies in Education	3	Major		X		Existing
FWS/KNH 207: Serving and Supporting Children, Youth, and Families	3	Major		X		Existing
GEO 201: Geography of Urban Diversity	3	Major		X		Existing

GEO 441: Geographic Information Systems	3	Major		X		Existing
POL 363: Administrative Law	3	Major		X		Existing
SOC 258: Self and Society	3	Major		X		Existing
SOC/FSW 362: Family Poverty	3	Major		X		Existing
SOC/FSW 363: Sociology of Families	3	Major		X	X	Existing
SOC/BWS 348: Race and Ethnic Relations	3	Major		X	X	Existing
SOC 372: Social Stratification	3	Major		X		Existing
WGS 201: Introduction to Women's Studies	3	Major		X		Existing

Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. **Course Syllabi are provided in *Appendix E*.**

The BSCRD degree program includes both core courses in the Department and distributive requirements in other disciplines (see course descriptions below):

Core Classes (22 Hours)
Complete each of the following:
CRD 201: Theories of Civic Leadership and Democracy (3)
CRD 202: Introduction to Nonprofits and NGOs (3)
CRD 301: Community-Based Field Practicum I (3)
CRD 302: Community-Based Field Practicum II (3)
POL 368: State and Local Government and Politics (4)
CRD 401: Capstone in Civic and Regional Development (3)
ENG 413: Proposal and Grant Writing (3)

Distribution Requirements (18 hours)

Organizational Leadership (6 hours)
Complete two courses from Organizational Leadership, only one of which can be at the 100-level.
BTE 105: Introduction to Marketing (3)
BTE 111: Introduction to Management (3)
BTE 112: Introduction to Human Resources Management (3)
BTE 301: Personal Organization Skills (3)
BTE 302: Financial Information for Managers (3)
BTE 401: Leadership Decision Skills (3)

Issues of Communities, Families, Societies, and Inequalities (6 hours)
Complete two courses from at least two departments. (The second course cannot be taken in either of the departments from a cross-listed course.)
ATH 301: Intercultural Relations (3)

ATH 325: Identity, Race, Gender, Class (3)
ATH 331: Social Anthropology (3)
ATH 411/511: Applied Anthropology (3)
CJS/BWS 401: Race and Criminal Justice (3)
ECO 131: Economic Perspectives on Inequality in America (3)
EDL 204: Sociocultural Studies in Education (3)
FSW/KNH 207: Serving and Supporting Children, Youth and Families (3)
GEO 201: Geography of Urban Diversity (3)
SOC/FSW 362: Family Poverty (3)
SOC/FSW 363: Sociology of Families (3)
SOC/BWS 348: Race and Ethnic Relations (3)
SOC 372: Social Stratification (3)
WGS 201: Introduction to Women's Studies

Communication and Community-Based Advocacy and Development (6 hours)
Take two of these from two departments, at least one of which must be a Communications course.
CJS 312: Community Corrections (3)
CJS 313: Alternatives to Corrections (3)
COM 336: Advanced Interpersonal Communication (3)
COM 339: Introduction to Organizational Communications (3)
COM 359: Strategic Communication Planning (3)
GEO 441: Geographic Information Systems (3)
POL 363: Administrative Law (3)
SOC 258: Self and Society (3)

Course Descriptions: Core Courses

CRD 201: Theories of Civic Leadership and Democracy (3). Critical introduction to the study of community, democracy, and civic leadership. Draws widely from several scholarly fields (including political science, philosophy, economics, international development and civic engagement), placing particular emphasis on the various ways that scholars and practitioners conceptualize "community" and "democracy" and the ways that theories of democratic citizenship can inform the actions and practices of individuals, leaders, and groups within communities.

CRD 202: Introduction to Nonprofits and NGOs (3). Overview of the history, organization, and functions of nonprofits and NGOs, one of the largest sectors of the United States workforce. Visiting professionals from community agencies provide local connections and context, and service-learning experience allows students to engage and learn in additional environments.

CRD 301: Community-Based Practicum I (3). Placement with an appropriate community or government agency where students apply their skills and learn new ones. Preparatory classroom component, regular reflection assignments, and community project required. *Prerequisite: CRD 202.*

CRD 302: Community-Based Practicum II (3). Placement with an appropriate community or government agency where students apply their skills and learn new ones. Preparatory classroom component, regular reflection assignments, and community project required. *Prerequisite: CRD 301.*

POL 368: State and Local Government and Politics (4). Introduction to the study of state and local government and politics with special emphasis on Ohio government and politics. Topics include state/local government fiscal relations, issues of service delivery among state, county, city, village, and township governments, and the political economy of state and local revenues and expenditures. Examines American federalism as it impacts sub-national government and politics including inter-state and substate regionalism and political actors--legislative, gubernatorial, and judicial - that affect state and local politics, as well as specific policy issues (e.g., education, economic development, and public safety). *Prerequisite: POL 201 or 241 or 261.*

CRD 401: Capstone in Civic and Regional Development (3). Focuses on the production of a senior project in collaboration with an appropriate community partner. As part of the Miami Plan, it emphasizes sharing of ideas, synthesis, and critical, informed action and reflection, and includes student initiative in defining and investigating problems or projects. Culminates in a public presentation for community and university members. *Prerequisite: 96 hours registered or earned (senior standing).*

ENG 413: Proposal and Grant Writing (3). Intensive study of the principles and processes involved with preparing grants and proposals.

Course Descriptions: Distributive Requirements

Organizational Leadership
BTE 105: Introduction to Marketing (3). General survey of the field of marketing including the marketing concept, management of the marketing-mix, analysis of the marketing environment, use of marketing information, understanding of buyer behavior, and selection of target markets.

BTE 111: Introduction to Management (3). Introduction to principles and practices of managing organizations. Exposure to contemporary management issues, functions of management, and the interrelationship between business organizations and the environment. Emphasis on development of supervisory skills.

BTE 112: Introduction to Human Resources Management (3). Emphasis on personnel function, management-worker relations, union and government regulation of the work place.

BTE 301: Personal Organizational Skills (3). The course focuses on personal development of skills vital to leadership with topics such as developing self-awareness, handling stress, managing conflict, building effective teams, making oral & written presentations, and conducting meetings. Individual skills are assessed using various measures.

BTE 302: Financial Information for Managers (3). The view of the non-financial manager/user of financial information is taken. Key concepts are reviewed with an emphasis on their managerial use and interpretation versus their construction. Accounting terms are presented with an emphasis on the non-financial manager/user of information.

BTE 401: Leadership Decision Skills (3). The belief of this course is leadership can occur at any level of the organization and that everyone can improve their leadership skills. This course will develop leadership decision making skills required for effective leadership through the study of leadership approaches/theories and applications.

Issues of Communities, Families, Societies, and Inequalities
WGS 201: Introduction to Women's Studies (3). Interdisciplinary introduction to the study of women, which focuses on determinants and expressions of women's roles.

ATH 301: Intercultural Relations (3). Development of cultural awareness; in-depth study of theory and field-based research on the cross-cultural dynamics of cross-national encounters, trends, and events.

ATH 325: Identity, Race, Gender, Class (3). Develops conceptual tools and critical perspectives that enable students to better understand and analyze the processes through which identities are constructed and experienced. Learning activities facilitate analysis of individual identities as experienced through the life cycle and across diverse cultural and sub cultural contexts, and build a systematic understanding of the processes and dynamics through which identities and identity groups develop and interact.

ATH 331: Social Anthropology (3). Exploration of classic and contemporary approaches to social practices and institutions, including kinship, law, political economy, religion and ritual, gender, identity, mobility and violence.

ATH 411/511: Applied Anthropology (3). New possibilities for using anthropological principles and methods in contemporary nonacademic settings.

CJS/BWS 401: Race and Criminal Justice (3). This course investigates the critical role that race plays in our criminal justice system. The course will provide a sociohistorical framework of the criminal justice system, the inequalities that are inherently part if its structure, as well as the effects those inequalities have on different racial/ethnic groups in the United States. This course will encourage debate on exactly how just is the U.S. criminal justice system for minority groups and people of color. The course will also employ a life course perspective to investigate criminal behavior from juvenile delinquents through adulthood. Students in this class should objectively view the racial differences in the criminal justice system and be encouraged to reduce the racialized justice system.

ECO 131: Economic Perspectives on Inequality in America (3). Introduction to economic perspectives on inequality in the United States, particularly the relationship between inequality and population diversity. The role of the market and of public policy in generating, transmitting, and ameliorating inequality. Dimensions of inequality include earning inequality, poverty, and unequal access to education and health care. Dimensions of diversity include race, ethnicity, gender, age, socioeconomic class, immigration status, and sexual orientation.

EDL 204: Sociocultural Studies in Education (3). Introduction to the field of social foundation of education using humanities and cultural studies approaches to investigate education in a diverse and democratic nation.

FSW/KNH 207: Serving and Supporting Children, Youth, and Families (3). Introductory analysis of relationships among the conditions, characteristics, and capacities of children, youth, and families (especially those labeled "at risk") and the institutional services and supports intended to improve their well-being. Emphasis placed upon question-finding in different contexts, especially the ways in which the knowledge we claim and the solutions we offer are dependent upon our analytical frames and language.

GEO 201: Geography of Urban Diversity (3). Location of economic activities and social groups among and within U.S. urban areas. Geographic perspectives on underlying processes and resulting problems resulting from changing distributions.

SOC/FSW 362: Family Poverty (3). Examines definitions, theories, causes and consequences of family poverty in the U.S. Identifies the extent and degree of U.S. poverty and demographic characteristics of those who are poor or likely to become poor. Consideration given to programs that reduce poverty and/or its negative effects, including those practiced in the past, those now practiced, and those that offer promise for improving the economic and social status of those who are poor. Costs and benefits of welfare and welfare reform and strategies for preventing poverty among future generations also discussed and evaluated.

SOC/FSW 363: Sociology of Families (3). Analysis of the impact of social change on family systems and patterns, structures, dynamics, and social policy, with emphasis on differences by social strata and culture.

SOC/BWS 348: Race and Ethnic Relations (3). Description and analysis of emergence and trends of minority relations in the U.S.

SOC 372: Social Stratification (3). Major theoretical approaches toward the study of social classes and social differentiation. Particular emphasis on the nature and consequences of stratification system within the United States.

Communication and Community-Based Advocacy and Development
CJS 312: **Community Corrections (3).** Focuses on the history and development of community based corrections, the utilization of probation, parole, and intermediate sanctions, and issues related to special populations under correctional supervision. Provides a discussion of appropriate offender classification mechanisms, theories of offender treatment, and recidivism considerations used throughout the process of sentencing.

CJS 313: **Alternatives to Corrections (3).** Investigates the current state of incarceration and corrections policy in America. Focuses on alternative methods of crime control, including methods utilized in other countries and cultures. Provides criminal justice students knowledge of ethical and moral components of correctional counseling, rehabilitation, reentry, and reintegration.

COM 336: Advanced Interpersonal Communication (3). In-depth examination of interpersonal communication theories and research. Particular emphasis placed on the role of communication through the life cycle of relationships, from their initiation and maintenance to their deterioration or escalation.

COM 339: Introduction to Organizational Communication (3). Focuses on how communication affects organizational systems and performance. Introduces theories and issues central to the study of organizational communication. Emphasis given to the interrelationship of task performance, human interaction, and the improvement of communication within organizations.

COM 359: Strategic Communication Planning (3). Introduction to the study of public relations and its influence on society. Analysis of the communication functions, theories, and processes of public relations and the publics involved in societal, political, business, and nonprofit contexts.

GEO 441: Geographic Information Systems (3). Introduction to the conceptual, operational and institutional issues associated with the use of current Geographic Information Systems technology. Demonstrates the application of widely available commercial GIS products to geographic problem-solving.

POL 357: Politics of Organized Interests (3). Nature, functions, organizations, and activities of interest groups in the American political system with a comparative analysis of interest groups in other political systems.

SOC 258: Self and Society (3). Examines how social groups and institutions influence human behavior at the individual level. Introduces students to various theoretical and methodological issues germane to understanding how individuals construct social meanings of their everyday lives.

6.4 Program sequence

Provide the intended/ideal sequence to complete the program in the table below. An example is provided. Add additional time periods as needed.

Time period	Curriculum component	Time period	Curriculum component
Fall 1	ENG 111: College Composition (MPF I) (3)	***Spring 1***	ENG 112: College Composition (MPF I) (3)
	MPF IIIA (3)		MPF IIIC (3)
	MPF IIIB (3) (H)		MPF Global (3)
	MPF Global (3) (C)		Elective (3)
	Elective (4)		MPF IV A: Science + Lab (4)
Total	16 Hours		16 Hours
Time period	**Curriculum component**	**Time period**	**Curriculum component**
Fall 2	CRD 201 (3)	***Spring 2***	CRD 202 (3)
	CRD Distributive Requirement**:** Organizational Leadership (3, lower- division)		CRD Distributive Requirement: Communities, Families, Societies, and Inequalities (3)
	STA 261 (program requirement for MPF V) (3)		MPF IVB (3)
	MPF Global (4)		Elective (4)
	Elective (3)		Elective (3)
Total	16 Hours		16 Hours
Time period	**Curriculum component**	**Time period**	**Curriculum component**
Fall 3	CRD 301 (3)	***Spring 3***	CRD 302 (3)
	CRD Distributive Requirement: Communities, Families, Societies, Inequalities (3)		CRD Distributive Requirement: Communication and Community-Based Advocacy and Development (3, Communications course)
	MPT (3)		MPT (3)
	Elective (3)		Elective (3)
	Elective (4)		Elective (4)
Total	16 Hours		16 Hours
Time period	**Curriculum component**	**Time period**	**Curriculum component**

Fall 4	ENG 413 (3)	***Spring 4***	POL 368 (4)
	CRD Distributive Requirement: Communication and Community-Based Advocacy and Development (3)		CRD Distributive Requirement: Organizational Leadership (3, upper-division)
	MPT (3)		CRD 401 (3) (MPC)
	Elective (3)		Elective (3)
	Elective (4)		Elective (3)
Total	16 Hours		16 Hours
Total	**128 Hours**		

Note: MPF refers to Miami Plan Foundation courses; MPT to Miami Plan Thematic Sequence courses required for all bachelor's degrees at Miami Univerity.

6.5 Alternative delivery options (please check all that apply):

☐ More than 50% of the program will be offered using a fully online delivery model
☐ More than 50% of the program will be offered using a hybrid/blended delivery model
☐ More than 50% of the program will be offered using a flexible or accelerated delivery model

For the purposes of this document, the following definitions are used:

- *an **online course** is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings;*
- *a **hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;*
- *a **flexible or accelerated program** includes courses that do not meet during the institution's regular academic term as well as courses that meet during the regular academic term but are offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.*

If one or more of the items is checked, please provide a brief description of the delivery model here and contact Ms. Hill or Dr. Davidson to obtain the necessary supplement(s) to include with your proposal.

6.5 Off-site program components (please check all that apply):

☐ Co-op/Internship/Externship
☐ Field Placement
☐ Student Teaching
☒ Practicum
☐ Other

If one or more of the items is checked, please provide a brief description of the off-site component(s) here and contact Ms. Fullerton or Dr. Davidson to obtain the necessary supplement to include with your proposal.

Students will be required to complete several service-learning field experiences. The service-learning experience is intended to connect students to the many needs in the community while

reinforcing the learning objectives of the degree. The field experience will provide students with a real-life examination of and hands-on experience in a local community agency and is based on a service-learning model in which students learn new skills while putting existing skills to work in service of the agency.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following:

- ***Name of the unit/position responsible for directing assessment efforts*** –
  Assessment efforts at the university are directed by the Office of the Provost and the Center for the Enhancement of Learning, Teaching and University Assessment (CELTUA). Each department and program at Miami University is required to implement a full cycle assessment program for each undergraduate major, general education, free-standing certificates, and all graduate programs.

  Once each year, the assessment data for the three or more learning outcomes are analyzed and discussed and plans for improving teaching and learning based upon those findings should be put in place. The summary of the data collected, the analysis and the steps for improvement are recorded in an assessment report that is submitted each year as part of the online annual reporting system.

  For the BSCRD degree, the Chair of the Department of Community and Justice Studies or the Chair's designee will be responsible for directing assessment efforts at the program level. The University's Center for the Enhancement of Learning, Teaching and University Assessment (CELTUA) will approve the final assessment plan.

- ***Description of any committees or groups that assist the unit -***
  The Center for the Enhancement of Learning, Teaching and University Assessment (CELTUA) at Miami University partnered with Dr. Kelli Lyon Johnson in creating an assessment plan for the Civic and Regional Development degree program. CELTUA's mission is to support learning, teaching, and assessment in the engaged university, encourage appreciation of diversity and global awareness and to promote reflective and scholarly practice by teachers, students, and their center. The office houses a director and multiple full- and part-time faculty members. Dr. Johnson was an Assessment Fellow at the university for two years and has participated in assessment workshops and faculty learning communities. She also developed an assessment plan for community engagement for the Hamilton Campus and currently works with the Director of the Center for Civic Engagement in administering that assessment plan to comply with our commitment to the campus's Carnegie Classification as a Community-Engaged Institution. Additionally, each regional campus has a Center for Teaching and Learning that houses assessment resources, funding, and faculty that specialize in assessment if necessary.

- ***Description of the measurements used –***
  The following measurements will be used to assess learning outcomes at the course and program levels:

At the course level:

- Course syllabi will be evaluated by the Curriculum and Academic Affairs Committee
- Course syllabi and assignments will be evaluated by the Assessment Committee to ensure the explicit links between course activities and assignments and the learning outcomes.
- Student work will be evaluated according to rubrics developed to assess their meeting of the learning outcomes of the course, which are tied to the program outcomes
- Faculty will submit periodic reflections to the Assessment Committee about the ways the students are or are not meeting course goals.
- Community partners will assess student learning through surveys and interviews about students placed in their organizations. This assessment data will be collected by the Service-Learning Placement Coordinators, in cooperation with faculty, who will also distribute the results program-wide.

At the program level:

- Final projects from the Capstone will be evaluated by the Assessment Committee according to rubrics designed to assess programmatic learning outcomes
- Information will be regularly solicited from community partners about students placed in their organizations and/or program graduates they have hired
- Students will complete a Final Reflection as the last assignment for the Capstone course in which they reflect on their experiential learning, their skill development, and their own assessment of having met the degree program's learning outcomes. The Assessment Committee will assess these assignments as well.

- ***Frequency of data collection –***
  Data collection will be completed at multiple times of the year. Student assignments and faculty experiences will be gathered multiple times throughout the year (with faculty reflections collected at the end of the each semester), standard surveys and evaluations will be completed at the end of each semester, and additional measurements and timelines are being developed for approval by CELTUA.

- ***Frequency of data sharing –***
  Data will be shared in required program review, annually to CELTUA, and in communication with faculty throughout the years (workshops, learning communities, newsletters, etc). We also plan to share the data with local nonprofits and community organizations as part of our job placement efforts.

- ***How the results are used to inform the institution and the program*** -
  Data will be collected on an ongoing basis in anticipation of continuing improvement and as a way to align our curriculum with our programmatic goals and student learning outcomes. The Assessment committee will compile data annually, and assessment results will be discussed by our program's faculty, will be utilized as a form of continuing improvement and change within the program, and will be reported to the CELTUA office for suggestions for improvement.

7.2 Measuring student success

Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following:

- ***Name of the unit/position responsible for directing these efforts -***
  In individual courses, faculty will continually measure individual student success. These efforts will be overseen by the Chair of Justice and Community Studies or the Chair's designee with the assistance of the university's Center for the Enhancement of Learning, Teaching and University Assessment (CELTUA).

- ***Description of any committees or groups that assist the unit –***
  The Center for the Enhancement of Learning, Teaching and University Assessment (CELTUA) partnered with Dr. Kelli Lyon Johnson in creating an assessment plan for the Civic and Regional Development degree program.

- ***Description of the measurements used –***
  As discussed in Section 6.2: Curriculum, three tiers of student learning outcomes have been identified. At the course level, specific measurements (assignments) are tied to these tiers in the each of the core courses, with Level 1 (Understanding) generally correlated to the 200-level core courses, Level 2 (Analysis) correlated to the 300-level courses, and Level 3 (Application) correlated to the 400-level courses.

Program outcome	**Level 1: Understanding**	**Level 2: Analysis**	**Level 3: Application**
Interpret and analyze oral information, written texts, and data sets regarding community, regional, and organizational development, making use of theoretical approaches to community and democracy from various academic disciplines.	Identify and describe theories of community and democracy	Interpret and analyze oral information, written texts, and data sets regarding community, regional, and organizational development	Apply the frameworks of multiple academic disciplines to social problems
Evaluate, analyze, and implement solutions to community, regional, and organizational development issues	Identify community problems and apply democratic and community theories to potential solutions	Produce written and oral analyses of community problems individually and within groups	Evaluate, analyze, and implement solutions to community, regional, and organizational development issues
Identify stakeholders (e.g., organizations and governments) and engage a diversity of perspectives in solving	Identify and describe the basic organizational structures and functions of nonprofits, NGOs, and state and local	Communicate effectively in person and in writing with community members, groups, leaders,	Identify stakeholders and engage a diversity of perspectives in solving community problems

community problems, tailoring communication effectively to diverse audiences.	government	volunteers, employees, and public officials	
Develop and implement a strategy, individually and in groups, to bring public and political attention to a community issue and advocate for an ethically-justifiable solution.	Articulate own role in civic and regional development theories and activities	Demonstrate ethical behavior and articulate its importance in community and classroom interactions	Develop and implement a strategy, individually and in groups, to bring public and political attention to a community issue and advocate for a solution

The Assessment Committee will complete its assessment of key learning outcomes at the end of the program assessment of assignments from the degree capstone course. (This plan has been approved by Center for the Enhancement of Learning, Teaching and University Assessment [CELTUA]).

Learning Outcome	**Measurement**
Identify stakeholders and engage a diversity of perspectives in solving community problems	Community Problem Analysis (CRD 401)
Communicate effectively in person and in writing with community members, groups, leaders, volunteers, employees, and public officials	Community Problem Analysis (CRD 401)
Demonstrate ethical behavior and articulate its importance in community and classroom interactions	Reflection assignments (CRD 401)
Evaluate, analyze, and implement solutions to community, regional, and organizational development issues	Final Capstone Project (CRD 401)
Interpret and analyze oral information, written texts, and data sets regarding community, regional, and organizational development	Community Problem Analysis (CRD 401) Final Capstone Project (CRD 401)
Apply the frameworks of multiple academic disciplines to social problems	Community Problem Analysis (CRD 401)
Develop and implement a strategy, individually and in groups, to bring public and political attention to a community issue and advocate for a solution	Advocacy Plan (CRD 401)

As the program progresses, there may be minor changes to the outcomes and assessment portion of this document. This program bases its assessment on the continuous improvement model and will respond accordingly.

In addition to assessment of the specified learning outcomes, we also plan to directly and indirectly measure student perception by considering the use of the following:

- end-of-course and/or end-of-program questionnaires that include specific items related to the specified student learning outcomes (or, in the case of Miami Plan assessment, related to the Miami Plan goals);
- alumni surveys;
- focus groups discussion to gather student input, conducted by someone not teaching the course or outside of the department, a program that already exists at Miami, called Small-Group Instructional Diagnosis (SGID);
- open-ended written commentary from students.

- ***Frequency of data collection –***
  Data will be collected on an ongoing basis in anticipation of continuing improvement and as a way to align our curriculum with our programmatic goals and student learning outcomes.

- ***Frequency of data sharing-***
  Data will be shared in required program review and on our website/marketing material.

- ***How the results are used to inform the student as they progress through the program –***
  Assessment reports may be reviewed with students in their courses, will be discussed in advising appointments held with CRD faculty, and will be offered to students upon request.

- ***Initiatives used to track student success after program completion –***
  The standard University graduation survey will be used to track and assess student success after program completion.

SECTION 8: FACULTY

8.1 Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.

Assistant professor, associate professor and professor are tenure eligible ranks. Instructor, visiting instructor/assistant professor, lecturer, clinically licensed, and part-time temporary faculty are not tenure eligible ranks. Information from this section can be found at: http://www.miami.muohio.edu/documents/secretary/MUPIM.pdf . This document includes Miami University's version of a faculty handbook.

Part-Time Temporary Faculty
Individuals with considerable experience in the field will be employed to teach within their areas of competence. Part-time temporary faculty must hold at least a master's degree.

Lecturer
A Lecturer must hold a master's degree or higher from an accredited college or university or the

equivalent thereof; and have documented superior teaching ability or extraordinary experience, talent, or abilities deemed critical to fulfilling the mission of the department or program; and be full time.

The rank of Lecturer carries with it the requirement of teaching and advising as well institutional and professional service.

Lecturers, by virtue of the prospect that they may be associated with departments/programs for extended periods of time, should be as fully enfranchised as possible in the day-to-day life of the departments/programs with which they are affiliated.

Clinically Licensed
A clinical/Professionally Licensed Faculty must hold a master's degree or higher from an accredited college or university or the equivalent thereof; and have documented superior teaching ability or extraordinary experience, appropriate educational background, and significant professional experience including a professional license or professional certificate/degree; and be full time.

The rank of Clinical/Professionally Licensed Faculty carries with it the requirement of teaching and institutional service as well as the requirement to remain active professionally for accreditation purpose.

Clinical/Professionally Licensed Faculty, by virtue of the prospect that they may be associated with departments or programs for extended periods of time, should be as fully enfranchised as possible in the day-to-day life of the departments or programs with which they are affiliated.

Assistant Professor
An Assistant Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the equivalent of a doctor's degree may involve specialized training, study or experience that does not culminate in a doctorate.)

For appointment to this rank, a candidate must demonstrate:
1. ability to achieve effectiveness as a teacher and academic adviser;
2. ability to do research, scholarly and/or creative achievement;
3. ability to perform productive professional service; and
4. ability to meet standards of professional collegiality.

Associate Professor
An Associate Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the equivalent of a doctor's degree may involve specialized training, study, or experience that does not culminate in a doctorate.)

For appointment or promotion to this rank, a candidate must demonstrate:
1. high-quality teaching and academic advising;
2. research, scholarly and/or creative achievement of high quality and its prospective continuation;
3. productive professional service; and

4. professional collegiality within the department, division, campuses, and University community.

Professor

Appointment or promotion to the rank of Professor at Miami University will ordinarily be recommended to the Board of Trustees only for those members of the instructional staff who will enhance the excellence of this group and the academic standard of the University.
A Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the equivalent of a doctor's degree may involve specialized training, study, or experience that does not culminate in a doctorate.)

For appointment or promotion to this rank, a candidate must demonstrate excellence in teaching and either the second or third criteria listed below, as selected by the candidate at the time of hiring. The candidate must then demonstrate strength in the last of the three criteria below.

1. a cumulative record of high-quality teaching and academic advising;
2. a cumulative record of research, scholarly and/or creative achievement which has resulted in an established reputation within the discipline;
3. performance of productive professional service.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).

Tenure-track faculty must hold a doctorate (including the J.D., as appropriate) and have experience in the field. Part-time, visiting, and lecturers must hold a master's degree and have substantial experience in the field.

Describe the institution's load/overload policy for faculty teaching in the proposed program.

Full-time faculty on the regional campuses teach 24 hours during the academic year (12 hours each semester). Full-time faculty may teach one course overload for up to three consecutive semesters and then the faculty member may not teach an overload for one semester. Part-time faculty members are limited to teaching no more than three courses in a semester.

Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.

The university has committed to additional faculty as the program grows.

The search process begins with a Justice and Community Studies search committee. The committee determines the qualifications for the position, advertises the position, receives and reviews resumes of applicants, subject to administrative approvals and the oversight of the Miami's Office of Equity and Equal Opportunity. Subsequently, a candidate pool is selected and forwarded to the Justice and Community Studies Chair and the Dean of the College of Professional Studies and Applied Sciences for approval. The Provost approves the final pool of candidates eligible for interviews. Several candidates are interviewed. Typically, at least three candidates are ranked by the committee and department chair, and their names are forwarded to the Dean for further review and action.

8.2 Program faculty

Provide the number of existing faculty members available to teach in the proposed program.

Full-time: 0 (see note below)
Less than full-time: 10-15
(Note: Virtually all faculty teaching in the program will be full-time, tenured, tenure-track or clinical faculty at Miami University; 4-5 will teach multiple courses each year in the new program but most will only teach one course a year in the program).

Provide an estimate of the number of faculty members to be added during the first two years of program operation.

Full-time: 1
Less than full-time: 5 - 8

8.3 Expectations for professional development/scholarship

Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. ***Include a faculty handbook outlining the expectations and documenting support as an appendix item.***

All tenured and tenure track faculty are expected to continue teaching and scholarly development throughout their careers. Lecturers are expected to engage in teaching development. All faculty members are evaluated annually for their assigned responsibilities.

Miami has a rich array of professional development resources. Through the Oxford Campus' Center for Enhancement of Teaching Learning and University Assessment, faculty members are offered considerable teaching and learning workshops, as well as small grants to support teaching improvement, every semester. The regional campuses each have a similar teaching center that brings some of these opportunities directly to the regional campuses. Many of these opportunities are open to part-time faculty.

Because the campuses are committed to serving Ohio and the communities in which they live, scholarly service and public scholarship are also supported. Each regional campus has a center of civic engagement, as well downtown centers, that offers support for faculty who are interested in this type of work by making connections between a faculty member's area of expertise and needs in the community, providing fellowships to seed the work, assisting faculty in understanding the place for the work in Miami's tenure, promotion, and evaluation system, and providing a venue for faculty led discussions and other work.

The University and campuses also provide support, through workshops, mentoring programs, start-up funds, and grants for traditional scholarship of discovery activities.

All tenured faculty have opportunities to periodically apply for and receive Assigned Research Appointments and Faculty Improvement Leaves, which provide opportunity for longer term scholarship, service, and professional development projects. All faculty on the tenure track are

guaranteed an improvement leave, often taken during the third year of the tenure track. The regional campuses also provide support for scholarly activities through departmental travel budgets.

8.4 Faculty matrix

Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). **CV's of core faculty are provided in *Appendix F.***

The distribution requirements of the degree are regularly taught on more than one regional campus each semester, independent of the BSCRD program, so students will have access to those courses at all times. **The faculty listed below are available to teach CORE COURSES (REQUIRED) in the program.**

Name of Instructor	Rank Or Title	Full-Time or Part-Time	Degree Titles, Institution, Year Include the Discipline/Field as Listed on the Diploma	Years of Teaching Experience In the Discipline/Field	Additional Expertise in the Discipline/ Field (e.g., licenses, certification, if applicable)	Title of the Course(s) This Individual Will Teach in the Proposed Program Include the course prefix and number	Number of Courses this Individual will Teach Per Year at All Campus Locations
Daniel Hall	Professor; Chair of Justice and Com-munity Studies	FT	J.D., Washburn University of Topeka, 1988 Ed.D., University of Central Florida, 1999	MU since 03-04; 20 years prior to MU.		CRD 201; POL 368; CRD 401	1
Mel Cohen	Professor	FT	Ph.D. in Political Science, Pennsylvania State University, 1983	27		POL 368	1
Bob Seufert	Professor	FT	Ph.D. in Sociology, University of Cincinnati, 1977	36		CRD 301; CRD 302	1
Kelli Lyon Johnson	Associate Professor	FT	Ph.D. in English, Northern Illinois University, 2003; graduate certificate in Women's Studies	17		CRD 202; CRD 301; CRD 302; CRD 401	4

Marianne Cotugno	Associate Professor; Coordinator of English (MUM)	FT	Ph.D. in English, Pennsylvania State University, 2002	8 MU		ENG 413	2
John Cinnamon	Associate Professor	FT	Ph.D. in Anthropology, Yale University, 1998	20		CRD 401	1
John Forren	Assistant Professor	FT	Ph.D. in Political Science, John Hopkins University, 2001	13 years FT at MU		CRD 201; POL 368;	3
Anthony James	Assistant Professor	FT	Ph.D. in Family Studies, University of Missouri, 2012.	1		CRD 301; CRD 302	1
Linh Dich	Assistant Professor	FT	Ph.D. in English, University of Massachusetts, 2012	1		ENG 413	2
Byron Miller	Assistant Professor	FT	Ph.D., Sociology, Florida State University, 2012.	1 MU; 2 yrs HS teacher		CRD 202	1
Suzanne Klatt	Lecturer	FT	M.S.W. Social Work, Ohio State University, 1998	5		CRD 202; CRD 301; CRD 302	1
Sarah Woiteshek	Director, Center of Civic Engage-ment	FT	M.S., Student Affairs and Higher Ed, Miami University, 2008	4		CRD 202	2

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

The Director of the Rentschler Library at Miami University Hamilton was consulted concerning the resources available for courses in the program.

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).

The regional campuses have their own libraries. Additionally, students, faculty, and staff, have access to resources provided by Miami University Libraries at the Oxford campus. The regional campus libraries are also members of the Ohio LINK statewide consortium. These two affiliations and the local resources available to the regional libraries provide a broad array of resources. They include over 180 periodical databases, over 80,000 full-text periodicals, 11.5 million unique books, DVDs, and related items, and over 55,000 e-books on a wide variety of topics.

The print collections at the regional campuses are particularly strong in the areas covered in this curriculum. As part of our work in civic engagement and the Hamilton Campus's designation as a Community Engaged institution, the librarians have developed a substantial print collection in community development and civic engagement. In addition, the print collections in political science, education, leadership, business, and communications have been recently updated and expanded.

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

The current collection, OhioLink, and other online resources currently available will adequately support the proposed program.

9.2 Information literacy

Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.

The regional libraries are committed to supporting the classroom mission of instructors in the program by helping students become self-sufficient information seekers. The instruction offered is based on the Information Literacy Competency Standards for Higher Education as established by the Association for College and Research Libraries. The goal is to promote these professionally recognized standards as a foundation for all Miami University regional students.

Regional library staff members offer a range of instructional services to assist students and support courses: (1) classroom information literacy sessions that are specially tailored to fit the needs of students in the course, (2) the embedded librarian program, which involves placing a librarian (with links to databases, tutorials, and other course-specific resources) in the course management system to assist students at their point of need (both face-to-face and web-based courses can have embedded librarians); and (3) one-on-one research consultations in which students can confer with a librarian for assistance with search strategies and knowledge of useful resources.

Regional library staff members will also stay in touch with department chairs to see if faculty instruction sessions or workshops are needed.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

Describe additional resources (e.g., classrooms, laboratories, technology, etc.) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.

The only additional physical resources that will be needed to support the proposed program will be classrooms, and the regional campuses have adequate classroom space available.

10.2 Budget/financial planning

Complete the table on the following page to describe the financial plan/budget for the first three years of program operation.

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Head-count full time	20	20	20	20
Head-count part time	10	10	10	10
Full Time Equivalent (FTE) enrollment	25	50	75	100
II. Projected Program Income (Please see budget chart below)				
Tuition (paid by student or sponsor)				
Expected state subsidy				
Externally funded stipends, as applicable	None	None	None	None
Other income (if applicable, describe in narrative section below)	None	None	None	None
Total Projected Program Income				
III. Program Expenses				
New Personnel • *Instruction (technical, professional and general education)* *Full ____* *Part Time ____* • *Non-instruction (indicate role(s) in narrative section below)* *Full ____* *Part time ____*		1 FT 5-8 PT		1 FT 2 PT
New facilities/building/space renovation (if applicable, describe in narrative section below)	None	None	None	None
Scholarship/stipend support (if applicable, describe in narrative section below)	None	None	None	None
Additional library resources (if applicable, describe in narrative section below)	Few	None	None	None
Additional technology or equipment needs	None	None	None	None

(if applicable, describe in narrative section below)				
Other expenses (if applicable, describe in narrative section below)	None	None	None	None
Total Projected Expense (see budget chart below)				

Budget Narrative:
(Use narrative to provide additional information as needed based on responses above.)

The BSCRD will draw on existing faculty resources and courses, significantly reducing expenses. No new faculty will be required to launch the program. The recruitment of a new full-time faculty member will be required in the second year and again in the fourth, assuming enrollment projections are met.

The proposed program's projected enrollment:

	Year 1	Year 2	Year 3	Year 4
Head count FT	20	20	20	20
Head count PT	10	10	10	10
FTE enrollment	25	50	75	100

The proposed program's budget:

Tuition	125,900	251,800	377,700	503,600
Expected SII	32,600	32,600	32,600	32,600
Total projected income	158,500	284,400	410,300	536,200
Salaries (1 FT and 2 PT)	-	110,000	110,000	220,000
Staff benefits	-	31,075	31,075	62,150
total projected expense	-	141,075	141,075	282,150
Surplus/(deficit)	158,500	143,325	269,225	254,050

APPENDICES

Please list the appendix items submitted as part of the request in the table provided below. Please list the items in the order that they are referred to in the text.

Please note that the institution is required, at a minimum, to submit the following the items as part of the review:

Results of recent accreditation reviews
Organizational Chart
Faculty/student handbooks (or link)
Course syllabi
Faculty CVs
Current catalog (or link)
Other items as directed in the supplemental forms (if submitted)

Appendix	Item	Description	Referenced in document on page
A	HCL Report - Advancement	Advancement Section: Report of a Comprehensive Evaluation Visit to Miami University for The Higher Learning Commission	4
A	HCL Report - Assurance	Assurance Section: Report of a Comprehensive Evaluation Visit to Miami University for The Higher Learning Commission	4
A	MU Accreditation Self Study	Self-Study of Miami University's reaccreditation review by the Higher Learning Commission	4
B	Letter of Intent	Letter of Intent from Miami University to the Ohio Board of Regents proposing a Bachelor of Science in Criminal Justice	4
B	Accreditation Approval Notification	Formal notification to continue accreditation from The Higher Learning Commission to Miami University President James C. Garland	4
C	MU Administrative Organizational Charts	The Administrative Organizational Charts for Miami University	6
C	MU Academic Organizational Charts	The Academic Organizational Charts for Miami University	6
D	CV of Department Chair	Curriculum Vitae for Dr. Daniel Hall, Chair, JCS	7
E	Course Syllabi	Syllabi Core Courses	15
F	Faculty CV's	A copy of each CJ faculty members CV	30

G	Miami University Academic Catalog	http://www.units.muohio.edu/reg/bulletins/GeneralBulletin2013-2014/	2 & 11
G	Miami University Policy & Information Manual	http://www.miami.muohio.edu/documents/secretary/MUPIM.pdf This document also contains the faculty handbook.	26
G	Miami University Student Handbook	http://www.miami.muohio.edu/documents/secretary/Student_Handbook.pdf	10

Commitment to Program Delivery

Provide a statement of the institution's intent to support the program and assurances that, if the institution decides in the future to close the program, the institution will provide the necessary resources/means for matriculated students to complete their degree.

Miami University is committed to continual support of the delivery of the Bachelor's of Science in Civic and Regional Development. If Miami University decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

Verification and Signature

Miami University verifies that the information in the application is truthful and accurate.

_____

Dr. Conrado Gempesaw, Provost and Executive Vice President for Academic Affairs

11/25/2013
Council for Undergraduate Curriculum
Report on Proposed Degree

Bachelor of Science in Civic and Regional Development

Introduction:
After examination, the Council for Undergraduate Curriculum forwards the proposed new degree in BACHELOR OF SCIENCE IN CIVIC AND REGIONAL DEVELOPMENT with our **approval**. We respectfully request that this report become part of the record in the approval process and be attached to the proposal's application so that it can act as a foundation for further deliberations in the approval process.

The Council read the application for the Bachelor of Science in Civic and Regional Development and was able to raise questions and concerns with representatives of the program. After this discussion, Council members outlined a list of perceived strengths, weakness and concerns to use as the basis for their recommendation on the proposed new degree and prepare this written report, all of which is submitted to the Registrar. This list is provided below.

Strengths:

- This thoughtfully prepared proposal appears to serve a need within the larger community. Much of this group of potential students, due to the nature of their current job, have a strong preference to pursue a degree close to home, and thus, while there are a number of similar programs available at area institutions, they are realistically unavailable to this population.
- In the end this can be seen as a net increase in students as the people will not be changing majors within Miami University for this degree, but continue on or start here as new students. A program strongly aligned with the mission of the Regional Campuses.
- This is not a degree that is otherwise covered by programs on the regional campuses though it builds on many of their strengths.
- The practicum experience seemed well thought out and builds on similar experiences in other majors. Representatives seemed to believe that this history will insure that there are enough experiences available to meet demand.
- Council was impressed with the distributional choices and wide selection of courses to meet requirements. This may help to eliminate bottlenecks created by required courses being offered infrequently or on a schedule that can complicate graduation.
- Much of the proposed degree is based on existing resources and expertise. Only a small number of new courses are proposed and new faculty are not needed right away. Council members were pleased that departments and programs across the entire system were consulted about the proposed degree and their support documented.

Concerns and Weaknesses:

- The core of the proposed degree is made up of new courses. While much of the degree requirements can be met with existing offerings, these will have to be developed. While the Council appreciates the willingness of those involved with this degree to undertake the development and implementation of these courses, it will be vital to the long run success of the degree to provide sufficient and continued resources in support. This will mean commitments of both existing resources and likely new; in particular new faculty.

MIAMI UNIVERSITY

Propose a **NEW** major, minor, certificate, concentration, emphasis or focus

Today's Date: .

1. New Major ☒ New Minor ☐ New Certificate ☐ New Emphasis/Concentration/Focus ☐

Proposed name of major/minor/certificate/emphasis/concentration/focus:

MFA in Creative Writing

Undergraduate ☐ Graduate ☒

2. Name of person submitting this request: **Eric Goodman** email: **goodmaek@muohio.edu**

3. Name of Department Chair: J. Kerry Powell email: kerry.powell@muohio.edu

4. Desire new program to be effective in the following term: **Fall 2013**

5. Rationale for adding this new program:
This is a low-residency MFA in creative writing aimed primarily at adult learners. It is fee-generating graduate program with the vast majority of course work being done on a one-to-one mentoring basis via the internet. There are no other low-residency MFA programs in the Ohio State system.

6. Description of the new program to add to the *General Bulletin*:
A Low-Residency Master of Fine Arts that will enable students to complete a terminal degree in Creative Writing primarily from the comfort of their own homes and lives. This rigorous program consists of four non-residential semesters preceded by 10 day residencies, with a fifth required residency following the completion of a thesis.

7. List the PROPOSED curriculum:
Eng. 631 10 day residency before non-residential semester. May be repeated 4 times for credit.
English 632 First non-residential semester.
English 633 Second non-residential semester
English 634 Third non-residential semester
English 635 Final 10 day residency after completion of thesis and 4th non-residential semester
English 700 Thesis Hours

8. List the names of current faculty who will be involved in this new program. Describe the need, if any, for additional faculty:
Eric Goodman, Margaret Luongo. Additional faculty will be hired on an adjunct or visiting basis to work as one-on-one mentors during non-residential semesters, as well as to lecture and lead workshops during Eng. 631, the 10 day residency programs.

9. List the facilities/equipment currently available for this program. Describe the need, if any, for additional facilities/equipment:
Miami classrooms and dorm rooms (when the university isn't in session). No additional facilities/equipment required.

10. Describe how the existing library system will or will not support this new program in regards to print and non-print materials, equipment and personnel. Describe any additional **necessary** resources:
The existing library system will support this new program with no additional resources being required.

11. Describe the enrollment you anticipate for this new program: number of students, full or part-time, graduate or undergraduate, new or current students, etc.:

10-20 graduate students in first year. 40-50 by year 5. All students would be at the graduate level.

12. Describe the administrative arrangements for the program (department, college, and/or school involved) including any cooperative arrangements with other departments, divisions, intuitions or organizations. Any formal statements of agreement (e.g. Memorandums of Understanding) should be emailed to: courseapproval@muohio.edu
Administrative arrangements would be handled through the English Dept and CAS. Separate administrative assistant, associate director and director of the Low-Residency MFA will be added as warranted by the growth of the program.

13. Estimate total costs, over and above current levels of operation, associated with this new program:
$12,000-15,000 in first year. Self-supporting by third year.

14. Please add any additional comments related to this new program:
This new program is supported by a $15,000 seed money grant from the Dean of CAS. Final approval for the program will be required by OBOR. Initial proposal to OBOR will be submitted after Miami approval, most likely in January, 2012. It is our hope to have the program up and running in time for a first residency in late May, 2013.

Once completed, please e-mail to: courseapproval@muohio.edu

Note: This form requires approval by the department, division, Graduate Council (as applicable) and University Senate Consent Calendar. New majors must also be approved by CUC (Council on Undergraduate Curriculum). Upon submission of this form, the Registrar's Office will verify the information and forward this request to the appropriate contact.

Rev 08/2010

Miami University

Department of English and Creative Writing Program
Low-Residency Master of Fine Arts; Creative Writing

Preface: Responses to RACGS comments on PDP for Low-Residency MFA in Creative Writing

The Department of English and the Creative Writing Program express our gratitude for the valuable feedback and suggestions provided by RACGS institutions on our PDP for a Low-Residency MFA in Creative Writing. These comments helped us strengthen the proposal in a variety of ways, and we respond below to the issues raised by individual institutions.

Bowling Green State University

- Several reviewers, including Bowling Green and the University of Cincinnati, suggested that additional administrative support would be required during the start-up period, and we now see the wisdom of that position. The Department of English and the College of Arts and Sciences (CAS) have agreed to provide funding for dedicated administrative support both during the start-up period and subsequently.
- The autonomy proposed for the new program would parallel the mostly autonomous arrangements of the Ohio Writing Project (OWP), which has existed within the English Department for more than 30 years. Administrative staff would be completely autonomous, while facilities would be shared. Initial curricular decisions will need to be approved by the Department and CAS, but implementation of the approved courses will be handled within the MFA program and by its faculty. Budgetary and hiring decisions will be made within the MFA program with final approval required by the Department Chair and CAS.
- A discussion of some of the distance-learning technologies we anticipate using is included in the Full Proposal (FP).

Case Western Reserve University

- More than one reviewer, including Case Western, was concerned that graduates of the proposed Miami Low-Residency MFA would either be at a disadvantage in seeking subsequent employment as an instructor/professor of creative writing for "not having gained teaching experience while obtaining an MFA" or worried that our graduates might take away jobs

"teaching First Year and Second-Year GE Writing at colleges and universities… (from) ABD doctoral students in English, who traditionally depended on such jobs to help them complete their dissertations and get on to the tenure-track academic market." These comments helped crystallize our thinking on what will make Miami's Low-Residency MFA unique and vital. Not pedagogical training, which we do not see as integral to a low-residency degree, but Miami's strong existing graduate programs in English, with a tradition of rigorous literary training, which would make it virtually unique among institutions offering a Low-Residency MFA.

The Ohio State University

- While the five-page limit on the PDP format did not permit including highlights of the CV's of Miami's Creative Writing faculty, these are included in the FP. In addition, although the same five page limit made it impossible to mention "nationally prominent writers without affiliation otherwise" to Miami who had expressed a desire to join our MFA faculty, several such names have been included in the FP. Finally, we agree that "Prospective high-quality students enroll based on program reputation rather than location," and in the FP have highlighted Miami University's strong regional and national reputation for graduate English studies. In doing so, we seek to distinguish Miami's Low-Residency MFA program not only from the existing low-residency MFA at Ashland University, but from others around the country.

University of Akron

- In the FP we have made clear that final projects are expected to be book-length, with page counts appropriate to their genre.
- We have increased the number of credit hours from 36 to 42.
- In the FP, we have given details of remote-learning technologies that we believe will help foster the necessary writing community for our students.

University of Cincinnati

- In the FP, we detail ways in which we expect the creation of the Low-Residency MFA will create synergies for our existing residential M.A. students.
- We concur that Miami's regional and national reputation "as a prestigious academic institution" is an important reason to begin a low-residency MFA and that Miami "might be in a position to distinguish its program, and to make it more appealing to prestige-conscious prospective students, by emphasizing the intellectual content of the program and the value of the Miami degree. "

University of Dayton

- More details of selected learning outcomes for each classroom and writing experience are included in the FP
- As part of our plan to distinguish our Low-Residency MFA by emphasizing its intellectual rigor, we plan to include a genre-specific reading list (as we do in our residential M.A.) on which students would be examined prior to entering the Final Project phase of the program. New distance learning technologies such as Google Hangout (for groups up to 10) or Adobe Connect (for larger groups) will facilitate the creation of an on-line, real-time literature seminar/contemporary reading course for members of each genre cohort.

Miami University
Department of English and Creative Writing Program
FULL PROPOSAL
Low-Residency Master of Fine Arts; Creative Writing

I. Designation of New Degree Program, Rationale for Designation and Description of Purpose

The Department of English and the Creative Writing Program in the College of Arts and Science at Miami University propose a Low-Residency Master of Fine Arts (MFA) degree with a major in creative writing. The department currently operates a successful M.A. program in Creative Writing, and both MA and PhD programs in Composition and Rhetoric, and Literature.

Unique within the State of Ohio system and distinguished from most other Low-Residency MFAs by the intellectual rigor of the program and Miami's regional and national reputation for academic excellence, this program will allow students to complete an MFA in Creative Writing while working primarily from home. Miami's present lack of a terminal degree in creative writing is an anomaly within a department known for the breadth and quality of its graduate programs. Miami's recent transition (AY 2013-2014) to an academic calendar which includes a winter term, makes the creation of a Low-Residency MFA both feasible and desirable.

A. Rationale for and purpose of the proposed Low Residency designation—departmental and University-wide

i. To enhance the reputation of Miami University as a regional center for innovative programs in Creative Writing. We aim to take creative advantage of the intellectual range and superb publishing records of the present creative writing faculty as well as the nationally-prominent writers without affiliation otherwise to Miami (See Appendix A) who will serve as on-line mentors.

ii. To make full, cost-effective and efficient use of Miami's facilities during winter and summer terms and of its year-round scholarly and administrative energy.

iii. To create synergies and cost-sharing with the newly-established Miami Winter Writers Conference, an undergraduate creative writing conference, which will also bring visiting writers to campus during winter term.

iv. To enhance learning outcomes for members of Miami's residential M.A. in creative writing.

B. Rationale for and purpose of the proposed Low-Residency MFA designation—state and national

i. To provide an MFA option in southwest Ohio where currently none exists.

ii. To establish a Low-Residency MFA within the Ohio state system, which presently does not offer one.

iii. To create a studio-based Low-Residency MFA which will be distinguished nationally by its academic rigor. This will allow us to build on Miami's reputation for academic excellence in English graduate studies and the Creative Writing program's decades of experience of educating well-read, academically superb M.A. graduates in creative writing. In March, 2013, *U.S. News and World Report* ranked our doctoral programs 77th nationally, while the English graduate program was recently ranked the number one graduate program at Miami based on caliber of students, faculty, and program mission. This is a vastly different profile from most institutions offering a Low-Residency MFA.

II. Description of Proposed Curriculum

While residential MFA's may vary widely in the amount of literary/academic training they provide—some require a substantial amount while others require virtually none—existing Low-Residency MFA's have tended strongly towards a studio MFA model, which does not emphasize academic training or critical reading. In the Miami Low-Residency MFA we intend to combine the best aspects of the low-residency model (most writing work done from home, under the mentorship of a professional writer) with Miami's rigorous academic standards. MFA students will be required to complete and be tested on a 25-book reading list just as our residential M.A. students are, to ensure that they acquire the necessary breadth of knowledge and critical reading skills essential to the development of a working writer. To achieve this goal we will require a genre-specific literature-based seminar to be completed no later than each student's third non-residential semester, prior to entering the Final Project phrase of our program.

During their four non-residential semesters, students will have the opportunity to study on-line one-on-one with well-published writers and teachers of writing in a range of genres that will initially include fiction, poetry, and creative nonfiction. New and improved remote learning technologies will facilitate on-line discussion groups via Niihka and a genre-specific literature-based seminar using Google Hangout. Four semesters of on-line study will each be preceded by a 10-day residency, at which time students will meet with their mentors for the following semester and establish connections with other members of their cohort. Bonds forged during residency periods and reinforced by on-line discussion groups and their genre-specific literature seminar will help students maintain an on-line writing

community during the months when they work from home. A fifth 10-day residency period following the fourth on-line Final Project semester concludes the program and may be undertaken only after a final, book-length project is completed and approved by two faculty mentors. Final projects in fiction and creative nonfiction are expected to be a minimum of 150 pages, in poetry 50-60.

The primary motivation for students to enroll in this degree program will be to become more skilled, better-educated, and more professional writers, with the ultimate goal being publication. Although we understand that some graduates of Low-Residency MFA programs may desire to teach general education or freshman writing courses, we do not believe that the low-residency model offers sufficient opportunity for pedagogical training (such as the training offered in our residential M.A. in Creative Writing), and we do not intend to stress such training in our course descriptions or learning outcomes.

A. Typical Pathway to Low-Residency MFA

The degree curriculum requires a minimum of 42 hours beyond the undergraduate degree. Twenty-two hours accrue from on-line study; twenty hours result from the five mandatory residency periods.

ENG 631 1st 10-day residency (4 hours)	4 hours
ENG 632: First non-residential semester (5 hours)	5 hours
ENG. 631 2nd 10-day residency (4 hours)	4 hours
ENG 633: Second non-residential semester (5 hours)	5 hours
ENG 631 3rd 10-day residency (4 hours)	4 hours
ENG 634: Third non-residential semester (4 hours)	4 hours
ENG 635 Genre Specific Literature Seminar (4 hours)	4 hours
ENG 631 4th 10-day residency (4 hours)	4 hours
ENG 636 Final Project non-residential semester (4 hours)	4 hours
ENG 700 Final Project Hours (2 hours)	2 hours
ENG 637: Final 10-day residency (0 hours)	0 hours
Total: 5 residencies, 4 non-residential semesters	40 hours

All students will begin by attending **ENG 631,** a 4 credit hour, 10-day residency at which time they will meet their mentor for the following non-residency semester as well as plan their reading list and writing submission schedule (10-day residencies are the standard in low-residency MFA programs, long enough to be substantial, yet feasible as part of a standard one-week vacation, i.e. Friday evening through the following Sunday). Students are required to attend the entire conference to receive credit.

Students may enter the program by attending either a winter or summer residency. Each full day of the residency involves 6-8 contact hours, which will include: writing workshops focused on students' own writing; lectures by faculty mentors and

distinguished visiting writers on aspects of craft specific to each genre such as narrative structure, poetics, the ethics of memoir; and, readings of published work from faculty and distinguished visitors. During their fourth iteration of **ENG 631**, students will also take an hour-long oral exam on the 25-book reading list.

Much as students in traditional MFA programs take four workshops in their chosen genre, students in this low-res MFA will be required to take **ENG 631** four times for credit, four hours each time. Because students will participate in workshops led by different faculty members and present new material at six-month intervals, each version of **ENG 631** will result in a different experience contributing to the ultimate learning outcome of creating more knowledgeable, skilled writers capable of producing publishable work. In addition, because the lectures and readings at each **ENG 631** will differ, students' knowledge base will grow over time.

The first two on-line semesters (**ENG 632, ENG 633)** will consist of directed reading in students' chosen genre as well as an exchange of four writing packets with a mentor. Each semester students will read and write responses to 6-8 texts in their genre (chosen in collaboration with their mentor at the preceding residence). On-line NIIHKA discussion boards will facilitate virtual conversations between students working in the same genre with learning outcomes focused on helping students become more sophisticated and insightful readers and preparing them to participate in residential workshops during **ENG. 631,** and to leading a workshop session (under the supervision of a faculty mentor) during **ENG 637**. By submitting four packets of their own writing each semester to mentors (who will comment on and return this work), students will grow in proficiency as writers, as they work towards their ultimate learning outcome of producing professional quality writing.

During their third non-residential semester (**ENG 634)** students will continue to exchange packets of their own writing with a faculty mentor. They will also take **ENG 635**, an on-line Genre Specific Literature Seminar. New advances in and easier access to remote learning technologies such as Google Hangout, which permit up to 10 remote computer users to be linked, with the speaker's face appearing on each computer screen, will facilitate real-time discussion of canonical and contemporary texts. Learning outcomes for **ENG 635** include acquiring breadth of knowledge of American and Anglophone texts within a student's chosen genre as well as developing essential critical reading skills, culminating in writing a critical essay. In addition, completing **ENG 635** will help prepare students for an hour-long oral exam on a 25-book reading list that will take place during a student's fourth iteration of **ENG 631.** This 25-text reading list will consist of 15 texts drawn from a program-wide reading list for each genre, and 10 texts selected by each student (with advice from mentors) deemed especially relevant to the student's own writing and Final Project. Care will be taken, as it is with our residential M.A. students, to require students to read published work from writers diverse in background and creative practice. Passing the 25 text oral exam will be required for a student to register for **ENG 636** and **ENG 700**, Final Project Semester and Final Project Hours, respectively.

The fourth and final non-residency semester (**ENG 636)** will be devoted to completing a book-length final project, based upon work begun during the previous three non-residential semesters. **ENG 700** Final Project Hours, will enable students to complete any necessary research and revision under the guidance of their Final Project director. Once the final project has been approved, students will conclude their course of study with **ENG 637**, a required fifth 10-day residency at which time students will give a public reading from their completed final project and help lead a workshop.

B. Synergies with Existing Creative Writing Programs at Miami University

Miami's transition to an academic calendar that includes a three week winter term makes possible a 10-day January residency in Oxford, using Miami classrooms and facilities. The new academic schedule will enable full-time Miami creative faculty members to participate in both winter and summer residencies by giving readings and lectures, or by leading workshops. We also anticipate that full-time faculty will teach **ENG 635: Genre Specific Literature Seminars,** drawing on their experience of teaching similar courses to our undergraduate creative writing majors and residential M.A. graduate students.

Students in our residential M.A. in Creative Writing will be able to attend all aspects of winter and summer residencies except for individual workshops. Attending craft lectures and readings by prominent MFA faculty and visiting writers will enrich the educational experience and craft-based learning outcomes of our M.A. students. We also believe, at some point in the future, that it may be possible to create a pathway to our Low-Residency MFA for graduates of our residential M.A. in Creative Writing that would require only one additional year of study.

Additional educational and administrative synergies and cost-sharing will result from the **Miami's Winter Writers Conference,** an annual event which commences in January, 2014. This three-week writers conference created primarily for undergraduates (both at Miami and at other institutions with a winter term) features a full slate of guest speakers and industry professionals. Because there will be a temporal overlap between the Winter Writers Conference and the January 10-day residencies (**ENG 631),** the educational experience of both our Low-Residency MFA and residential M.A. students will be enhanced. We also believe that not only will there be programmatic and administrative savings, but that by establishing both new programs Miami will move towards its goal of being recognized for offering the most innovative Creative Writing programs in the region. For additional information on the **Miami Winter Writers Conference,** go to: http://miamiwwc.wordpress.com/

III. Administrative Arrangements

- Full-time faculty members of the Creative Writing Program will read applications and make hiring recommendations to the Director and Department Chair.
- A tenured full professor, already a member of the Creative Writing faculty, will serve as Director of the new low-residency MFA, supervising mentor/student interaction, as well as planning and overseeing the residency periods.
- A dedicated administrative assistant will work with the Director, coordinating the application process as well as the practical arrangements necessary for staging the program's 10-day residencies.
- If the program grows as anticipated, we will likely need to hire an associate director, whose salary would be paid from revenues generated by the program.

IV. Evidence of Need for the New Program

In the past 18 years, there has been an extraordinary growth in the number of MFA programs in creative writing, both residential and low-residency. According to data compiled by the Associated Writers and Writing Programs (AWP), there were 64 MFA programs in 1994; today there are 191. Of the 64 MFA programs that existed in 1994, only four were low-residency. Today, there are 45 Low-Residency MFA's in the United States.

This explosion of interest represents a significant opportunity for Miami and the state of Ohio system. Ashland University in northeast Ohio operates the only Low-Residency MFA in Ohio. The Low-Residency MFA in closest proximity to Oxford is located at Spalding University, in Louisville, Kentucky. While the distance-learning aspect of a Low-Residency MFA lessens the significance of no regional competitors, Miami's strong name recognition and reputation for academic excellence will add immediate luster to our Low-Residency MFA, especially for regional students who would like to do their residencies close to home. The directors of existing Low-Residency MFA programs have suggested that regional students are especially important during the first semesters of building a program, and we anticipate that students from Ohio, Kentucky, Indiana, Illinois and Michigan will be attracted to our program, much as students from these states have traditionally filled our residential M.A. and undergraduate B.A. in Creative Writing.

The rapid growth of one of the newest Low-Residency MFA programs in the United States, at the University of Tampa, confirms that there is still a need and demand for additional programs. The University of Tampa began its Low-Residency MFA program with a 10-day residency in January, 2012. Less than two years later, after

staging its fourth residency, the University of Tampa has enrolled approximately 100 students in its Low-Residency MFA.

Because no Low-Residency MFA exists in the State of Ohio system, most Ohio residents interested in the degree have been spending their tuition dollars out of state. This represents a considerable loss of economic activity. According to the most recent (2005) study by Americans for the Arts, the nonprofit arts and culture industry generates $166.2 billion in economic activity every year—$63.1 billion in spending by organizations and an additional $103.1 billion in event-related spending by their audiences.

While residential MFA programs primarily serve a population of full-time traditional graduate students (often supported by assistantships), the student body for low-residency programs is typically quite different. Prospective students are somewhat older and often embarked on full-time careers that will both enable them to pay the tuition costs of the program and prevent them from entering a full-time residential MFA. Students at Low-Residency MFA programs are eligible for student loans and financial aid. The median annual tuition of a low-residency MFA is approximately $15,000.

V. Prospective Enrollment

Although it is difficult to predict initial enrollment, we expect to have 40-50 students within five years. Established Low-Residency MFA's such as Goddard College, Stonecoast (U. of Southern Maine), Warren Wilson College and Pacific University have 80-100 active students at any one time, distributed across 3-6 areas of concentration, and as previously noted, the University of Tampa's program, which opened its doors in 2012, already has 100 students enrolled.

A further clarification and explanation of Low-Residency MFA enrollment figures comes from current data supplied by Stan Rubin, the director of The Rainier Writing Workshop at Pacific Lutheran University in Spokane, Washington. "We have between 50-55 active participants at any one time during the mentorship year. Residency includes both a group graduating and a group beginning matriculation, so the total at Residency is more like 72-75."

VI. Special efforts to enroll and retain underrepresented groups

Although we anticipate limited funding for scholarships, we will designate a significant portion of available funding for scholarships targeted for recruiting and retaining women and underrepresented groups. In addition, by making a commitment to hiring faculty mentors from underrepresented groups, the Miami Low-Residency MFA will signal its intention to enroll and retain students from those same populations.

VII. Facilities and Staffing

A. Facilities: Miami's classroom facilities and motel rooms that already exist both in Oxford and at the Marcum Center will be sufficient to facilitate the Low-Residency MFA for the foreseeable future. We would be able to run 10-day residency periods in Oxford both during winter and summer terms.

In addition, a commitment by the University and CAS to provide cutting edge on-line and remote learning technologies and to provide training and support to enable faculty to master and employ these technologies, helps ensure that pedagogy during the non-residential semesters will be consistent with Miami's rigorous standards.

B. Faculty: There are seven full-time creative writing faculty members within the Department of English. This faculty, well-balanced in rank and genre, have all achieved recognition in their field for the quality of their publications, teaching, and service to the profession. Faculty members at the rank of full professor have considerable administrative experience. Faculty members have a wide range of national and international contacts, which will facilitate the recruitment of students into the program.

The regular Creative Writing faculty of the Department of English are listed below, along with their highest earned degree and source, rank, current teaching and research interests, and major publications.

Bates, Joseph. Ph.D. (University of Cincinnati). Lecturer. Creative writing (fiction); contemporary fiction; narratology; the literary marketplace. Research interests: literary unrealism; genre-blending; creative writing pedagogy; film. Author of two books: *Tomorrowland: Stories*. Chicago: Curbside Splendor, 2013; *The Nighttime Novelist*. Cincinnati: Writer's Digest Books, 2010.

cheek, cris. PhD. (Lancaster University, United Kingdom). Associate Professor. Interdisciplinary research at the intersections between reading and writing as performance, poetics, quest narratives, philosophies of language, multimodal rhetoric, collaborative writing, hybrid forms and electronic literature. Author of seven books: *part: short life housing* (The Gig, 2009); *the church, the school, the beer* (Critical Documents, 2007); *Songs from Navigation* (book+CD, Reality Street, 1998); *Stranger* (Sound & Language, 1996); *Skin upon skin* (CD, Sound & Language, 1996); *Mud* (Spanner/Open Field, 1984); *a present* (Bluff Books, 1980).

Goodman, Eric. M.A. (Stanford University). Professor. Creative writing (fiction), creative non-fiction and screenwriting. Novel structure, the intersection of creative nonfiction (memoir) and the novel. Author of five novels: *Twelfth and Race* (University of Nebraska, *Flyover Fiction*, 2012); *Child of My Right Hand* (Sourcebooks, 2004); *In Days of Awe* (Alfred Knopf, 1991); *The First Time I Saw*

Jenny Hall (William Morrow, 1983); *High on the Energy Bridge* (Holt, Rinehart and Winston, 1980).

Luongo, Margaret. MFA (University of Florida). Associate Professor. Short fiction, historical narrative, contemporary American fiction, and writing about place. Author of short story collection, *If the Heart is Lean* (LSU Press, 2008).

Roley, Brian. Juris Doctor (UCLA). Associate Professor. Creative writing, contemporary literature, film, Asian-American literature, historical and transnational fiction, cross genre adaptations. Author of the novel *American Son* (Norton, 2001) with work appearing frequently in both American and Filipino fiction anthologies of short fiction.

Tuma, Keith. Ph.D. (University of Chicago). Professor. Poetry writing, creative nonfiction, ephemeral writing, and the histories of British, American, and Irish poetry and their relations. His books include: *On Leave: A Book of Anecdotes* (Salt, 2011); *The Paris Hilton* (Critical Documents, 2009); *Holiday in Tikrit* (Critical Documents, 2005, with Justin Katko); *Rainbow Darkness: An Anthology of African American Poetry* (Miami UP, 2005); *Additional Apparitions: Poetry, Performance, and Site-Specificity* (The Paper, 2002, with David Kennedy); *Anthology of Twentieth Century British and Irish Poetry* (Oxford UP, 2001); *Mina Loy: Woman and Poet* (National Poetry Foundation, 1998, with Maeera Shreiber); and *Fishing by Obstinate Isles: Modern and Postmodern British Poetry and American Readers* (Northwestern UP, 1998).

Wagner, Catherine. Ph.D. (University of Utah). Professor. Poetry writing, twentieth and twenty-first century poetry and poetics, intersections between poetry and feminism and poetry and politics. Major publications include four collections of poetry: *Nervous Device* (City Lights, 2012); *My New Job* (Fence, 2009); *Macular Hole* (Fence, 2004); *Miss America* (Fence, 2004).

C. Administrative Staff: A dedicated administrative assistant, hired with funding provided by the Department of English and CAS will work with the Director to handle the flow of applications and practical arrangements necessary to the program, especially those required by the 10-day residencies. Once the program is established, we believe it is possible that the costs of this position will be paid through revenues generated by the program itself.

D. Admissions and Staffing: The Creative Writing Committee, a standing committee within the English Department, would make initial admissions and staffing decisions, with indirect oversight being provided by the larger English Department. This relationship would follow the model already established for the Ohio Writing Project (OWP), which operates with substantial autonomy under the general aegis of the English Department.

E. On-Line Mentors: The great majority of, if not all, on-line mentoring will be performed by nationally prominent writers and teachers of writing without affiliation otherwise with Miami University. AWP has established and published on its website a comprehensive document titled "Hallmarks of an Effective Low-Residency MFA Program in Creative Writing." We would strictly adhere to these guidelines, which require that instructors in a Low-Residency MFA will have an appropriate terminal degree and will have published at least one book in the field in which they will be serving as instructors. This would parallel Miami's requirements for tenure in creative writing.

However, because the success of a Low-Residency MFA program is often initially dependent on the prominence and literary reputations of its on-line Mentors and the Visiting Writers at its residencies, and because our aspiration for Miami's program is that it be both academically rigorous, selective and notable for the accomplishments of its mentors, we intend to hire mentors with a minimum of two books in their field**. Appendix A** contains a list of writers in three different genres who have expressed strong interest in teaching in our Low-Residency MFA.

In keeping with the established procedures of Miami's graduate school, all on-line mentors will qualify for **Graduate B** status. Because our MFA will require a final book-length project rather than a thesis, on-line mentors would be able to work with our students during all phases of the program. To ensure that mentors provide superb and timely responses to students, the maximum number of students that a mentor would be able to work with at any one time is three. As part of the terms of their employment, on-line mentors would agree to be present at the 10-day residency preceding any semester during which they would be serving as mentors.

Appendix A: Prospective On-Line Mentors

The following list of nationally prominent writers who otherwise have no affiliation with Miami University have expressed strong interest in joining the faculty of our Low-Residency MFA.

Gina Frangello (Creative Nonfiction and Fiction) Gina Frangello is the author of the novel *My Sister's Continent (*Chiasmus Press, 2006), a short story collection, *Slut Lullabies (*Emergency Press, 2010), and the forthcoming novel, *A Life in Men* (Algonquin Books, February 2014). She is the founding/executive editor of Other Voices Books, the fiction editor of *The Nervous Breakdown*, an on-line literary collective with 100,000+ monthly readers, and the Sunday editor of *The Rumpus,* a cultural-literary website with 500,000+ monthly readers. She teaches fiction writing at Northwestern University, School of Continuing Studies MFA Program, Columbia College Chicago, and the University of California-Palm Desert Low-Residency MFA.

Jim Heynen (Fiction) Jim Heynen's most recent works include the novel, *The Fall*

of Alice K. (Fall, 2012), and the forthcoming short-short story collection, *Ordinary Sins* (Spring, 2014), both from Milkweed editions. Earlier publications include two YA novels from Henry Holt, collections of short-short stories from Knopf, Borealis Books, North Point, and Graywolf. He has full-length collections of poetry out from Confluence Press and Copper Canyon Press. Heynen served as Writer-in-Residence at St. Olaf College from 1992-2006, has been a visiting writer at Colorado College since 2008, a faculty member of the Iowa Summer Writing Festival since 1994, and at the Rainer Writing Workshop MFA program in Tacoma, Washington since 2007.

Porochista Khakpour (Fiction and Creative Nonfiction) Porochista Khakpour was born in Tehran in 1978 and raised in the Greater Los Angeles area. Her debut novel *Sons and Other Flammable Objects* (Grove/Atlantic, 2007) was a *New York Times* "Editor's Choice," a *Chicago Tribune* "Fall's Best," and a 2007 California Book Award winner. Her second novel, *The Last Illusion*, is forthcoming from Bloomsbury.

She has been awarded fellowships from the Johns Hopkins University Writing Seminars, Northwestern University, the Sewanee Writers' Conference, and Yaddo, as well as a 2012 NEA Literature Fellowship in Creative Writing (Prose).

Her other writing (essays, features, reviews, cover stories, and columns) have appeared in or are forthcoming in *Harper's, The New York Times*, *The Los Angeles Times, The Daily Beast, The Village Voice*, *The Chicago Reader*, *Marie Claire, GQ, Newsweek, The Paris Review Daily, Granta.com, Slate, Salon,* and *Poets and Writers,*

She has taught at numerous universities and low-residency MFA programs. During 2013-2014, she will be teaching at Columbia, Fordham, and Wesleyan Universities.

Josip Novakovich (Fiction and Creative Nonfiction). Josip Novakovich is the author of seven books, including *Infidelities: Stories of War and Lust* (Harper Perennial 2006), the novel *April Fool's Day* (Harper Collins, 2004), and a collection of essays *Plum Brandy: Croatian Journeys* (White Pine Press, 2003). His work has won international acclaim including two NEA Fellowships in Fiction, a Guggenheim Fellowship, and he was a finalist for the 2013 Man Booker International Prize, awarded every two years to an author for his or her body of work written in English. His work has been translated and published in Switzerland, Poland, Hungary, Croatia, Spain, Turkey, Italy, Russia, Japan, Indonesia and Bulgaria. He teaches at Concordia College (Montreal), and has been a core faculty member of the Summer Literary Seminars since 1998.

Rebecca Wolff (Poetry) Rebecca Wolff is the Founding Editor and Publisher of *Fence*, a journal of poetry, fiction, art and criticism, as well as the Editor and Publisher of Fence Books, a participating publisher in the National Poetry Series. She has published three collections of poetry, *The King*, (W. W. Norton & Co., 2009), *Figment*, (W.W. Norton & Co., 2004), *Manderley* (University of Illinois Press, 2001), as well as a novel, *The Beginners* (Riverhead Press, 2011). She has taught poetry (and some fiction) workshops at The New School, Boise State, The New York State

Writers Institute and Columbia University.

VIII. Projected Additional Costs

A dedicated administrative assistant, the costs of which the Department of English and CAS have agreed to share.

Because the low-residency MFA is designed to be a fee-generating graduate program, we do not project additional long-term costs exceeding revenue generated by the program. Principal costs include staging the 10-day residential periods, hiring on-line mentors for the non-residential semesters, and promoting the program. In time these costs, as well as administrative expenses, will be covered by tuition. While the costs of the initial 10-day residencies will likely exceed revenues until a sufficient number of students have enrolled, CAS has provided a $15,000 grant to help cover start-up costs.

Appendix B: AWP Hallmarks of a Low-Residency MFA program
http://www.awpwriter.org/programsearch/hallmarks/hallmarkslowres.php

Appendix C: Americans for the Arts: *Arts and Economic Prosperity III*
www.**arts**usa.org/pdf/information_services/.../national_report.pdf

Enrollment Management Update

Board of Trustees
February 6, 2014

Michael S. Kabbaz
Associate Vice President for Enrollment Management
Office of Enrollment Management

MIAMI UNIVERSITY

2014 Enrollment Goals

First-year Objectives:

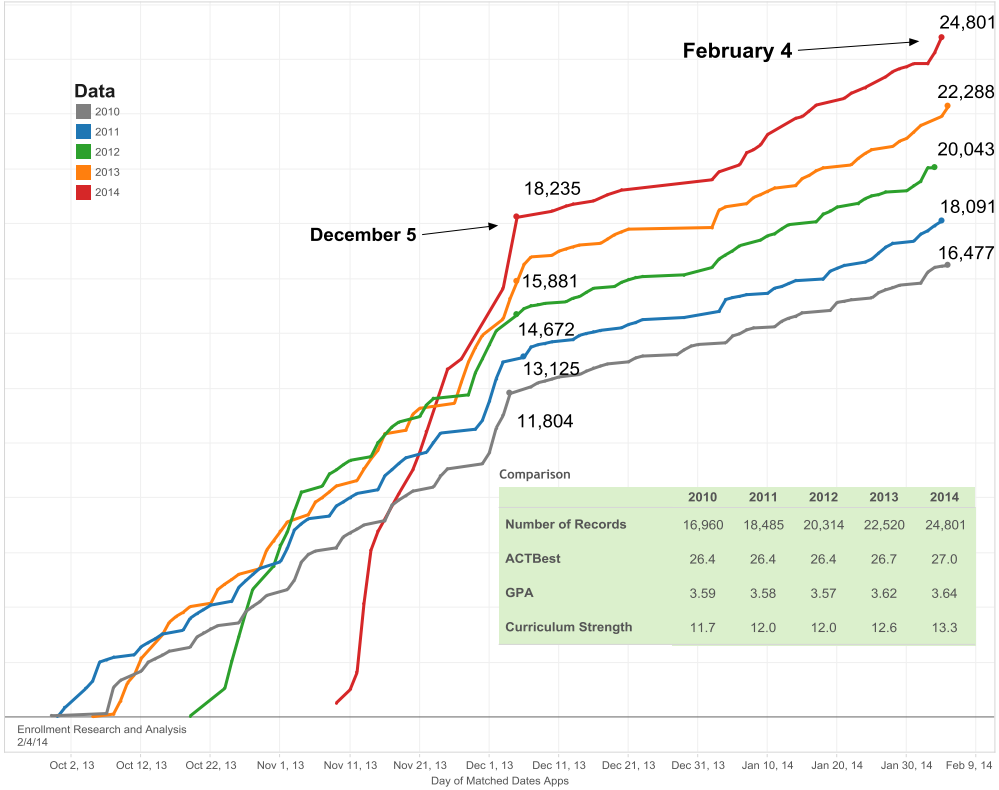
- 3600 first-year target
- Manage divisional targets
- Maintain quality
- Increase selectivity
- Increase non-resident enrollment
  - Non-resident domestic
  - International
- Increase ethnic/racial diversity

Other Enrollment Objectives:

- Increase transfer enrollment
- Increase ACE Program enrollment
- Expand TOP Program

MIAMI UNIVERSITY
OFFICE OF ENROLLMENT MANAGEMENT

Application and Key Indicator History



	2010	2011	2012	2013	2014
Number of Records	16,960	18,485	20,314	22,520	24,801
ACTBest	26.4	26.4	26.4	26.7	27.0
GPA	3.59	3.58	3.57	3.62	3.64
Curriculum Strength	11.7	12.0	12.0	12.6	13.3

MIAMI UNIVERSITY
OFFICE OF ENROLLMENT MANAGEMENT

Application Status: Residency

	2014	2013	Difference	% Change
Non-Resident	14,559	11,626	2,933	25%
International Non-Resident	3,266	1,996	1,270	64%
Non-Resident	11,293	9,630	1,663	17%
Resident	10,242	9,967	275	3%
Grand Total	24,801	21,593	3,208	15%

Note: Year to date data as of 2/4/2014

MIAMI UNIVERSITY
OFFICE OF ENROLLMENT MANAGEMENT

Application Status: Academic Division

	2014	2013	Difference	% Change
College of Arts and Science	10,647	9,012	1,635	18%
Farmer School of Business	7,575	6,562	1,013	15%
College of Education, Health and Society	2,312	2,314	-2	0%
College of Engineering & Computing	3,246	2,816	430	15%
College of Creative Arts	1,021	889	132	15%
Grand Total	24,801	21,593	3,208	15%

Note: Year to date data as of 2/4/2014

MIAMI UNIVERSITY
OFFICE OF ENROLLMENT MANAGEMENT

Early Decision: Key Indicators

	Applicants	Accepted	Acceptance Rate	GPA	ACT Average	Curriculum Strength	Students of Color	% Non-Resident
2014	958	659	69%	3.59	26.4	11.6	70	29.4%
2013	1,016	689	68%	3.58	25.8	11.4	72	29.0%

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

MIAMI UNIVERSITY
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Early Admits: Key Indicators

	Accepted	GPA	ACT Average	Curriculum Strength	Students of Color	% Non-Resident
2014	6,088	4.04	29.8	16.0	733	53%
2013	5,620	4.00	29.6	15.6	571	52%

Note: Students applied for either Early Action (2/1) or Regular Decision (3/15) but were notified of their acceptance on 12/19/13

MIAMI UNIVERSITY
OFFICE OF ENROLLMENT MANAGEMENT

Early Scholarship Notification (December): Key Indicators

	Fall 2014				Fall 2013				Fall 2012			
	Receiving		Average Award	Median Award	Receiving		Average Award	Median Award	Receiving		Average Award	Median Award
Early Decision	264	40%	$4,624	$4,000	242	35%	$4,684	$4,000	232	34%	$5,084	$4,500
Early Admits	6,001	99%	$7,994	$6,000	5,317	95%	$8,512	$6,000	3,827	97%	$6,932	$6,500

Total "Float": $49.2 million

Total "Float": $46.3 million

Total "Float": $27.7 million

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Honors Admission: Key Indicators

	Accepted	GPA	ACT Average	Curriculum Strength	% Non-Resident
2014	1,598	4.3	32.9	18.8	55.6%
2013	1,024	4.2	31.5	18.6	47.4%

Note: Large increase in admits for fall 2014 are due primarily to timing and lower yield projections; data as of 2/5/14

MIAMI UNIVERSITY
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University Academic Scholars: Key Indicators

	Fall 14	Fall 13
**Computing Scholars	39	52
Creative Arts Scholars	47	43
EHS Leadership Scholars	105	68
**Engineering Scholars	39	51
Farmers School of Business Scholars	102	140
*Global Studies Scholars	30	
*Humanities Scholars	37	
Law and Public Policy Scholars	36	34
PreMedical Scholars	55	64
*Social Justice Scholars	30	
Sustainability Scholars	30	38
*World Languages and Culture Scholars	37	
*Scholars for Writing in Media	56	
Grand Total	643	490

	Fall 14	Fall 13
Acceptances	643	490
GPA	4.2	4.1
ACTBest	31.6	31.3
Curriculum Strength	18.2	17.0
Non-Resident Percent	52.7%	51.2%

* New designations for fall 2014

** Engineering and Computing was a combined designation for fall 2013 with 103 offers year to date

MIAMI UNIVERSITY
OFFICE OF ENROLLMENT MANAGEMENT

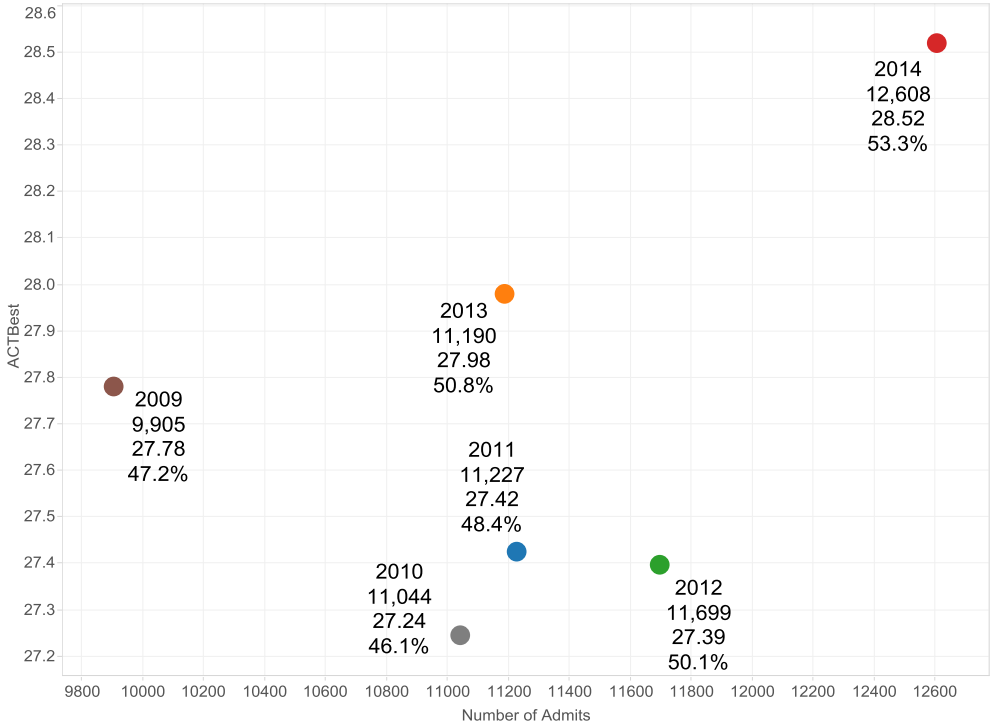
Current Admission Decisions (All Admits)

	Accepted	HS GPA	ACT Best	Curriculum Strength	Students of Color	Non-Resident
2014	12,608	3.8	28.5	14.5	13.3%	53.3%
2013	10,959	3.8	28.0	14.1	12.6%	50.6%

Note: Data as of 2/4/2014

MIAMI UNIVERSITY
OFFICE OF ENROLLMENT MANAGEMENT

Admits, ACT, and Percent Non-Resident History



Enrollment Research and Analysis

MIAMI UNIVERSITY
OFFICE OF ENROLLMENT MANAGEMENT

FAMILY INCOME OVERVIEW: APPLICANT AND ENROLLED

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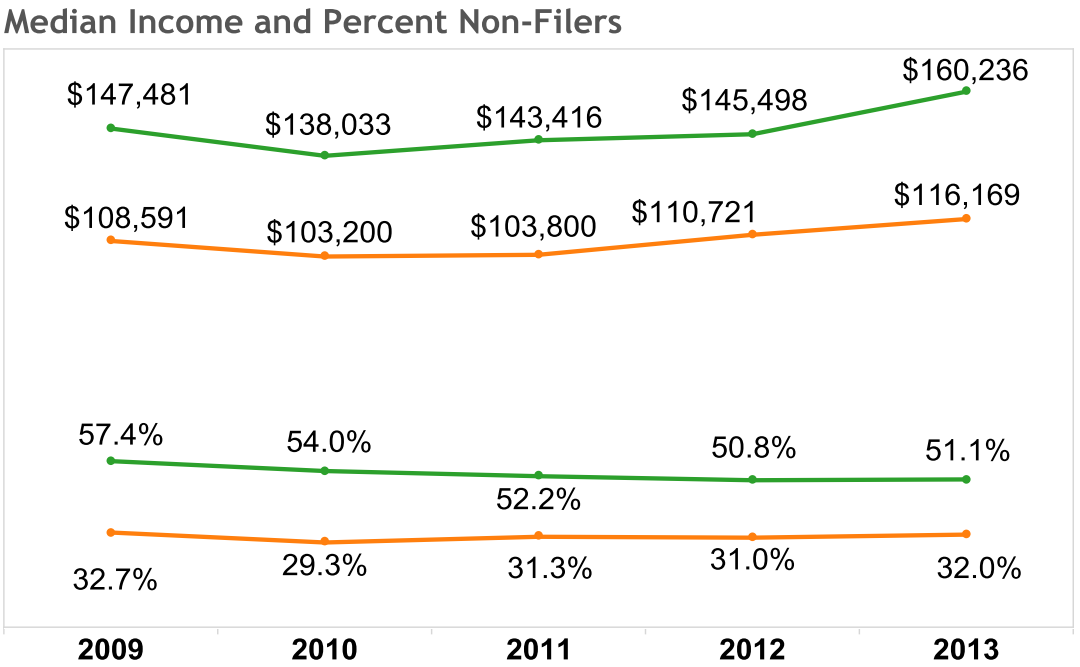
OFFICE OF ENROLLMENT MANAGEMENT

All Applications By Residency
Median Total Family Income



Green = Domestic Non-Resident
Orange = Ohio Resident

Enrollment Research and Analysis

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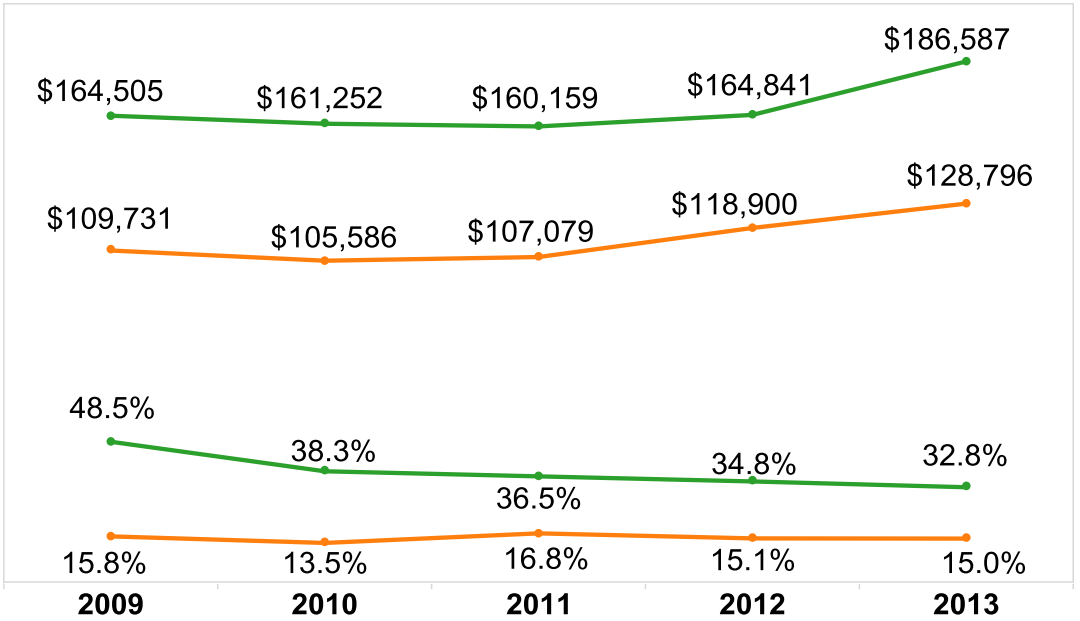
Enrolled Students by Residency
Median Total Family Income

Median Income and Percent Non-Filers



Green = Domestic Non-Resident
Orange = Ohio Resident

Enrollment Research and Analysis

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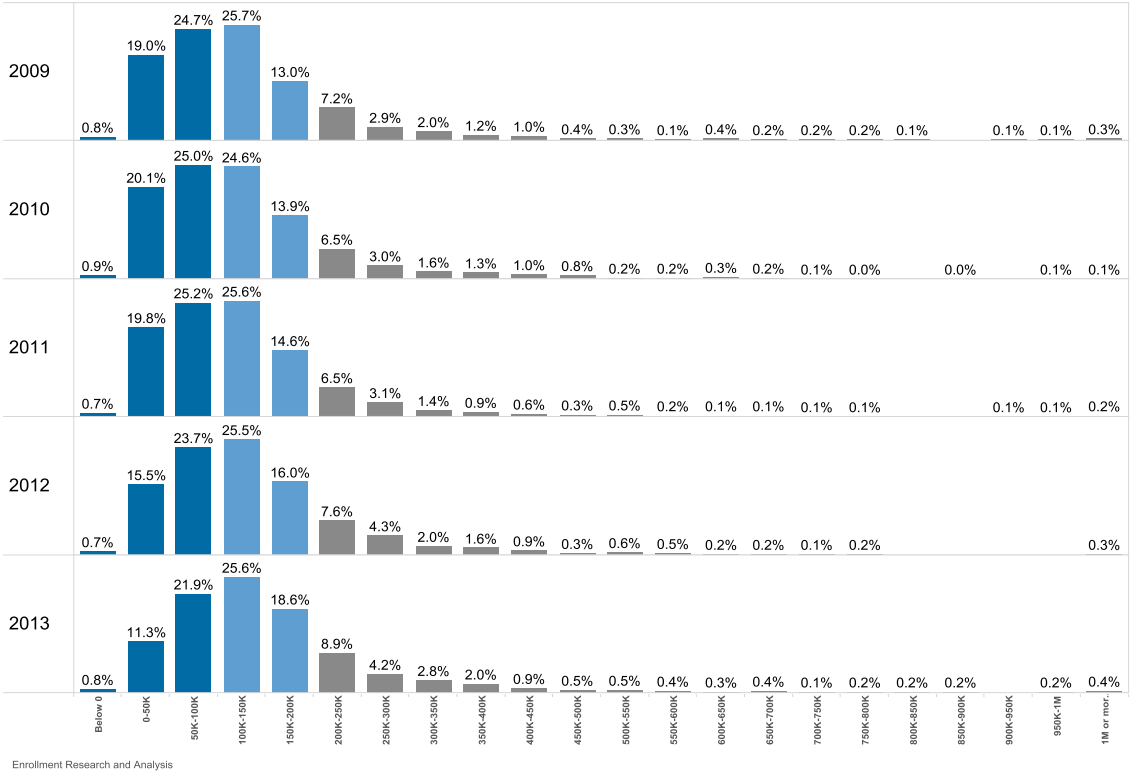
Total Family Income by Resident: Enrolled



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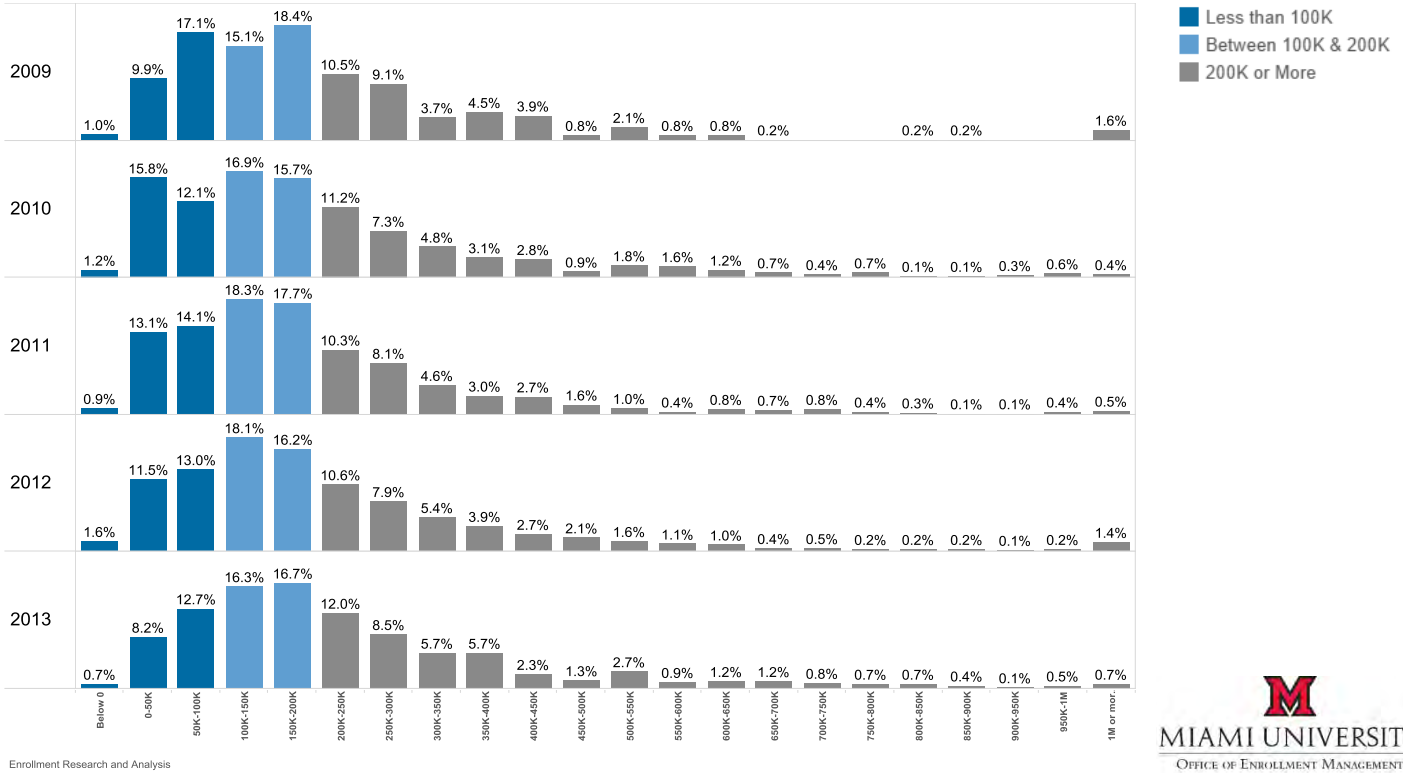
Total Family Income by Non-Resident: Enrolled



Enrollment Research and Analysis

MIAMI UNIVERSITY
Office of Enrollment Management

ACADEMIC PARTNERSHIPS UPDATE

MIAMI UNIVERSITY
OFFICE OF ENROLLMENT MANAGEMENT

Academic Partnerships Committee

Purpose:

To advance and support faculty, programs, and departments seeking new partnerships with other universities, colleges, schools, and other educational institutions. Committee's work is aligned with Miami 2020 Plan to "cultivate mutually beneficial partnerships and applied and service-oriented projects that strengthen our local, state, national, and world communities."

Committee's Key Goals:

- Provide a support structure and expertise for faculty and staff to expand domestic and international partnerships
- Develop protocols and procedures that expedite the planning and execution of agreements
- Support the long-term success of institutional partnerships

MIAMI UNIVERSITY
OFFICE OF ENROLLMENT MANAGEMENT

QUESTIONS?

MIAMI UNIVERSITY
OFFICE OF ENROLLMENT MANAGEMENT

College of Arts and Science
Dean Phyllis Callahan

College of Arts and Science Report
by
Dean Phyllis Callahan

The Academic/Student Affairs Committee
February 6, 2014

As the largest division in the University, the College of Arts and Science (CAS) has the unique role of providing outstanding training of our majors, as well as providing the vast majority of the liberal arts curriculum that is the hallmark of Miami University. The CAS is actively engaged in numerous initiatives that encompass curriculum, research, culture and outreach. These initiatives impact our undergraduate and graduate students, faculty and staff in significant ways and are aligned well with the goals articulated in the Miami 2020 Plan.

The CAS already has a number of recruitment and retention strategies underway that also strengthen partnerships with high schools, alumni and others external entities. These approaches address the Unifying Goal, which focuses on enhancing the student experience and learning, as well as Foundation Goal 2 by focusing on increasing diversity and promoting a diverse culture, and Foundation Goal 3, which is to cultivate partnerships.

Some examples that are important to recruitment are:

(1) The **Bridges Program:** During every Bridges event (currently, n=3 every fall), faculty in the CAS offer 4-5 academically – based modules that include significant hands on experiences. Additionally, faculty participate in panels and interact with students on a more individualized basis.
(2) Make It Miami: The CAS participates in all 10 "Make it Miami" dates during the spring semester. Typically 30-40 faculty participate in each individual event, providing information about opportunities available at Miami. Assistant Dean Claudia Scott-Pavloff coordinates these events, ensuring faculty and chairs are present to interact with accepted students and their parents. Additionally, CAS Advising staff and members of the CAS Dean's office, specifically the Director of Communication and an associate dean, participate in coordinating each event.
(3) Summer Scholars 2014: This new initiative, sponsored by the Office of Enrollment Management (OEM), will be offered to high-achieving high school students with a focus on attracting students from under-represented groups. The CAS will offer 10 unique modules (7 offered each session) that have been created by 14 faculty members. These modules will provide opportunities for 280 students and will cover diverse areas, i.e. Humanities, Social Sciences, and Natural Sciences.
(4) University Scholars: Initiated in AY 2013-14, the Scholars Program offers exclusive benefits to exceptionally talented students, including specific courses for these Scholars. Three are currently offered, i.e. Law and Public Policy (n=13 students), Pre-Medical (n=11 students) and Sustainability (n=9 students). We are adding four additional programs in 2014-15: World Languages and Culture; Global Studies; Humanities; Scholars in Writing for the Media. These programs require intense faculty involvement and, in the case of the Law and Public Policy and Pre-Medical Programs, there is a program director and associate director. In all cases there is an associate dean from the appropriate cognate area who serves as a liaison at the CAS level.
(5) The Oxford Pathway (TOP) Program: This program was implemented in the fall of 2013. Twenty-nine students who had been wait listed in Oxford enrolled in TOP. Of these 29, 20 will translocate to Oxford, having met the required criteria. The other nine will remain on the regional campuses (one in nursing), even though they have also met the criteria to translocate. A director (Dr. Richard Taylor, CHM/BIOCHM) and an advisor (Cathy Moore) have been hired by the CAS to coordinate this program and ensure intensive, proactive advising while students are on the regional

College of Arts and Science
Dean Phyllis Callahan

campuses and as they transition to Oxford. All 20 of the students moving to Oxford are enrolled in WST 110P *Pathways to Oxford*; Cathy Moore is the instructor.

(6) Louis Stokes Alliance for Minority Participation (LSAMP): This NSF funded project is an alliance of seven institutions across the state of Ohio. The goal of the alliance is to improve the representation of students from underrepresented groups in STEM fields, with a major emphasis on first year students. The CAS, in collaboration with the CEC, will develop a summer bridge program for entering STEM students who are from under-represented groups.

(7) Off-site Advising: Beginning in spring, 2014, staff from the CAS Advising Office will be on the Columbus State campus twice per month to provide on-site advising to students interested in transferring to Miami University.

Efforts that assist in retention include:

(8) Individual advising at orientation: This is a major commitment of the CAS Advising Office staff, chairs, directors and faculty. Assistant Dean Claudia Scott-Pavloff coordinates approximately *55-60 faculty and staff members* to provide orientation during the summer months. In addition, we provide one-on-one advising to transfer and international students who enter Miami University in the spring semester. During the recent orientation review, external reviewers from the University of Michigan and Indiana University informed Assistant Dean Scott-Pavloff that our orientation process and the participation of faculty and staff would be an aspirational goal for their universities.

(9) Annual CAS Welcome Program: For the past three years, the CAS invites entering students to a welcome event, provides them with specific information related to different disciplinary areas, and introduces them to some of the faculty in those disciplines. Approximately 25-30% of new CAS students attend. We have separate sessions for:

- University Studies (~100-125 students and 6-8 faculty)
- Social Sciences (~ 100-125 students attend and 7-9 faculty)
- Physical Sciences (~70-80 students and 7-9 faculty)
- Biological Sciences (~130-150 students and 7-10 faculty
- Humanities (~100-115 students and 12-15 faculty)

University Studies (US): This is a major commitment from the CAS, particularly from members of the CAS advising staff and from faculty advisors. Initiated in fall 2012, the University Studies (US) major includes those students formerly considered "undeclared." That number increased due to the direct admission policy that was implemented for FSB. While increasing the number of students in the CAS, we consider them potentially "at-risk" because either they have not been admitted to their major of first interest, i.e. they did not gain direct admission into the FSB (designated ASUS2) or they have not decided upon a major in the CAS (designated ASUS) or in the University (designated ASUS1). Importantly, we can identify students in these different categories, which helps us track their progress (see Table 1).

Table 1: University Studies (US): Total number of US Students admitted and those in category ASUS2.

	Total Confirmed	ASUS 2	Percent ASUS2
Fall, 2012*	835	407	48.7%
Fall, 2013**	673	349	51.9%

Source: Admission Application Status Report, Office of Admission (*Sept 18, 2012 or **Sept 18, 2013)

The investment in advising for US students has been high. In 2012, 22 faculty members volunteered to serve as advisers to these students, in addition to the professional staff in the CAS Advising Office. Faculty advisors attended 5 training sessions, including career advising, held by Assistant Dean Scott-Pavloff. All the advisors meet the US students during orientation and provide academic advising, help them register for their classes and share contact information. They correspond with their advisees during the summer and engage them proactively throughout the fall and spring semesters. The goal is to keep these students with one academic

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advisor until they declare their major and are assigned an academic advisor in their department or program of major. By 2013, the second academic year since University Studies was initiated, the composition of the advising staff was:

- 12 of the original 22 faculty advisers continued advising the 2012 cohort
- 9 of the 22 faculty advisers continued advising their 2012 cohort and took on a new 2013 cohort
- 1 faculty adviser in the 2012 cohort did not continue into 2013 (advisees assigned to other advisor)
- 16 new advisers volunteered to serve the 2013 cohort 2013 cohort: 25
- Total advisers for 2012 and 2013 cohorts combined: 37
- 6 CAS advising staff in fall 2013; 7 CAS advising in spring 2014

Retention rates to second semester have been high, i.e. mid-90%. Admission to FSB varies, but has been ~60-65% of University Studies students who apply meet the criteria and are accepted.

Advising: The CAS contributes to achieving our 2020 Unifying Goal by providing strong academic advising from professional and faculty advisors, as well as career advising through collaborations with Career Services. Also, we recently hired two new advisors in the CAS Advising Office who have a background in Career Services. Several aspects of advising contribute to student success:

(1) *Mid semester intervention* of University Studies (US) students: The CAS Advising Office identified and communicated with any US student who had not met with their academic advisor and compared that list with those who were on the academic warning list so that advisors could reach out to those student and intervene. CAS Advising staff also identified any students who had "inappropriate registration", i.e. students who register for classes when a grade in a prerequisite class suggest they might be at risk. Finally, we identified any student with C- or less in MTH and intervened if the student had registered for any course(s) that might put the student at risk.

(2) Other interventions: In December 2012, as part of a more intrusive, proactive advising approach, Assistant Dean Claudia Scott-Pavloff identified1800 students, regardless of division, who were under-enrolled. We shared this information with the Provost's office and with appropriate advisors in the other academic divisions. At the same time, Student Affairs identified students who had not registered for spring 2013. All of these students were contacted, and whenever possible, registration issues were resolved.

Professional Development: This has become a major focus in the CAS over the past 2 years and helps us achieve our 2020 Unifying Goal as well as our Foundation Goal 3 that focuses on developing partnerships and enhancing outreach. In addition to advising, the CAS has taken **several curricular approaches** to address professional development. We are continuing to develop a 4 year professional development plan, called **STEPS**, i.e. **S**trategies **T**hat **E**nhance **P**rofessional **S**uccess that focus on liberal arts students, alumni interaction and partnership with Career Services as key features.

(**1) First year curriculum**: This year we offered two sections of **WST 110** *Thriving at Miami and Beyond* (n=50 students total). Both of these sections were taught by faculty who coordinated the topics to focus on the value of a liberal arts degree and the pathways to professions. Additional sections of WST 110 (n=5) entitled *Focused Explorations and College Success*, focused on exploration of the liberal arts and these sections were taught by faculty (n=2 sections) and staff (n=3).

(2) Upper level curriculum: CAS 301 *Professional Pathways* focuses on the critical links between a strong liberal arts undergraduate education and diverse career paths including choices in business, government, and the private non-profit sector. It is offered during the spring semester.

(3) Pre-Medical Pre-Professional Program: A new pre-medical co-major was launched in the fall of 2013. There are currently 297 students who have declared the co-major. The PMD 101 course, *Explorations in Medicine*, is designed to provide the foundation information about preparing for medical school; this course had an enrollment of 498 students in fall 2013, compared with 346

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students in fall 2012. PMD 301, *Careers in Medicine,* had an enrollment of 119 in spring of 2013, and currently has 129 students enrolled in spring 2014. The overall acceptance rate for MU students continue to exceed the national average. *Based on 2011-12 data (the last year available), 62.8% of all MU applicants and 80.5% of applicants who scored a minimum of 24 on the MCAT (min. 8 on each section), maintained at least a 3.20 Science G.P.A., and maintained at least a 3.20 overall GPA, gained acceptance into Medical School compared to the national average of 46%.*

(4) Pre-Law Pre-Professional Program: The Pre-Law Program does not offer a co-major because there is not a specific curriculum required for admission to law school. Instead, Miami offers multiple curricular and co-curricular pathways to achieve success. The Pre-Law Program offers a PLW 101 course, *Exploring Careers in Law*; the enrollment was 176 in the fall of 2013. There is also a PLW 201 course, *Exploring Careers in Law II* (n=28, limit 30 in spring 2013), and a PLW 401 class, *Preparing for a Career in Law,* that had 23 students enrolled in fall of 2013. Additionally, the Pre-Law Director reports holding 156 pre-law advising appointments. *In 2012, 95% of applicants from Miami were accepted to one or more law schools (compared to 83.8% national average). Of those accepted, 19% were accepted to Top 25 law schools, 32% accepted to Tier 1 law schools and 53% accepted to Tier 2 law schools.*

(5) CAS Divisional Requirements: The CAS implemented a Writing Competency in the major and a divisional Quantitative Literacy requirement, both of these were developed and implemented in the CAS *ahead of changes in the Miami Plan.* Strong writing skills are cited by employers as critically important.

Other approaches have also been initiated to enhance professional development of our students.

(**6) Partnership with Career Services:** There have been a range of initiatives with Career Services, including career exploration events focused on specific majors, e.g. in History.

(7) Alumni Engagement and Other Partnerships: New programs, such as Inside Hollywood and Inside New York, as well as more established programs, e.g. Inside Washington, engage our students in experiential learning opportunities, frequently provided or arranged by our alumni. This year, alumni were instrumental in identifying internships for students in the Ohio Public Leaders program. Other alumni in various settings assist us in providing internships. We are working with Career Services to continue to develop these partnerships.

Curricular Approaches that broaden access, will help achieve the Unifying Goal and will contribute to Foundation Goals 1 and 3:

(**1) Develop online and hybrid courses**: In consultation with Dr. Beth Rubin, Assistant Provost of E-Learning, the CAS is targeting areas that will increase access to high-quality, academic credentials that enhance professional success (Unifying Goal) and will increase revenue and foster mutually beneficial partnerships (Foundation Goals 1 and 3. The areas are:

(i) Bridge Courses in Speech Pathology and Audiology (SPA): These are the undergraduate courses that are required to gain admission to Masters programs in SPA, the degree required in to practice. Students may decide to pursue a career in SPA after they have earned the baccalaureate degree in another field, or during their junior or senior year in college. They need the undergraduate prerequisite courses to compete for admission; these courses will provide those prerequisites. The first two courses are currently being developed and are scheduled to be offered in summer 2014 with the remaining four courses to be offered in fall (n=2) and spring, 2015 (n=2).

(ii) Analytics: Faculty in the Department of Statistics (STA - CAS) and Information Systems and Analytics (ISA – FSB) are developing a graduate certificate (4 courses) in analytics, with the first course scheduled to be launched in the spring term of 2015.

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(iii) Gerontology: A graduate certificate in Gerontology is planned. The department will work with an instructional designer to develop courses that will attract individuals working in elder care.
(iv) Low-residency MFA: This is a hybrid degree program in the final stages of approval and is expected to go online in the spring term of 2015.
(v) Professional Writing: We are investigating the possibility of offering a certificate program in professional writing through the Departments of Media, Journalism and Film and English
(vi) Environmental Science: The Institute for the Environment and Sustainability is planning on developing a six course graduate certificate program.

All of these will target students beyond the traditional Miami University, Oxford student population and all are intended to be revenue generating.

Partnerships with other educational institutions have been established or are being developed, e.g. the Department of English has established a partnership with Sun Yat-Sen University. We currently have undergraduate students from SYSU enrolled in Miami for one year, and they will transfer credits earned at Miami to SYSU. MA graduate students from SYSU will take graduate courses in the Department of English for one year. The Departments of Classics and Comparative Religion have developed a partnership with Walnut Hills High School. These partnerships contribute to the Unifying Goal, as well as Foundation Goals 2 and 3 by enhancing opportunities for a more diverse population, developing partnerships and increasing our global footprint.

Research and Graduate Programs are integral and vital components of the CAS and are critically important to achieving the 2020 Unifying Goal. The value and contributions of graduate programs are many, including the fact that, in many departments, the ability to work with graduate students is a major recruiting and retention factor for faculty. In many areas, the strength of our undergraduate programs is *directly* dependent on the quality of our graduate programs, e.g. research and other types of experiential learning opportunities provided to undergraduates would be significantly diminished without our graduate programs. In many cases, research productivity is also directly dependent on the strength of our graduate programs, particularly in those areas that depend on external funding. The graduate programs in the CAS also bring national recognition to many of our programs, part of Foundation Goal 3.

(1) Research: This year, we are in the process of identifying major areas of strength and will focus efforts to enhance interdisciplinary collaborations to continue to strengthen the impact of scholarship, to increase the number of students involved in research or some other experiential learning, both of which contribute to the Unifying Goal, and will help to increase external funding and provide talent and expertise that will have broader impacts, as articulated in Foundation Goal 3.
(2) Combined Bachelor's-Master's Degrees: Currently, 17 departments in the CAS have approved Bachelor + Masters degree programs and others are in the process of developing them. Departments and programs have identified strategies to attract students into these combination programs. Part of the approach has included curricular review which has resulted to streamlined curriculum with more clearly identified paths to specific outcomes in many departments.

Department Reconfigurations:

(1) Biology: The consolidation of the Departments of Botany and Zoology is fully approved, and we admitted students as Biology majors this fall.
(2) Media, Journalism and Film: The Department of Communication, the Journalism Program and Film Studies have been consolidated into the Media, Journalism and Film (MJF) Department. In both cases, curriculum has been reexamined, streamlined and areas of emphasis have been clearly identified, making it easier for students to navigate. We also eliminated the pre-major in Communication, thereby eliminating the restriction on this very popular major.

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(3) Global and Cultural Studies: This year we are investigating the opportunities to offer a more cohesive, integrated program in Global Studies and Culture. These initiatives will contributed substantially to achieving the 2020 Unifying Goal as well as Foundation Goals 1 and 3.

Infrastructure: The CAS maintains important units that are shared across the University and contribute substantially to our teaching and research mission, particularly regarding providing research and other experiential learning opportunities for students. These are: Center for Microscopy and Imagining (CAMI); the Center for Bioinformatics and Functional Genomics (CBFG); the Ecology Research Center (ERC); the Instrumentation Laboratory (IL); the Animal Care Facility and the Humanities Center.

The CAS requires major investment in a number of areas to remain competitive. Plans are already underway to address several of the more critical needs.

(1) Schideler Hall: We recently learned that renovation of Shideler Hall is going forward. This will directly and positively impact the Departments of Geology and Environmental Earth Sciences, Geography and the Institute for the Environment and Sustainability and will address a dire need in the CAS.

(2) Mallory-Wilson (MW) Center for Healthcare Education: We have designated a site in Pearson Hall to be the home of the MW Center. With the help of the MW Board and the Office of Development, we have raised ~$55K to support the renovation of space for the Center; the CAS will need to contribute ~$150K to complete the renovations.

(3) Laboratory Space: The laboratories in Pearson Hall are very outdated and need to be renovated. There are more than 1000 majors in the Biological Sciences (Biology and Microbiology), as well as majors in other STEM fields who take laboratory courses in Pearson Hall. Additionally, there are more than 1000 non-majors who also use these laboratories. We expect to invest at least $1 mil to renovate labs in Pearson Hall.

(4) Advising: With the increased demands on academic advising and the anticipated changes in the advising structure, we will need to hire more advisors. The advising suite is already too small to accommodate the demand. Students frequently need to wait out in the hall, but more importantly, we do not have the space to house new advisors. We are currently discussing options for expanding our CAS advising suite.

(5) Other: Other facilities in the CAS need attention as well. We are working with Physical Facilities and the Budget and Finance Office to determine costs and to prioritize the needs of the CAS. Currently, it is clear that both Harrison and Bachelor Halls need attention.

Challenges: The CAS, like the other divisions at Miami, and higher education in general, face many challenges. This is not an all-inclusive summary, but rather, a description of some of the most immediate challenges confronted by the CAS.

(1) Meeting the diversity of the University's instructional needs: The CAS has had to make permanent reductions of $4 mil, the equivalent of 44 faculty lines (assuming starting salary of $65K + 40.5% fringe), as mandated by the Strategic Priorities Task Force recommendations. Additionally, the recently adopted changes in state subsidy appears to have a negative impact on CAS revenue.

(2) Continuing to increase our research productivity: This is a challenge, in part, due to reductions in federal funding for research. It also requires maintaining and expanding facilities that are necessary to remain competitive. Faculty need to have release time and opportunities for leaves. In many disciplines, the strength of the graduate program is critically important to the research productivity of the faculty, so that needs to be considered when making decisions regarding resource allocations.

(3) Admission and enrollment management: We face increasing demands on our faculty's and staff's time and efforts as we contribute more proactively and purposefully to student recruitment, yield and retention. The support we need to enhance our retention rates will require an additional investment of time and money.

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> **(4) Facilities:** The CAS has dire needs in terms of our facilities and infrastructure. Many of our facilities need to be updated. There are too many classrooms and laboratories that are out-of-date, and there are very few updated seminar rooms. The CAS Advising Office needs to be expanded; our research facilities must be maintained in state-of-the-art condition if we are to compete at the national levels.

While we face several challenges, the faculty and staff in the CAS are dedicated individuals who take great pride in their role of making Miami University the excellent university it is. I have great confidence in our ability to work cooperatively across all campuses on the Miami University community to ensure continued success and to achieving the goals articulated in our strategic Miami 2020 plan.

MIAMI UNIVERSITY

CAS Report

Academic Committee of the Board of Trustees
February 6, 2014

CAS Background

- Provides the majority of Miami's hallmark liberal arts curriculum
- Actively engaged in numerous initiatives encompassing curriculum, research, culture and outreach
- Implements recruitment & retention strategies that strengthen partnerships with high schools, alumni and others
- Goals are aligned with the Miami 2020 Plan

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Recruitment Efforts

- The Bridges Program
- Make It Miami
- Summer Scholars 2014
- University Scholars
- The Oxford Pathway (TOP) Program
- Louis Stokes Alliance for Minority Participation (LSAMP)
- Off-site Advising (Columbus State)

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Retention Efforts

- Individual Advising - Orientation
- Annual CAS Welcome Program
  - University Studies (~100-125 students and 6-8 faculty)
  - Social Sciences (~100-125 students and 7-9 faculty)
  - Physical Sciences (~70-80 students and 7-9 faculty)
  - Biological Sciences (~130-150 students and 7-10 faculty
  - Humanities (~100-115 students and 12-15 faculty)

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Retention: University Studies

Declared Majors for entering class in Fall, 2012

Number of Students	Percent of Total	Major
229	28.0%	CAS Declared Majors
175	21.4%	CAS - US
78	9.5%	EHS
14	1.7%	CEC
11	1.3%	CCA
180	22.0%	FSB
130	*15.9%*	*Attrition*
817		**Grand Total**

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*Banner, Jan 2014

University Studies

Student Attrition

Number of Students *	Percent of Total	University Studies Codes
48	36.9%	ASUS
16	12.3%	ASU1
66	*50.8%*	*ASU2*
130	**100.0%**	**Grand Total**

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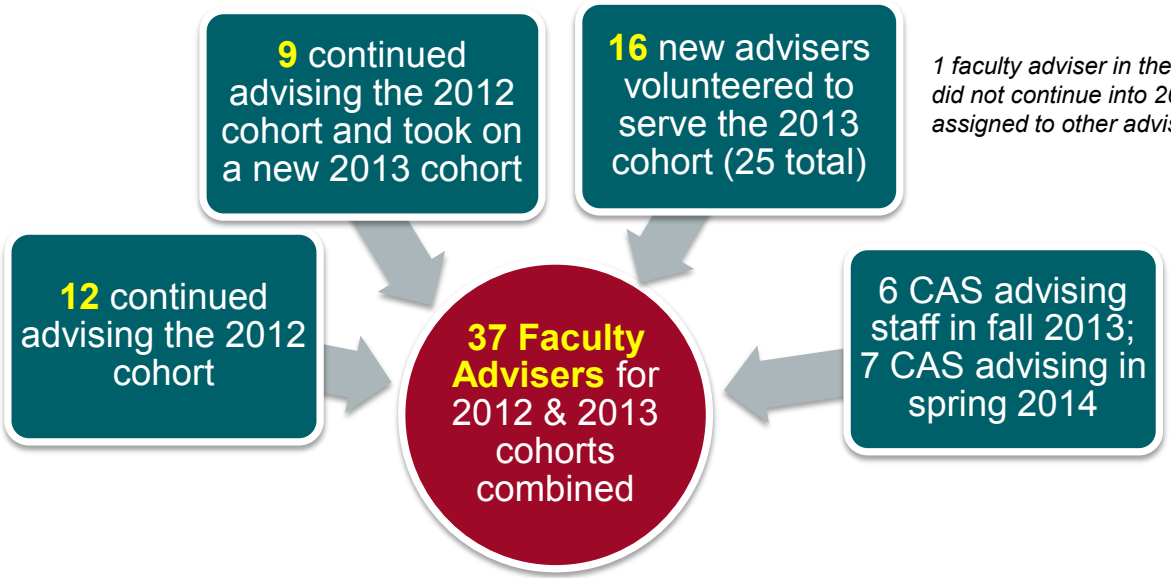
*Banner, Jan 2014

University Studies Advising

Out of 22 original faculty advisers:



1 faculty adviser in the 2012 cohort did not continue into 2013 (advisees assigned to other advisor)

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Retention: CAS Advising

- **Mid-semester intervention** of University Studies students
  - Identified and communicated with any US student who had not met with their advisor
- Other interventions
  - Identified 1800 “under-enrolled” students (regardless of division)
    - Shared with Provost’s Office and other academic divisions
    - Compared with academic warning list
  - Identified any student with C- or less in MTH
    - Addressed any registration issues

MIAMI UNIVERSITY

Retention: Professional Development

Employment of Liberal Arts Graduates

Key Points AAC&U Employment Study*

Liberal Arts Graduates:

- Earn more than professional majors at “peak earning” ages (56-60 y)
- Have low unemployment rates that decline over time
- Over-represented in social services professions
- ~ 40% of humanities/social science majors subsequently earn graduate or professional degrees
  - Largest boost for science and math majors
  - Smallest boost for professional majors

***SOURCE:** Association of American Colleges and Universities (AAC&U) and the National Center for Higher Education Management Systems (NCHEMS), “How Liberal Arts and Sciences Majors Fare in Employment,” 1/22/14
www.aacu.org/press_room/press_releases/2014/liberalartsreport.cfm

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Professional Development: STEPS

Strategies That Enhance Professional Success

- 4-year professional development plan
- Focuses on:
  - Liberal arts students
  - Alumni interaction
  - Partnership with Career Services

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Professional Development

Curriculum

- First-year and Upper levels
- Pre-Medical Pre-Professional Program
- Pre-Law Pre-Professional Program
- CAS Divisional Requirements
  - Writing Competency
  - Quantitative Literacy

Implemented in Fall 2013, ahead of changes in the Miami Plan

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Professional Development

- Partnership with Career Services
- Alumni Engagement and Other Partnerships

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Broadening Access

Development of online and hybrid courses:

- Low-residency MFA
- Bridge Courses - Speech Pathology and Audiology
- Analytics
- Gerontology
- Professional Writing
- Environmental Science
  - All are new revenue generating programs
  - Students beyond traditional MU

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Access: Partnerships & Alumni Engagement

SUN YAT-SEN UNIVERSITY

Department of English Undergrad & Grad Programs

Inside Hollywood

Ohio Public Leaders

Inside New York

FLAVORMAN
the beverage architects

DISTILLED EPICENTER SPIRITS

Science, Media, Writing

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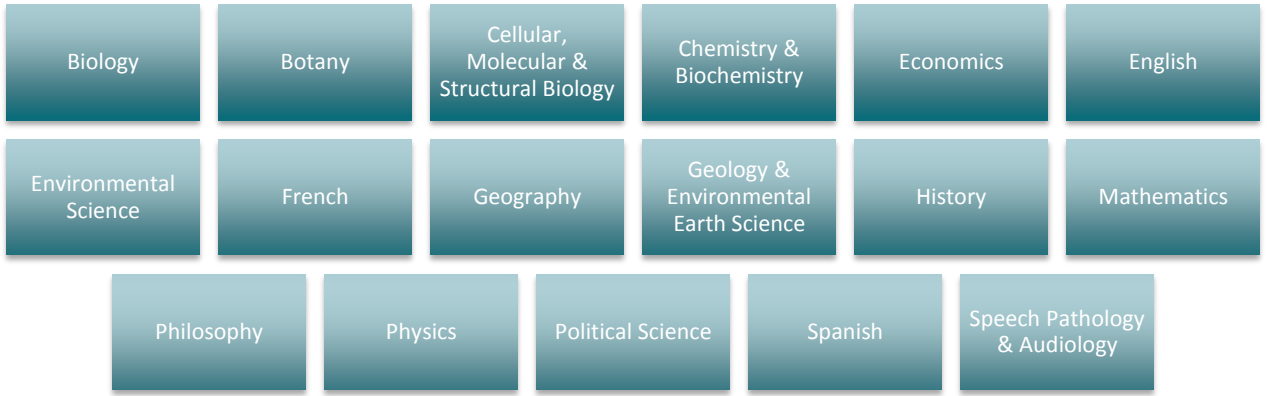
Research & Graduate Programs

- Graduate Programs
  - 9 Doctoral and 19 Master's
- Combined Bachelor's-Master's Degrees Fall 2014



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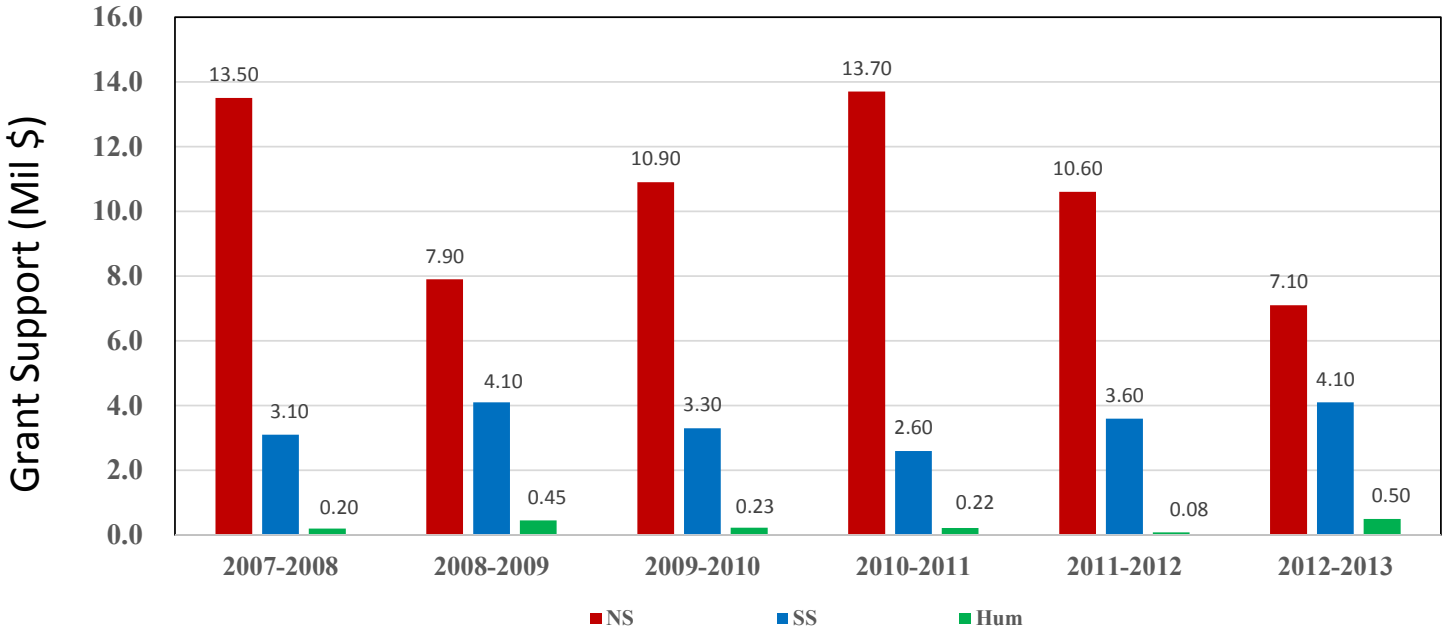
Research & Graduate Programs



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Research & Graduate Programs

Approaches to overcome challenges of current funding environment

- Identify and allocate resources to major areas of strength
- Focus efforts to enhance interdisciplinary collaborations
- Broader impacts
- Applied Research
- ***Faculty Development***
  - Research leaves
  - Bridge funds
  - Travel funds
  - Graduate student support

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Department Reconfigurations

Department of Biology

Department of Media, Journalism, and Film

Global and Cultural Studies

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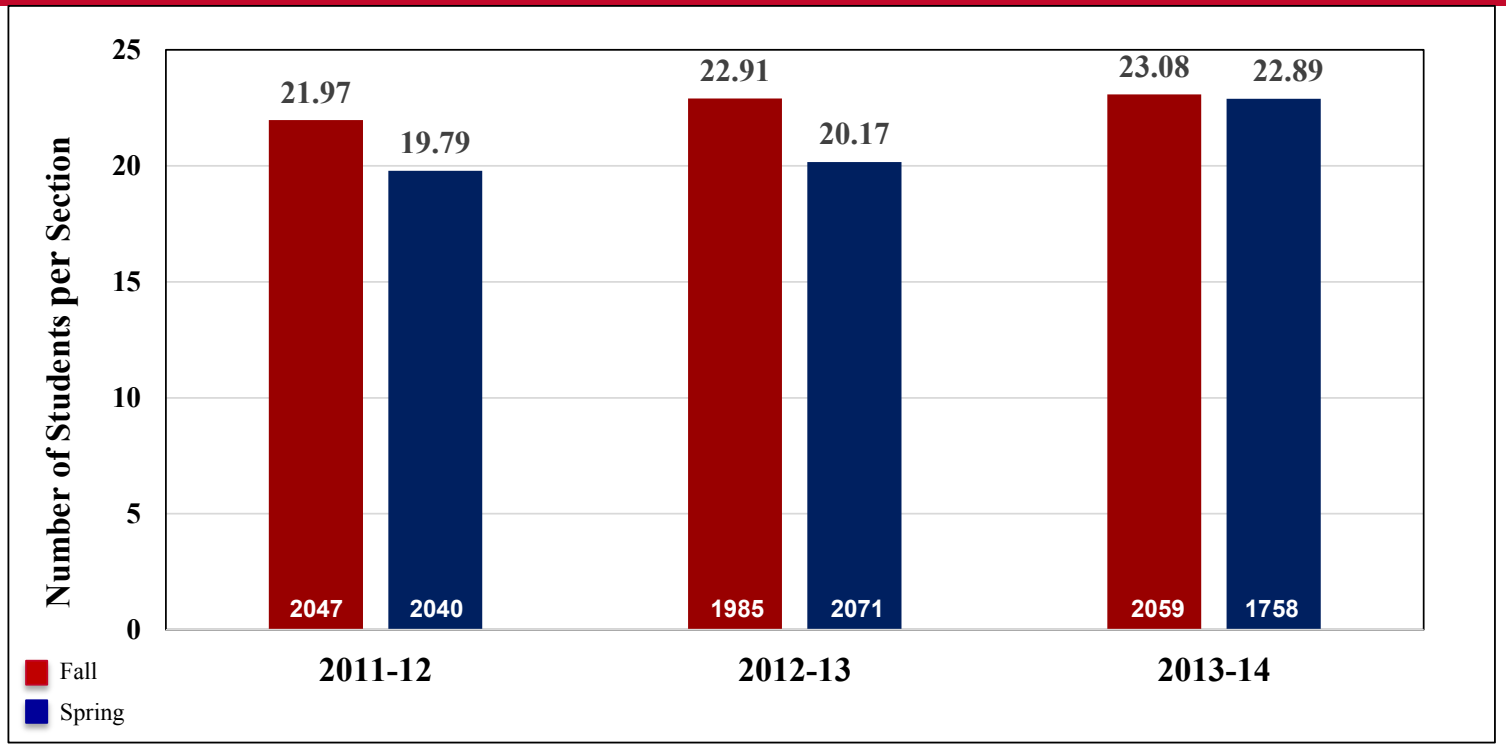
Streamlined Curriculum: Sections



Challenges

Meeting the diversity of Miami's instructional needs

Impact Strategic Priorities Task Force Recommendations

- $4 mil permanent reduction
- = 44 faculty lines (at $65K salary plus fringe)

Reductions

- 37 TT faculty (23 Retired + 14 Reduction)
  - Increase Lecturers and Clinical Faculty

New Hires (2013-14)

- 30 total permanent positions
  - 16 tenure track
  - 9 Lecturers
  - 5 Clinical Faculty

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Challenges

Improve Facilities/Infrastructure

- Schideler Hall
- Mallory-Wilson (MW) Center for Healthcare Education
- Classroom and Laboratory Spaces
- Advising
- Other

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Challenges

Increase Research Productivity

Create greater opportunities for students

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Challenges

- Admission and enrollment management
- Meet advising needs
- Professional opportunities for students

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Recognition and Gratitude

Commitment of faculty, chairs, directors, staff, student ambassadors and department /program representatives, alumni

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Thank You

Good News from Academic Affairs
December 2013– February 2014

Miami students received Ohio First Bioinformatics Scholarships

Thirteen Miami University students have been awarded the 2013-2014 Choose Ohio First Bioinformatics Scholarship.

The goal of the Choose Ohio First Bioinformatics Scholarship Program is to set Ohio on track to be a leader in the bioinformatics industry by ensuring a well-prepared pool of diverse, highly-trained students to enter the bioinformatics workforce in Ohio.
Bioinformatics — the application of computational techniques to molecular biology problems — is one of the fastest growing areas in science.

Kiplinger's cites Miami as one of the nation's "Best Values"

Miami University's "high four-year graduation rate, low average student debt at graduation, abundant financial aid, a low sticker price and overall great value," places it on the top 100 "Best Values" list for 2014, according to Kiplinger's Personal Finance.

Released Dec. 11, the Kiplinger report features public colleges that deliver a quality education at an affordable price. Miami placed 54th among in-state best values nationwide for public universities and also 48th for out-of-state public university values. Miami has placed in the 100 Best Values list ever year since Kiplinger's began publishing the rankings in 1998.

Four faculty members honored for their excellence in teaching

oseph Bates, Martha . a sta eda, . a ys u mmins and a mes Moller each ill receive the University istin guished eaching Award for their excellence.

The University Distinguished Teaching Award is conferred upon faculty whose achievements unequivocally merit recognition for excellence in teaching. Up to four awards will be given annually with up to one award for each rank: full professor; associate professor; assistant professor; and clinical, lecturer, and/or part-time faculty.

Alumni Factor ranking places Miami 22nd among public universities

Miami University ranks 22nd among 76 public national universities included in The Alumni Factor, a college-ranking platform.

The Alumni Factor uses alumni data to rate schools based on how successful their graduates are in their careers and lives. The latest findings are based on surveys and interviews with tens of thousands of graduates 24 and older. Miami ranks 52nd among 136 national universities and, on the full list, Miami ranks 116 among 227 colleges and universities of all types.

Major gift to establish the Lance and Diane White Family Professorship

Miami University alumnus Lance White and his wife, Diane, will establish the Lance & Diane White Family Professorship. The named professorship will be awarded to an entrepreneurship practitioner. The gift will be matched by The Farmer Family Foundation in support of their Farmer School of Business Assistant Professorship matching gift campaign.

" he White Family Professorship is targeted squarely at the intersection of academia and practicing entrepreneurship and ill bring enormous value to our students," said Brett Smith, director for the Institute for Entrepreneurship at Miami and the founding director for the Center for Social Entrepreneurship. "We believe that entrepreneurship is not something you can simply learn in a classroom. You have to live it. The White Family Professorship will bring this philosophy to life for our students."

Miami RedHawks match all-time highest GPA

Good News from Academic Affairs
December 2013– February 2014

The Miami University Athletics Department has announced that the RedHawks finished the fall semester with a cumulative grade-point average of 3.23, matching the highest GPA ever for Miami Athletics for a single semester. Miami also recorded a

3.23 GPA back in the spring of 2013.

Steven Tuck honored for his work in undergraduate teaching

Steven Tuck, professor and chair of classics at Miami University, received the Excellence inUndergraduate Teaching Award from the Archaeological Institute of America (AIA).

He was recognized during the AIA 2014 annual meeting Jan. 3 in Chicago, Ill..

Gion DeFrancesco receives Gold Medallion from Kennedy Center American College Theatre Festival

Gion DeFrancesco, scene designer, associate professor of theatre and theatre production manager at Miami University, has been awarded the Gold Medallion from the Kennedy Center American College Theatre Festival (KCACTF) Region III. He is one of three recipients of the award, given for sustained excellence of work in contribution to the KCACFT Region III Festival, particularly in the design and organization of the student design exposition.

New Miami graduates land where they planned

More than 91 percent of Miami University students who graduated August 2012-May 2013* were employed or ingraduate school by fall 2013.

Miami was able to obtain 100 percent of alumni educational placement data and 56 percent of alumni career placement data through various sources, including calling more than 2,000 Oxford bachelor's degree-receiving graduates in order to achieve a collective picture of new alumni success.

Yu (Jade) Morton named 2014 IEEE Fellow

Yu (Jade) Morton, professor of electrical and computer engineering at Miami University, has been named an IEEE Fellow. She is recognized for contributions to the understanding of ionospheric effects on global navigation satellite signals.

IEEE (pronounced "Eye-triple-E") — the Institute of Electrical and Electronics Engineers — is the o rld's leading professional association for advancing technology for humanity. Through its 400,000 members in 160 countries, the IEEE is a leading authority on a wide variety of areas ranging from aerospace systems, computers and telecommunications to biomedical engineering, electric power and consumer electronics.

Report of the Interdisciplinary Advisory Council

Update on SPTF Recommendation #13
January 2014

The Interdisciplinary Advisory Council (IAC) is chaired by Carolyn Haynes, associate provost, and it includes representatives from each academic division and the University Libraries: Michael Bailey-Van Kuren, H. Louise Davis, Peg Faimon, Tim Greenlee, Katie Johnson, Kate Kuvalanka, Chris Myers, Glenn Platt, and Jen Waller.

During the 2012-2013 academic year, the IAC met fourteen times; and in fall 2013, the Council met four times.

Below are the Council mission, goals and progress steps since the data of the last report (November 2012).

Council Mission

The Interdisciplinary Advisory Council works with faculty members and administrators from Miami University's six academic divisions to instigate and facilitate interdisciplinary research, collaboration, and instruction.

The IAC is additionally responsible for:

- Advancing greater understanding of interdisciplinarity among faculty, students, staff and external partners;
- Promoting interdisciplinary approaches to the curriculum, pedagogy and scholarship, and actively seeking new partners interested in interdisciplinary endeavors;
- Providing a forum for faculty and administrators interested in interdisciplinary activities to network, share ideas and collaborate on projects of mutual interest
- Collaborating with deans, department chairs and program directors to overcome obstacles to interdisciplinary teaching and scholarship
- Forging structural changes to advance and generate interdisciplinary collaborations and activities, including new appointments, promotion, and tenure guidelines, rewards and recognition, evaluation and assessment processes, appropriate data collection, hiring procedures, and resource allocations.
- Partnering with the university development office to create strategies for interdisciplinary program fundraising.
- Advocating interdisciplinary programs to the Miami community and external organizations.

Goals and Accomplishments

IAC Goal	Progress Steps
1) Develop the council mission, and identify a set of responsibilities.	Mission statement and responsibilities developed and approved (see above).

2) Research the Responsibility Centered Management budgeting approach, and develop a proposal for ensuring that it does not hinder interdisciplinary learning and teaching.	Report created and presented to Council of Academic Deans in November 2012.
3) Create an inventory of existing interdisciplinary programs, centers and other signature activities, and identify a process or processes for accurately recording the divisional, departmental and individual faculty contributions for interdisciplinary courses.	Questions related to interdisciplinary programs, courses and other activities added to the Compliance Assist Integrated Template. All units complete the template each May.
4) Communicate with the Miami Plan Redesign Team and the leadership of the Top 25 initiative about the possibility of including interdisciplinary learning in the new general education program and existing foundation courses.	Two IAC members serve on the Miami Plan Redesign team and were able to encourage integrative and interdisciplinary approaches in the new Miami Plan redesign effort.
5) Develop a consistent policy for the cross-listing of courses and procedures for developing new subject codes or prefixes for courses.	New guidelines developed, vetted with interdisciplinary program directors, revised, and approved by Academic Policy Committee, COAD and Senate. See Appendix A for a copy of the policy.
6) Define the various models of team-teaching, and develop a rubric or some other mechanism for appropriately assessing and recognizing the contributions of instructors engaged in team teaching.	Team-teaching guidelines developed, shared with interdisciplinary program directors, revised, and shared with individual deans. Revised guidelines were submitted to and approved by COAD. See Appendix B for most updated version.
7) Develop guidelines for joint academic appointments.	Guidelines developed and shared with interdisciplinary program directors, revised, and shared with COAD, revised, shared with chairs, revised, and were posted on Provost website. See Appendix C for final version
8) Create a website for interdisciplinary teaching, learning, and research at Miami.	Purpose, goals, and intended audience for website developed; content and site was launched in October 2013. See: www.miamioh.edu/oue
9) Launch “i-Network” which is aimed at faculty and administrators interested in interdisciplinary teaching, learning and scholarship.	Kick-off event held in November 2013 with over 40 faculty members in attendance. A list of ideas, barriers, and suggested steps for improving interdisciplinary learning at Miami was developed. See Appendix D for summary of ideas generated at the event.
10) Hold workshop for new and continuing faculty to introduce them to resources for interdisciplinary teaching and research and to forge cross-departmental and cross-divisional partnerships.	Workshop planned for February 2014

Appendix A: Cross-Listing Courses Policy

Rationale

A cross-listed course is the same course catalogued under two or more prefixes (also known as subject codes). Cross-listing of courses can provide faculty an opportunity to collaborate across disciplinary and departmental lines, and it offers students the opportunity to engage in multidisciplinary, cross-disciplinary and interdisciplinary learning. Cross-listing may also benefit departments and programs through the sharing of resources and ideas.

Although Miami University has been cross-listing courses for many years, no policy or procedures have been articulated to guide the creation and implementation of cross-listing. In this document, we offer suggested guidelines for cross-listing courses which we hope will sustain its key benefits yet also address some of its limitations.

Below are some of the challenges currently faced with cross-listing courses:

1. Not only has the number of cross-listed courses increased over time, but the various types of cross-listings have increased. For example, although the majority of courses carry two prefixes, other cross-listed courses have accumulated many more prefixes. One course, for example, holds ten different prefixes. In courses when there are numerous prefixes, some of the cross-listed portions of the course have few or no students. To complicate the situation further, some cross-listed courses carry not only different prefixes but also different numbers, including different levels of numbers, such as a 200-level course cross-listed with a 300-level course. This situation is confusing for students and cumbersome for book-keeping purposes. Courses with different numbers diminish the message that different course levels signify different levels of learning.
2. Because Banner only allows one portion of the cross-listed course (one prefix and number) when students register, courses can appear full when they are not. Similarly, courses can appear under-enrolled when they are not. This situation is confusing for students and challenging for administrators who must handle queries relating to the enrollments of a cross-listed course.
3. With the addition of each prefix, the complexities of encoding the degree audit add significant administrative workload for academic administrators, both within the academic divisions and the Office of the Registrar. Significant time and energy are expended to: build each new course in Banner; reconfigure the degree paths of all affected majors, minors, and thematic sequences; set enrollment caps for each cross-listed section; and align the schedules from all participating departments and programs. As the University continues to reduce the size of its staff and faculty, the need to advance efficiency is even more imperative.

These challenges have propelled us to consider ways of improving the way that we cross-list courses. A new set of recommended guidelines for cross-listing may also be benefited by two initiatives that are underway. First, Miami is moving to the Responsibility Centered Management (RCM) budgeting approach. Under RCM, cross-listing and departmental designations of courses in general are not as relevant because the RCM revenue-generation formula for courses is based upon the divisional location of the instructor's salary line and the division where the enrolled student's "first or primary" major is located. It is not based upon the departmental subject or designation(s) of the course. Thus, departments may not feel a need to have their subject code or

prefix tied to as many courses as possible, since resources are not dependent upon the subject code of the course.

Second, in the past, departments and programs may have wanted their prefix or subject code attached to a course because it would make the course more visible to students when they registered for courses. Beginning in 2013-2014, Miami students will have access to a new interactive degree-planning software program, called u.Direct, which will enable them to more readily plan their path to graduation and to see all of the possible courses (and descriptions of those courses) for meeting different degree requirements on a term-by-term basis. u.Direct enables students to see major related courses, courses outside of their home department as well as their relevance to their degree plans much more easily and all on one screen.

Recommended Guidelines for Cross-Listing Courses

The goal of this proposal to provide guidance for the cross-listing of courses and to address the challenges articulated above. Cross-listing should be done more purposefully and sparingly to indicate a true overlap of disciplinary foundations. Since Responsibility Centered Management policies imply that cross-listing no longer has resource implications, the following policy is advanced both to clarify the interdisciplinary nature of course content and to simplify the registration process.

1. Students may only earn credit for the same course under one prefix. If the course is repeatable for credit, students may only retake the course under the same prefix as the previous attempt. Students may sign up under any prefix of a cross-listed course (except if it is being repeated for credit), but they may be advised according to academic program requirements (where applicable).

2. Cross-listed courses and proposals must be identical in title, prerequisites, description, credits, grading practice, meeting times and days, and number of times a course may be taken for credit. When possible the cross-listed courses should carry the same course number.

3. Permanent courses should not be cross-listed with special topics or temporary courses under other prefixes.

4. Cross-listed courses should only be cross-listed with courses at the same level. For example, MTH 2XX should not be cross-listed with PHY 3XX. The cross-listing of 400/500 courses is an obvious exception.

5. Each course description in the Bulletin and on u.Direct should end with: "Cross-listed with [prefix]."

There will be a limit of three or fewer prefixes for cross-listed courses.[1] Exceptions to the three-prefix limit will be made in unique circumstances where the petitioners can offer a compelling reason for additional prefixes beyond three. For example, the foundations of four disciplines are *all* represented in a *significant* part the

[1] A review of currently cross-listed courses indicates that 70% of cross-listed courses presently have only two prefixes. Of the remaining 30%, a significant majority of those cross-listings were either from: a) the biological sciences which recently merged to create a single prefix; b) graduate/undergraduate cross-listing (which is exempt from this policy); or c) honors or other “modifiers” (which do not apply to this policy). We also reviewed the cross-listing policies and practices of 30 other universities. Over 80% limit the number of prefixes to two, and the remaining institutions limit cross-listing prefixes to three.

course content and a rationale for why an existing or new single prefix (see below) would not be appropriate. The litmus test for this exception is whether the course would have been offered in each of the cross-listing programs, as written, without any participation from the other programs. The University Registrar, in consultation with the Office of the Provost and the Interdisciplinary Advisory Council, will review petition requests.

In general, new and existing interdisciplinary programs are encouraged to create (if they don't have one) and use (if they have one) their own subject code on courses they offer, rather than cross-list. (See proposed guidelines for creating subject codes or prefixes.) Courses that are not part of an academic program but have contributions from more than two departments or program may use the divisional prefix (e.g., CAS, EHS, EAS, BUS, SCA) if they are drawing from perspectives within the division. For courses that are not part of any academic program and draw from departments and programs in different schools or colleges, a new university-level prefix (such as MUI) should be created and used for that purpose. Cross-listed courses, including, but not limited to those with more than three prefixes, are encouraged to adopt the university prefix for ease of course registration and for clarification of the unique university-wide content.

Note: These guidelines will be instituted in AY2014-2015 to provide time for departments and programs to work with the Registrar to adjust existing course prefixes and numbers accordingly and to alter appropriate University publications and websites.

Appendix B: MODELS OF TEAM-TEACHING

Katie Johnson and Peg Faimon on behalf of the Interdisciplinary Advisory Council

Revised March 29, 2013

Interdisciplinary, team-taught courses have for some time been lauded for their innovation and efficacy. Scholars such as Carolyn Haynes, William Newell, Julie Klein, and Tanya Augsburg, among others, have shown the power of advancing knowledge with team-taught pedagogies.[i] Given that research has compellingly demonstrated that both students and faculty benefit from team-teaching, we recommend that Miami supports team-teaching in various modes. The paths to interdisciplinary collaboration and team teaching are many, as James Davis notes in *Interdisciplinary Courses and Team Teaching*.[ii] Indeed, there is a continuum of collaboration in team teaching that involves various levels of engagement in the planning, content integration, teaching, and evaluation of courses. To that end, we have identified eight possible models for team teaching, but there certainly could be more. We offer this document as a way to invite campus-wide pedagogical innovation. Suggestions for assessment and support can be found on the attached grid.

1) **Connected Team-Taught Courses** in which two or more faculty teach two or more different course numbers (e.g. Highwire Brand Studio, ART 453 & MKT 442) at the same time and in the same room for the entire semester. The faculty and students collaborate on the same content/project(s) for the entire semester, and the faculty collaboratively design and teach the course content and evaluate student work.

2) **Partially Connected Team-Taught Courses** in which two or more faculty teach two or more different course numbers [OR the same course numbers] that work together for a portion of the semester. This arrangement may involve, for instance, a unit where classes come together to work on a project or study a related topic.

3) **Conventional Team-Taught Courses** where two or more faculty teach the same course number (IMS 440 or WST 301) together for the entire semester. The course is collaboratively designed, taught, and graded, and both instructors are physically present in the classroom for the entire term. The instructors collaborate on all of the work for the course.

4) **Relay-Race Team-Taught Courses** in which two or more faculty teach the same course, but they are not physically in the classroom together at the same time. Instead, one instructor hands off leading the course to another, much like passing a baton in a relay-race. Faculty still must coordinate their content to make sure it is cohesive and complementary within the structure of the course, but they do not actually share the teaching or grading.

5) **Splash Team Teaching with Lead Faculty with Supplemental Instructors** in which one or more "lead" faculty has primary responsibility for teaching the course, and supplemental faculty teach one or two class sessions and/or act as support or resource instructors for such targeted activities as critiques, workshops, or juries.

6) **On and Off Multiple Sections**. In this case, multiple instructors teach multiple sections of the same course, and they might come together for parts of the course to share guest speakers, presentations, or projects.

7) **Team Teaching with a Faculty from Another Institution**. In this case, you might have various arrangements, depending on the needs and situation.

8) **Nontraditional Team Teaching** which may occur outside the classroom, in learning communities, in spaces and places not yet imagined. For example, Miami could initiate a learning experience like Evergreen College's "Fields of Study," which are team-taught, interdisciplinary "programs" in Coordinated Study that last an entire semester. http://admissions.evergreen.edu/curriculum

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[i] See, for example: Augsburg, Tanya. *Becoming interdisciplinary: An introduction to interdisciplinary studies*. Kendall/Hunt Pub., 2006; Haynes, Carolyn, ed. *Innovations in Interdisciplinary Teaching*. Westport, CT: Oryx/Greenwood Press, 2003; Klein, Julie T. *Interdisciplinarity: History, Theory, and Practice*. Detroit: Wayne State University Press, 1990; Newell, William H. , "Powerful pedagogies." In *Reinventing Ourselves: Interdisciplinary Education, Collaborative Learning, and Experimentation in Higher Education*, ed. B.L. Smith and J. McCann, 196–211. Bolton, MA: Anker Press, 2001.

[ii] Davis, James. R. 1995. Interdisciplinary courses and team teaching: New arrangements for learning. Phoenix, AZ: Anker.

Appendix C: Guidelines for Joint Faculty Appointments

Introduction

Joint tenured and tenure-eligible faculty appointments in more than one department or program can advance interdisciplinary and disciplinary research and education and can assist faculty in moving across administrative

boundaries to undertake innovative intellectual and artistic endeavors and to produce pioneering knowledge. A faculty member with appointments in more than one department or program can promote collaborations between the academic units, thus contributing to the cultural diversity of both units.

This document sets guidelines and principles to assist the Office of the Provost and the academic divisions in recruiting, appointing, reviewing, promoting, and evaluating tenure-eligible and tenured faculty members who hold a joint academic appointment. The purpose of these guidelines is to help joint tenure-eligible and tenured faculty to thrive at Miami University.

Joint academic appointments are held by tenure-eligible and tenured faculty and commonly split 75%-25% between units. Appointments may occur between departments or programs within one division or between departments or programs from different divisions.

Principles

When a joint academic appointment is created, an MOU between the two units should be written and signed; signatories should include the faculty member, the heads of the units involved as well as the appropriate dean(s) and Provost. The MOU will articulate the procedures for evaluation and assignment of teaching, advising, and service responsibilities. It may also address other issues such as "start-up packages" and space. The goal should be that the faculty member's obligations across the two units are not greater than those of others who are full-time in one unit.

Units should agree on a single, joint process for review and evaluation, especially at times of the third-year review, tenure, and promotion. A single, joint process ensures that both units have input on the review and reduces the risk of conflicting feedback from the two units.

An academic department should serve as the administrative home[ii]. The administrative home department should be articulated in the MOU. The administrative home department should take the lead on the academic review and evaluation.

Each unit should take steps to help the faculty member with the joint academic appointment become part of the community such as ensuring the faculty member's participation in meetings and events and inclusion on regular written and electronic communications.

Units should work together to ensure that faculty members with the joint academic appointments are not excessively burdened and, in total, have comparable access to resources as faculty with single academic appointments. These resources include mentors, space, equipment, and funding.

The academic review of the faculty member should acknowledge the faculty member's multiple academic commitments and (if applicable) interdisciplinary work. In the case of faculty engaging in interdisciplinary scholarship, the review may entail making special effort to evaluate the work that falls outside of the normal purview of a single discipline. In this situation, reviewers for tenure and promotion should be selected carefully with the goal of identifying scholars who are capable of looking beyond disciplinary confines.

If the faculty member becomes aware of conflicting procedures regarding his or her joint academic appointment, he or she must bring these to the unit heads' attention in a timely manner. The unit heads will then work together to resolve the conflict and make note of the resolution in the MOU via an addendum. The appropriate dean(s) will address conflicts that cannot be resolved by the unit heads, and the Provost will address and resolve conflicts that cannot be resolved by the academic dean(s).

Practices

A faculty member with a joint academic appointment may be established when a dean, department chair or program director decides to conduct a search for a faculty member. When the initiation of the appointment comes from a department or program, the chair or director will seek approval from the appropriate academic dean. If the position calls for expertise that extends beyond one department or division, the dean may decide to search for a faculty member with a joint academic appointment. The academic dean and chair will confer with the appropriate department chair, program director, and academic dean (if the program or department is housed outside of the division) on the possibility of searching for a faculty member with a joint appointment.

If the search is approved by the appropriate dean(s) in consultation with the Provost, the dean(s) who will control the salary line of the faculty member has the authority to establish the search committee and the administrative departmental home for the faculty member who will be hired. A search committee that includes representatives from the departments or programs that will "host" the faculty with a joint academic appointment is strongly encouraged.

If the salary will be split between two divisions, the two deans will collaborate to establish the search committee and administrative home. Under Responsibility Centered Management (RCM), division deans will develop an accounting mechanism for splitting the net teaching revenue for courses taught by faculty with joint academic appointments across divisions. The revenue sharing will be based on the percentage of salary contributions by each division.

Once the faculty member has been selected, the unit heads and the appropriate dean(s) should create a plan for the joint academic appointment at the time of the appointment. The plan should be outlined in a formal, written memorandum of understanding.

The MOU should include:

- ***Designation of an administrative home department or division*** that ensures that reviews and other administrative tasks are completed in a timely fashion. When a division is designated as the administrative home, the dean is encouraged to appoint the faculty member to a secondary department or program. The administrative home department or division takes responsibility for notifying the other unit of reviews, preparing and modifying the MOU, and providing opportunities for review and renegotiation of agreements and plans. This designation does not release the other unit from its responsibility for providing clear communication with the faculty member and being responsive to issues as they arise. The dean(s) of the division(s) should advise in the event of disagreements on this and other issues. Conflicts that cannot be resolved by the appropriate dean(s) will be resolved by the

Provost. Ideally, the heads of the two units will meet at least annually to discuss the coordination of the joint academic appointment.

- ***Appointment percentage in each unit***

- ***Teaching, advising, and service expectations: The procedures for setting annual teaching, advising, and service expectations should be clearly delineated. The overall demands of the faculty member with the joint academic appointment should be reasonable and appropriately balanced in terms of the fractional appointments.***

- ***Evaluation criteria and procedure***: To the extent possible, the units participating in the appointment should define the standards and criteria that will be used to assess the quality of the faculty member's scholarship or creative activity, teaching, advisement, and service. When appropriate, these standards should take into account the unique features of interdisciplinary activity and the differences among the units where the faculty holds appointments. A clear indication of the procedure that will be used to determine the merit increment should be made.

- ***Access to Resources***: Unit heads should discuss and agree on the faculty member's access to resources in each unit [e.g., office space, administrative support, funding (such as travel money), and mentoring]. The units in which the faculty member holds the joint academic appointment should provide funds to the faculty member in accord with each unit's and its divisional practices and that are proportional to the faculty member's percentage of appointment.

- ***Mentoring***: If the joint academic appointment is for a tenure-eligible faculty member, each unit is encouraged to identify a mentor for the faculty member who can offer insights into the tenure and promotion process and who ideally is familiar with aspects of the faculty member's scholarly, service, and teaching interests. At least once a year, the joint mentors are encouraged to discuss the progress of the jointly appointed faculty member and meet together with the faculty member to offer feedback and advice.

- ***Timing and conduct of reviews***: At the time of the appointment and in consultation with the faculty member, the unit heads and dean(s) should produce a written plan for conducting reviews (annual and promotional). The plan should be streamlined as much as possible and include information about timing. The units should agree upon how they will communicate effectively throughout the review process to ensure that input is offered from both units in the review and evaluation of the faculty member. At minimum, the chair or director of the faculty member's secondary program or department should submit a written letter to the chair of the faculty member's administrative home department which is included in the review process.

- ***Review committee***: If possible, the unit heads should create an ad hoc bilateral review committee whose composition is roughly proportional to the faculty member's percentage of appointment. When

evaluating a faculty member who engages in interdisciplinary scholarship, members of the review committee should, when possible, understand the values and norms of interdisciplinary scholarship as well as the norms of the participating disciplines and should resolve any differences in emphasis between the two units. It may be helpful to write down the metrics for judging academic success. Special care should be given to selecting outside reviewers for promotion and tenure carefully, with the goal of selecting scholars who are capable of looking beyond disciplinary boundaries.

Sample MOU

MEMORANDUM OF UNDERSTANDING FOR THE JOINT APPOINTMENT OF
FIRSTNAME LASTNAME IN THE DEPARTMENT 1 AND PROGRAM 2
(Effective DATE)

This agreement outlines the circumstances of the joint academic appointment of [faculty member's name] to the Department of [department name] in the [division name] and the Program of [program name] in the [division name]. This appointment acknowledges the growing collaborative efforts between these two units.

Administrative Home Department

The Department of [department name] is designated as the administrative home department. Office and laboratory space will be provided by the Department of [department name]. The Department of [department name] will also supply administrative support including travel arrangements as well as equipment, research support, including contracts and grants administration. Professor [LASTNAME] will participate in the selection of graduate students in the Department of [department name].

All policies for assistantships, internal grants, leave awards, and research awards will be consistent with all faculty in the [division of the home department].

Teaching Assignment and Expectations

The [faculty member's name]'s teaching load will be governed by university guidelines for workload policy and the corresponding workload policies in the Department of [department name] and the Program of [program name]. Teaching assignments will generally be divided proportionately across the Department of [department name] and the Program of [program name]. Care will be taken to coordinate the schedule of Professor [LASTNAME]'s classes so that the meeting times do not overlap and there is sufficient time for traveling between classes. Time will also be allowed each week for research, advising, and service responsibilities. Each academic year, the chair of Department of [department name] will communicate with the faculty member and the director of the Program of [program name] to determine the faculty member's teaching and advising responsibilities in accordance with department, program, and University workload policy and this MOU.

At the time of the application for promotion and tenure, [LASTNAME] will be expected to offer evidence of continuing achievement of high-quality teaching through multiple assessment measures, including:

- Receiving favorable reviews on teaching/course evaluations which should be administered in every course in all semester and terms;
- Receiving favorable, multiple peer reviews of teaching;

- Providing one or more assessments of student learning;
- Undertaking a reasonable share, appropriate for probationary faculty, of work with students outside of scheduled classes.

The Department of [department name] and Program of [program name] will schedule and administer the course evaluations of their respective classes.

Advising Expectations

[LASTNAME] will not be assigned advisees during the first year of appointment. Following the first year, [LASTNAME] will be assigned advisees in the Department of [department name] each year.

Service Expectations

Professor [LASTNAME]'s committee assignments will be coordinated annually between the department and program. Service in both the department and program will be expected to be approximately half of that expected for a full FTE. Professor [LASTNAME] should be prepared to participate in the faculty meetings of Department of [department name] and the Program of [program name] as a voting member and to serve on thesis and ad hoc committees as appropriate.

It is understood that it may not be possible to attend every meeting in both the Department of [department name] and the Program of [program name], given the nature of the joint appointment. Professor [LASTNAME] is expected to attend at least two faculty meetings in the Department of [department name] and at least one faculty meeting in the Program of [program name] each semester.

Research and Scholarship Expectations

Throughout the probationary period, [LASTNAME]'s evaluation and promotion and tenure committee will provide guidance regarding scholarship expectations. Such guidance is provided via the annual review process (described below) and will include both summative and formative commentary.

Professor [LASTNAME] should develop and articulate a strategy for professional success. The Department of [department name] and the Program of [program name] expect a pattern of scholarly activity that is characterized by a sense of growth and continuous productivity. Candidates are expected to provide evidence of productivity in several, but not all, areas such as: authored and edited books, articles in peer reviewed journals, presentations at national or international conferences, and competitive grants. Multiple entries per year are expected. Candidates must document the quality of scholarly activity by providing acceptance rates, circulations, journal rankings, conference attendance, publication impact, etc., where appropriate and when available.

Judgment as to "high quality" research and its "prospective continuation" are made by the Promotion and Tenure Committee, the chair of the Department of [department name], the director of the Program of [program name], the dean of [division name], the University Promotion and Tenure Committee, the Provost, and the President. The judgment as to the quality, quantity, and prospective continuation of work produced by the candidate is strongly informed by the external evaluators. Such evaluators should be well respected and

established researchers who are able to take an objective and comprehensive view of the candidate's work and its relation to the broader body of research within which it is placed.

Assigned Research Appointments and Faculty Improvement Leaves will be recommended by both Department of [department name] and Program of [program name] prior to the start date of the leave.

Annual Evaluations and Promotion & Tenure

Miami University policy requires that with a joint academic appointment, any future reviews for advancement should be coordinated between the involved units. The Department of [department name] will take the lead on processing review cases. An ad hoc committee will be constituted to perform the annual reviews and reviews for promotion and tenure. The chair of the Department of [department name] in consultation with the director of the Program of [program name] will build the committee. The committee membership will come from both Department of [department name] and Program of [program name] and include four members. Three will come from the Department of [department name] and one from the Program of [program name]. The chair of the committee will be elected by a vote of the committee members.

The committee's letters will be forwarded to the chair of Department of [department name] and the director of Program of [program name]. The chair of the Department of [department name] and the director of the Program of [program name] will each write a letter and then forward their letters and the committee's letter to the dean. Every effort will be made to ensure that the department and program agree on whether a merit increase is justified and on the size of the increase. However, in the event that they cannot agree, then the department chair and program director will submit a recommendation to the Dean of [name of appropriate dean(s)], and the dean(s) will resolve the issue. If the deans are unable to resolve the issue, the Provost will make a final decision.

We agree to the joint appointment of Professor [LASTNAME] as proposed above.

Signed by:

Faculty Member	Date
Chair Department	Date
Program Director	Date
Dean	Date
Dean	Date
Provost	Date

Appendix D: i-Network Kickoff Meeting

November 4, 2013; 5:30 – 7:00 pm; Marcum Conference Center

The Interdisciplinary Advisory Council hosted a kick-off reception and event for all faculty interested in pursuing interdisciplinary teaching and learning opportunities. Participants were asked to discuss the following three topics in small groups:

1. What is your vision for a highly integrative, interdisciplinary learning environment? What are the key elements?
2. What do you see as some of the challenges and barriers that we face which might prevent or impede this vision?
3. What are some next steps that the IAC could take to move toward this vision?

Below is a summary of the responses generated to the above questions.

Vision of a Highly Integrative, Interdisciplinary University

- Flexible and open spaces for shared learning and collaborations; problem-based spaces that are not controlled by a program or department
- Mutual respect and understanding across divisions, departments, disciplines, fields
- Ongoing interdisciplinary conversations
- Broad perspectives, such as being in the Grand Canyon and not focusing only on the bug you are crushing
- Willingness to look outward
- Focus on coordinated, flexible, integrative learning versus traditional silos
- Promotion of studio model learning
- Advancement of student-centered learning over teacher-centered learning
- Faculty offices not assigned by department or discipline but by interest area; or randomly assigned faculty offices to encourage unexpected results
- Open lines of communication
- “Idea Kitchens” that are open to all
- Technology leveraged to advance cross-disciplinary inquiries and communications
- More focus on integrative learning and less focus on specialization of knowledge
- Interdisciplinary scholarship, experiential learning, and risk-taking are encouraged and rewarded.
- Faculty café time or faculty club; gathering spaces that allow cohesion
- Finding time for building networks and relationships and experimenting with new ways of thinking
- Playfulness and happenstance
- Students navigate multiple disciplinary cultures every semester
- Culture where we embrace borrowing, stealing, appropriating ideas
- Coordinated studies and open time blocks for learning
- Learning communities
- Problem-based networks

- Focus on methodologies rather than disciplines and departments
- Cross-divisional partnerships and work
- Cross-listing
- Heterogeneous learning outcomes
- Team teaching across disciplines
- Integrative projects that are experiential, research-oriented, community based
- Self-defined degree paths
- Students are exposed and excited by interdisciplinary thinking early in their undergraduate experience
- Multiple models of liberal education

Barriers & Challenges

- Physical spaces that isolate students and faculty by department or division
- Few clear rewards for interdisciplinary activity
- Exam based culture and standardized assessment instruments
- Fear of change and the unknown
- Inadequate funding and resources
- RCM budgeting model that can be divisive and breed "silos" and turf wars among divisions
- Over emphasis of budgetary matters over intellectual ideas
- Inability to see connections among global understanding, interdisciplinary studies and community/service learning
- Worries about one's ability to do interdisciplinarity: Can we teach interdisciplinary courses without knowing interdisciplinary theory? How easy is it to teach interdisciplinary skills and outcomes? What does the map toward interdisciplinarity look like? Is it too difficult to foster interdisciplinary work among undergraduates since they don't have the disciplinary knowledge base yet?
- Miami Plan does not encourage interdisciplinarity; CAS requirements also do not encourage interdisciplinarity
- Parents, students, employers may not see relationship of interdisciplinarity to employment and professional success
- Lots of myths surround interdisciplinarity. For example, some people think that one person cannot be interdisciplinary or that interdisciplinarity can only be done via team teaching.
- Mental and Physical Silos
- Finding balance between depth of learning (disciplines) and breadth (interdisciplinarity)
- University system privileges uniformity
- Professional accreditation (e.g., ABET) privileges disciplinarity
- Scaling interdisciplinarity is challenging
- Different discourses among departments, disciplines make finding common ground challenging
- We are in the "habit" of disciplinary thinking and ways of operating
- The competing perceptions that interdisciplinarity always leads to cost-saving or that it is too costly
- The idea that interdisciplinarity is opposed to disciplinarity when in fact the relationship is synergistic
- Doing good interdisciplinary work is time-consuming and can be more difficult for faculty

- Faculty workload is high, leaving little time for experimentation

Next Steps

- Create incentives in the form of rewards and recognition for faculty, programs and "frontier" or pioneering activities—e.g., team-teaching, interdisciplinary projects, newly designed pioneering interdisciplinary courses
- Create "safe zones" that allow or even encourage risks and failure, such as new evaluation mechanisms that reward risk-taking and innovation
- Find ways to ease cross-divisional enrollment barriers
- Facilitate teaching and research clusters of faculty; clusters could focus on common themes, rather than disciplines
- Create grants for interdisciplinary work
- Advocate for physical spaces that encourage interdisciplinary learning—perhaps in the library
- Review P&T and merit evaluation criteria, and revise to support interdisciplinary work. For example, create a committee of "experts" who understand interdisciplinary work and who can provide external reviews on P&T dossiers
- Create an option for team office suites where faculty may be grouped for a period of time by a common interest area.
- Educate faculty on interdisciplinarity and its relationship to other pedagogical and curricular approaches. Work toward a more common understanding of interdisciplinary (term is often used too loosely and confused with other terms such as multidisciplinarity, transdisciplinarity, cross-disciplinarity, etc.); promote the idea of interdisciplinarity as a means to addressing questions or solving problems rather than an end in itself
- Set up Intra-Miami Google or Facebook Group
- Provost and Provost could send messages about importance of interdisciplinarity
- Design exciting interdisciplinary programs which are attractive to students
- Establish problem-based networks
- Launch faculty cluster hires around themes, common interests
- Encourage or require interdisciplinary and team-taught capstones and first-year seminars
- Review teaching evaluations and revise to encourage interdisciplinarity, risk-taking, creativity
- Dedicate part of e-news to faculty ideas to encourage connections
- Set aside one time period when no classes are held to foster common activities and collaborations
- Revise activity reports to include categories related to interdisciplinarity, risk-taking, etc.
- Incorporate intentional interdisciplinary learning in Miami Plan (team teaching, etc.)
- Clearly explain RCM and its implications for interdisciplinarity to faculty so that people are informed
- Hold more networking events to develop strategic partnerships

FINAL REPORT OF THE TASK FORCE FOR THE PREVENTION OF SEXUAL ASSAULT RECOMMENDATIONS UPDATE

February 6, 2014

Presented to:

Miami University Board of Trustees
Academic/Student Affairs Committee

Presented by:

Kenya D. Ash
Director of OEEO
Title IX Coordinator
Section 504 and ADA Coordinator

Rebecca Getson
Sexual Assault Response Coordinator
Deputy Title IX Coordinator for Student Sexual Assault

Recommendations Update

The following information reviews the progress Miami has made in implementing the recommendations from the Final Report of the Task Force for the Prevention of Sexual Assault dated January 18, 2013. Since the issuance of the final report, the mission for sexual assault reporting, response, prevention, and education has been revised due to the reauthorization of the Violence Against Women Act ("VAWA"). VAWA included the Campus Sexual Violence Elimination Act ("Campus SaVE") to address domestic violence, dating violence and stalking in addition to issues of sexual assault. Miami has revised its policies, procedures and education programs to comply with Campus SaVE.

Task Force Recommendation 1: Implement a campus-wide campaign to enhance a culture of safety, respect and inclusion.

- Miami launched the initial phase of the I Am Miami Initiative at convocation on August 23, 2013;
- First year students received the I Am Miami pin, a hologram card with the Code of Love and Honor on the reverse side, and I Am Miami T-shirts;
- Regional campus students received the I Am Miami T-shirts during the Fall Fest on the Hamilton campus or the Fall Picnic on the Middletown campus;
- A limited number of cards were distributed to regional campus student leaders;
- I Am Miami posters were distributed to various departments during fall semester 2013;
- In January of 2014, pins and cards were mailed to all Miami employees; and
- I Am Miami website was created.

Task Force Recommendation 2: Expand campus-wide educational programs on sexual assault prevention and risk-reduction.

- The Sexual Assault Response Coordinator and Deputy Title IX Coordinator for Student Sexual Assault ("SARC/Deputy Title IX Coordinator") was appointed on April 29, 2013;
- The SARC/Deputy Title IX Coordinator oversees the prevention and education program for students and was charged to implement many of these recommendations;

- The Bystander Intervention program, I Am Miami I Step Up ("I Step Up"), will launch on January 29, 2014;
- Posters, giveaways and I Step Up education will be included in the Spring 2014 launch and full I Step Up implementation will occur in the Fall of 2014;
- The Office of Student Wellness, Sexual Assault Prevention and Response Services created a vision and mission statement to guide response and prevention efforts across all campuses;
- The SARC/Deputy Title IX Coordinator first convened the Prevention and Response to Sexual Assault and Violence Committee in October 2013;
- EverFi currently provides online education through the Haven and AlcoholEdu modules to first year Oxford campus students;
- Online education modules are in the process of being expanded to the regional campuses;
- The Office of Equity and Equal Opportunity ("OEEO") has intensified its efforts at educating faculty, staff and students on harassment and discrimination issues;
- OEEO has conducted 37 live training sessions since March of 2013;
- OEEO has improved its scheduling and tracking system;
- OEEO created a page on the OEEO webpage that includes information for departments to request live training from OEEO representatives;
- Miami requires all new hire employees, employed for 30 days or more, to successfully complete online Preventing Sexual Harassment and Preventing Employment Discrimination training modules; and
- Miami administrators are in the process of reviewing and implementing a new online training program.

Task Force Recommendation 3: Enhance current support for victims and adjudication of perpetrators; systematically assess the effectiveness of these services.

- The SARC/Deputy Title IX Coordinator responds to all reports of sexual assault, domestic violence, dating violence, and stalking;
- OEEO responds to reports of sexual harassment;
- Investigations of these reports are conducted by OEEO, Title IX Investigator, and/or through an Office of Ethics and Student Conflict Resolution (OESCR) process depending on the type of alleged violation;
- The SARC/Deputy Title IX Coordinator offers to meet with every victim/survivor in order to provide information, resources, supportive services, and referrals;
- Disciplinary action generally cannot begin without a written, signed complaint and without disclosing the victim/survivor's identity. Miami reserves the right to pursue disciplinary action even if there is no written, signed complaint if Miami believes there is sufficient information to proceed without the cooperation of the victim/survivor;
- A complaint is not required for the victim/survivor to use supportive services or resources;
- The SARC/Deputy Title IX Coordinator continues to collaborate with the victim/survivor until it is determined that the victim/survivor's needs are met;
- The SARC/Deputy Title IX Coordinator maintains records of reports and all contacts with victim/survivors;

- The Emergency Case Manager meets with and provides information to the accused student when a complaint is filed;
- Miami University's sexual assault response information is available online on the Campus Safety and Security Sex-Based Offense Protocol webpage; and
- The Office of Student Wellness is in the process of reviewing and updating the Sexual Assault Prevention and Response Services webpage.

Task Force Recommendation 4: Identify sustained funding, including a permanent budget, for the implementation and ongoing maintenance of the Campaign on Respect and Inclusion, the expanded campus education programs, and the comprehensive webpages.

- The I Am Miami Initiative is supported by the Office of the President, Office of Institutional Diversity and various other units;
- There is dedicated funding for the full-time SARC/Deputy Title IX Coordinator;
- Haven and AlcoholEdu are funded through student fees;
- The Safety and Security webpage and the Sexual Assault Prevention and Response Services webpage are part of the Miami University website; and
- Sexual Assault Prevention and Response Services and WAVES have partnered with additional agencies and departments in order to fund individual programming.

Task Force Recommendation 5: Coordinate these efforts across all campuses.

- Online education, although currently available for Oxford students, only, will soon be expanded to the regional campuses;
- Live sexual assault prevention educational programs for students are available to all campuses upon request;
- I Step Up will have a rolling implementation, with slight variations based upon the needs of each campus;
- Individual departments/units on all campuses may request live harassment and discrimination training from OEEO;
- New hire employees on all campuses are required to successfully complete the Preventing Sexual Harassment and Preventing Employment Discrimination online training and the new training program for employees will be available to all Miami employees;
- The SARC/Deputy Title IX Coordinator responds to all reports, regardless of campus; and
- OEEO continues to respond to, investigate and resolve reports of harassment and discrimination on all campuses.

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Final Report of the Task Force for the Prevention of Sexual Assault Recommendations Update

Board of Trustees
Academic/Student Affairs Committee
February 6, 2014

Presented by

Kenya D. Ash
- Director of OEEO
- Title IX Coordinator
- Section 504 and ADA Coordinator

Rebecca Getson
- Sexual Assault Response Coordinator
- Deputy Title IX Coordinator for Student Sexual Assault
- Office of Student Wellness

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Final Report Recommendations

1. Implement a campus-wide campaign to enhance a culture of safety, respect, and inclusion;
2. Expand campus-wide educational programs on sexual assault prevention and risk-reduction;
3. Enhance current support for victims and adjudication of perpetrators; systematically assess the effectiveness of these services;
4. Identify sustained funding, including a permanent budget, for the implementation and ongoing maintenance of the Campaign on Respect and Inclusion, the expanded campus education programs, and the comprehensive webpages; and
5. Coordinate these efforts across all campuses.

MIAMI UNIVERSITY

1. Campus-Wide Campaign

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2. Expand Campus-Wide Educational Programs

- Prevention
  - Student education
  - Peer education
  - Alcohol and sexual assault
  - Employee education
- Online Education
  - Preventing harassment and discrimination
  - Haven and AlcoholEdu
- Sexual and Interpersonal Violence Prevention/Response Committee

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3. Enhance Support and Adjudication; Assess Services

- Support/response and adjudication
  - Sexual Assault Response Coordinator/ Deputy Title IX Coordinator
  - Miami University Police Department /Oxford Police Department
  - Office of Ethics and Student Conflict Resolution (OESCR)
  - Emergency Case Manager
  - Office of Equity and Equal Opportunity
- Assessment

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4. Identify Sustained Funding

- I Am Miami Initiative
- Full-time Sexual Assault Response Coordinator
- Online education
- Outside agencies and partnerships

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5. Coordinate Efforts Across All Campuses

- I Step Up
- Education
  - Student education (online and in person)
  - Employee education (online and in person)
- Response
  - Sexual harassment
  - Sexual assault, domestic violence, dating violence, and stalking

MIAMI UNIVERSITY

MIAMI UNIVERSITY

Miami University

Office of Community Engagement and Service

	Fall 2013	Fall 2012	AY 2012-13
TOTAL IMPACT OF SERVICE*	**$ 522,659**	**$ 549,918**	**$ 1,033,068**
SERVICE-LEARNING			
Courses/Sections	31	21	42
Fee assessed sections	8	12	24
Revenue generated	$ 22,650	$ 24,450	$ 40,100
Students (non-unique)	396	489	843
Sites	35	24	not available
Placements	441	476	815
Hours	4410	4760	8150
Value of volunteer time	$ 97,637	$ 103,720	$ 177,589
COMMUNITY OPPORTUNITIES			
NobleHour (previously list-serv)			
Partner accounts	79	not applicable	50
Postings	not available	not applicable	not available
Active students	4593	not applicable	940
Hours (estimated)	16500	16500	33000
Value of volunteer time	$ 365,310	$ 359,535	$ 719,070
MUVolunteers list-serv			
Subscribers	1399	800	930
Adopt A School			
Volunteers	108	145	150
Sites	23	23	23
Placements	119	157	294
Hours	1190	1570	2940
Value of volunteer time	$ 26,347	$ 34,210	$ 64,063
America Reads and America Counts			
Tutors	57	71	80
Sites	15	15	15
Placements	126	163	178
Hours	1260	1630	1780
Value of volunteer time	$ 27,896	$ 35,518	$ 38,786
ADVOCACY AND ACTIVISM			
Walkabout			
Student residences contacted	1031	958	958
Volunteers	83	119	119
Hours	166	238	238
Value of volunteer time	$ 3,675	$ 5,186	$ 5,186
Community K'Nexions Dinners			
Dinners	2	2	2
Community Members	30	73	73
Students	61	95	95
Pledge A Meal			
Pledges	not yet available	2196	2196
Amount per pledge	not yet available	$ 4.11	$ 4.11
Total amount raised		$ 9,025	$ 9,025
Urban Plunges			
Plunges	3	4	6
Students	21	32	56
Hours	81	125	197
Value of volunteer time	$ 1,793	$ 2,724	$ 4,293
Sharefest			
Residence Halls	not applicable	not applicable	36
Off-campus housing locations	not applicable	not applicable	232
Volunteers	not applicable	not applicable	84
Hours	not applicable	not applicable	691
Value of volunteer time	$ -	$ -	$ 15,057

THE OFFICE OF COMMUNITY ENGAGEMENT AND SERVICE (OCES) has been named to **The President's Higher Education Community Service Honor Roll** every year since 2008. Additionally, in 2012, OCES was recognized as one of only five recipients of *The Presidential Award*. And in 2013, was one of 100 institutions (six in Ohio) named to the *Honor Roll with Distinction*.

OCES received the prestigious **Carnegie Classification for Community Engagement in 2010** – *valid until 2020*

SERVICE-LEARNING

- Academic Service-Learning (SL) course designations which appear on students' official transcripts and in faculty promotion & tenure guidelines.

COMMUNITY OPPORTUNITIES (Coordinated volunteerism)

- **NobleHour** (Online volunteer matching system) and **MUVolunteers list-serv** (weekly newsletter)
- **Adopt A School** (21 year-old student-led volunteer program supporting K-12 and senior adult initiatives)
- **America Reads and America Counts** (Federal Work Study funded tutoring programs)

ADVOCACY AND ACTIVISM (including Neighborhood Responsibility)

- **Walkabout** - annual neighborhood student welcoming event focused on responsible behavior
- **Community K'Nexions Dinners** - hosted for community members and primarily Greek-affiliated sophomores to improve communication and civility between them (co-hosted with 2nd Year Programs)
- **Pledge A Meal** - student led annual fundraising event to benefit area food pantries (Social Action Center)
- **Urban Plunges -** overnight experiences in Cincinnati, Hamilton, Middletown, Cleveland, and Dayton exposing students to urban issues (in partnership with Urban Teaching Cohort and 19 schools & agencies)
- **Sharefest** - annual end-of-year service and environmental effort facilitating Miami students donation of usable furniture, food, and clothing to area social service agencies
- **Other** - 5-10 Food and Necessity Drives per academic year

Additional OCES Initiatives:

- **WST204/304** - Service-Learning Foundations Courses
  - Offered in partnership with Western Program
- **EMPOWER/SJS 165** - Social Issues Foundations Course
  - Offered in partnership with Social Justice Studies
- **Transportation**
  - OCES fully coordinates free utilization of rented (4) and/or University (7) vehicles, and required risk & liability compliance, for students participating in its programs
    - average operational costs for a rental vehicle is **$5,500 per year**
    - average operational costs for an OCES-owned vehicle is **$2,850 per year**
- **Faculty Advisory Council on Service-Learning**
  - Ten faculty members, representing each University division, advise OCES on Service-Learning initiatives
- **Service-Learning Designation Committee**
  - Five faculty/staff members evaluate faculty-submitted courses for SL designation

TOTAL IMPACT OF SERVICE* COORDINATED BY OCES (FALL 2013): $522,659.00 TO DATE

*According to Independent Sector, the national 'value of volunteer time' is $22.14 per hour (for 2012).

The Office of Community Engagement and Service (OCE&S)

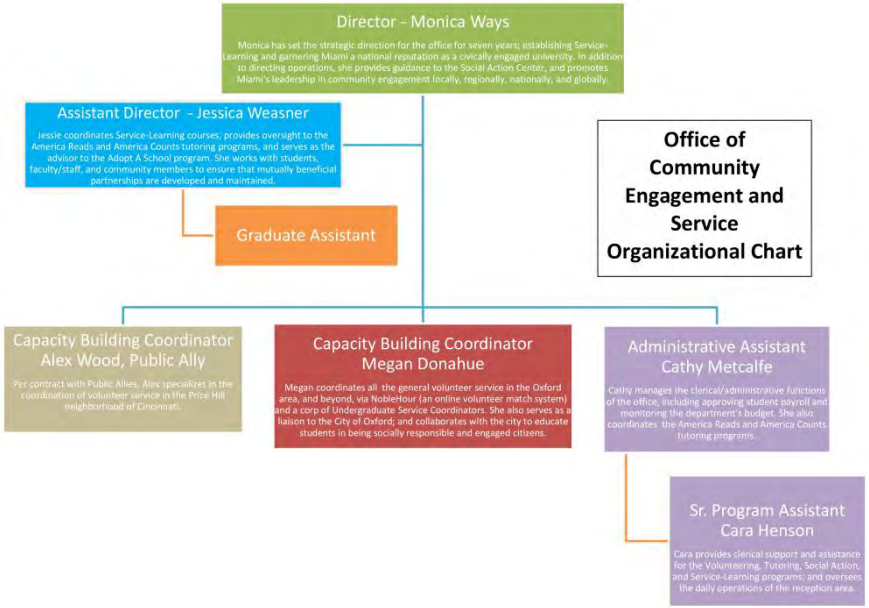
Achieving Engaged Campuses and Communities

Presented to
Miami University Board of Trustees
Academic/Student Affairs Committee
February 6, 2014

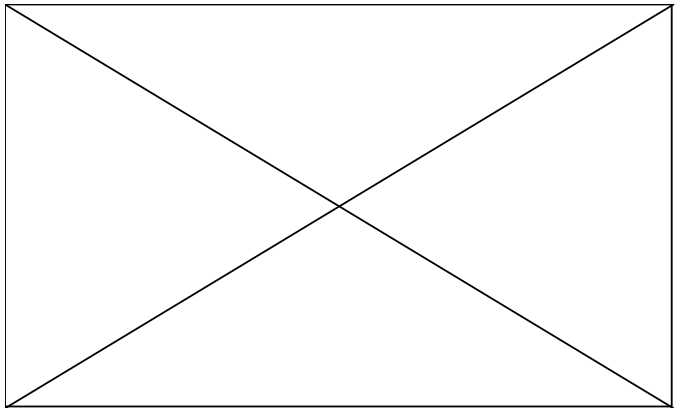
MIAMI UNIVERSITY

The Engaged University

Please note: Slides with larger versions of the text boxes follow this PowerPoint



Learning is the least useful when it is private; it is most useful when it is public" Schulman cited in Eyler & Giles, 1999



MIAMI UNIVERSITY

OCE&S 2006 Strategic Plan

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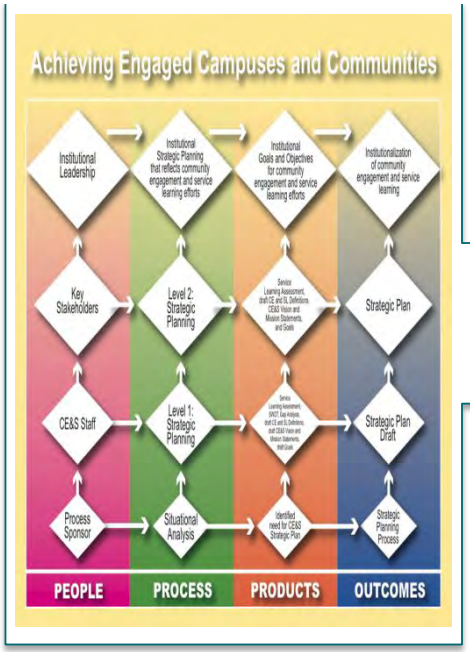
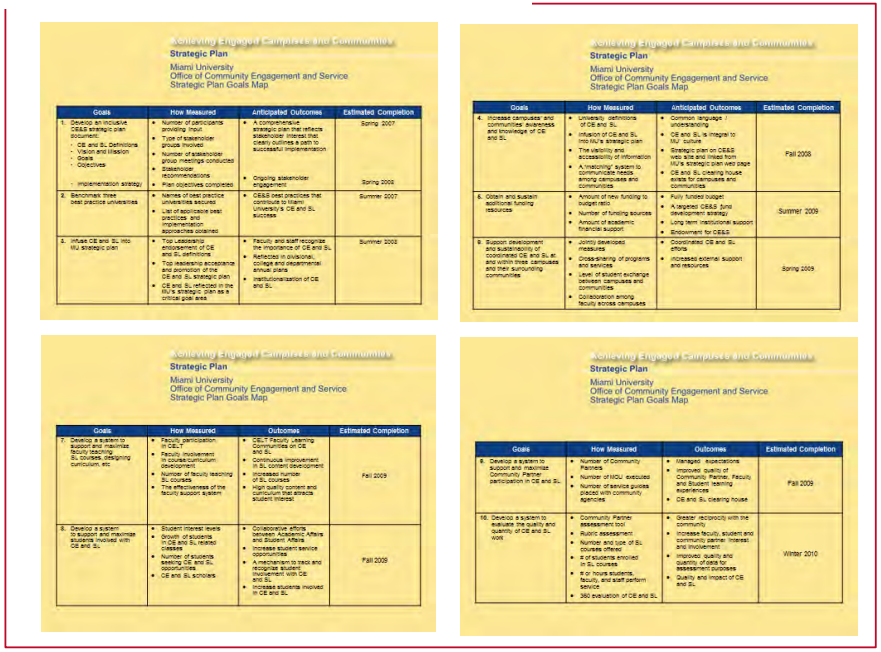




OCE&S 2006 Strategic Plan *Achieved Outcomes*

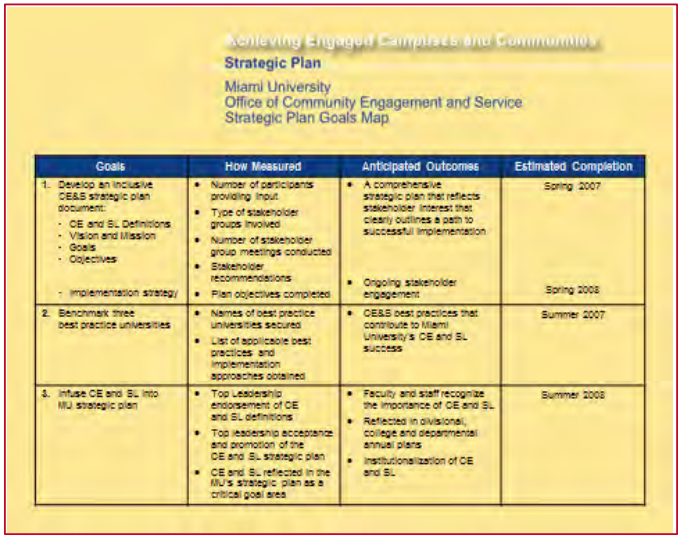
Please note: Slides with larger versions of the text boxes follow this PowerPoint

Mission

To be a catalyst for mutually beneficial campus and community partnerships

Guiding Principles

Mutuality	We experience shared power with our community and campus partners as a function of our interdependence.
Integrity	We communicate honestly and act fairly to build trust with our community and campus partners
Equity	We join community and campus members as equitable partners to generate collaborative decision making and collective visioning
Preparedness	We ready ourselves for ever-deepening engagement through critical reflection on our learning in both the classroom and community, both pre and post engagement as part of a greater continuum of engagement
Inclusion	We build coalitions that transcend boundaries created by difference and value our community and campus partners for the unique contributions each makes toward improving the quality of life and learning



Achieving Engaged Campuses and Communities

Strategic Plan

Miami University
Office of Community Engagement and Service
Strategic Plan Goals Map

Goals	How Measured	Anticipated Outcomes	Estimated Completion
1. Develop an inclusive CE&S strategic plan document: - CE and SL Definitions - Vision and Mission - Goals - Objectives - Implementation strategy	• Number of participants providing input • Type of stakeholder groups involved • Number of stakeholder group meetings conducted • Stakeholder recommendations • Plan objectives completed	• A comprehensive strategic plan that reflects stakeholder interest that clearly outlines a path to successful implementation • Ongoing stakeholder engagement	Spring 2007 Spring 2008
2. Benchmark three best practice universities	• Names of best practice universities secured • List of applicable best practices and implementation approaches obtained	• CE&S best practices that contribute to Miami University's CE and SL success	Summer 2007
3. Infuse CE and SL into MU strategic plan	• Top Leadership endorsement of CE and SL definitions • Top leadership acceptance and promotion of the CE and SL strategic plan • CE and SL reflected in the MU's strategic plan as a critical goal area	• Faculty and staff recognize the importance of CE and SL • Reflected in divisional, college and departmental annual plans • Institutionalization of CE and SL	Summer 2008

Goal 3 achieved with Miami 2020 Plan

MIAMI UNIVERSITY

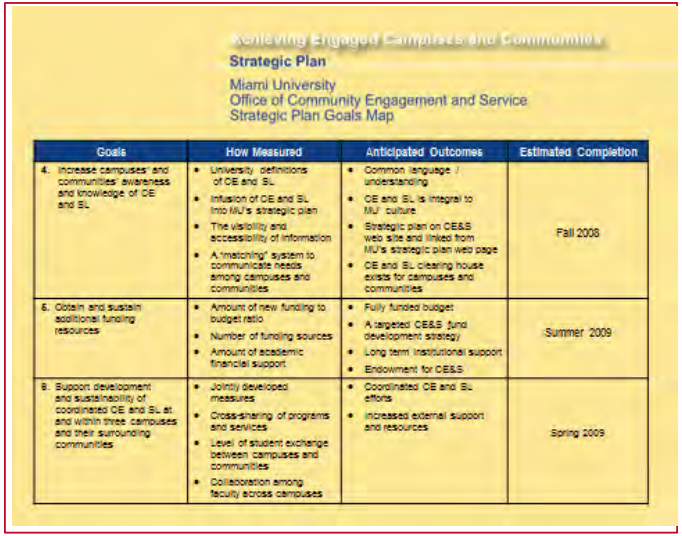
OCE&S 2006 Strategic Plan *Achieved Outcomes*

Please note: Slides with larger versions of the text boxes follow this PowerPoint

- **Community Engagement** is a reciprocal, continuous learning process that builds sustainable partnerships among campuses and communities to facilitate change.
  - Community Engagement encompasses Service-Learning, volunteerism, social advocacy and engaged scholarship.

- **Service-Learning** is an experiential, pedagogical practice that uses action and reflection to meet community needs and enhance learning through mutually beneficial, reciprocal partnerships

- AmeriCorps VISTAs – 2 FTE (2007-2012)
- Misc. Small Program Grants (~$7K)
- America Counts (AC) established 2009
- America Reads/America Counts expanded to Regionals (‘10)
- Urban Plunges



Strategic Plan

Miami University
Office of Community Engagement and Service
Strategic Plan Goals Map

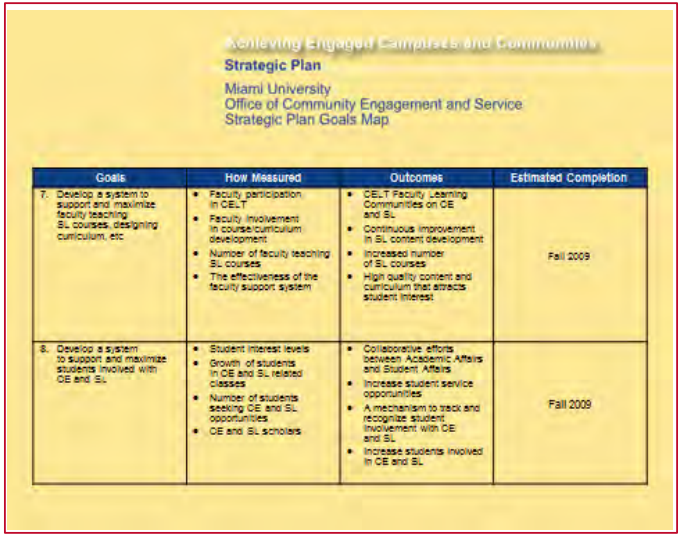
Goals	How Measured	Anticipated Outcomes	Estimated Completion
4. Increase campuses' and communities' awareness and knowledge of CE and SL	• University definitions of CE and SL • Infusion of CE and SL into MU's strategic plan • The visibility and accessibility of information • A 'matching' system to communicate needs among campuses and communities	• Common language / understanding • CE and SL is integral to MU culture • Strategic plan on CE&S web site and linked from MU's strategic plan web page • CE and SL clearing house exists for campuses and communities	Fall 2008
6. Obtain and sustain additional funding resources	• Amount of new funding to budget ratio • Number of funding sources • Amount of academic financial support	• Fully funded budget • A targeted CE&S fund development strategy • Long term institutional support • Endowment for CE&S	Summer 2009
8. Support development and sustainability of coordinated CE and SL at and within three campuses and their surrounding communities	• Jointly developed measures • Cross-sharing of programs and services • Level of student exchange between campuses and communities • Collaboration among faculty across campuses	• Coordinated CE and SL efforts • Increased external support and resources	Spring 2009

MIAMI UNIVERSITY

OCE&S 2006 Strategic Plan *Achieved Outcomes*

Please note: Slides with larger versions of the text boxes follow this PowerPoint

- Faculty Scholar for Service-Learning (2008-2010)
- Faculty Advisory Council on Service-Learning (2008 -)
- Faculty Learning Communities (2009 & 2010)
- White Paper on Service-Learning (2009)
- Online Faculty Service-Learning Toolkit (2010)
- Service-Learning Course Designation and Committee (2009)
- Service-Learning Fee (2010)
- Service-Learning in all three areas P&T Guidelines (2012)
- MUVolunteers list-serv
- EMPOWER/SJS 165
- WST 204/304



Achieving Engaged Campuses and Communities
Strategic Plan
Miami University
Office of Community Engagement and Service
Strategic Plan Goals Map

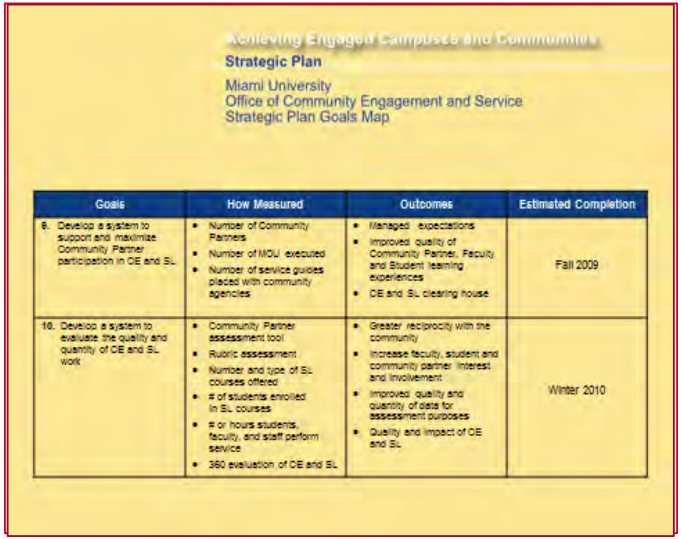
Goals	How Measured	Outcomes	Estimated Completion
7. Develop a system to support and maximize faculty teaching SL courses, designing curriculum, etc	• Faculty participation in CELT • Faculty involvement in course/curriculum development • Number of faculty teaching SL courses • The effectiveness of the faculty support system	• CELT Faculty Learning Communities on CE and SL • Continuous improvement in SL content development • Increased number of SL courses • High quality content and curriculum that attracts student interest	Fall 2009
8. Develop a system to support and maximize students involved with CE and SL	• Student interest levels • Growth of students in CE and SL related classes • Number of students seeking CE and SL opportunities • CE and SL scholars	• Collaborative efforts between Academic Affairs and Student Affairs • Increase student service opportunities • A mechanism to track and recognize student involvement with CE and SL • Increase students involved in CE and SL	Fall 2009

MIAMI UNIVERSITY

OCE&S 2006 Strategic Plan *Achieved Outcomes*

Please note: Slides with larger versions of the text boxes follow this PowerPoint

- Online Engagement System (created '07, implemented'08)
- Community Partner Council (2009- 2011)
- Memoranda of Understanding (2007-)
- Service Plans (2007-)
- Service Guides/Undergraduate Service Coordinators (2007 -)
- NobleHour (2012 -)



Achieving Engaged Campuses and Communities
Strategic Plan
Miami University
Office of Community Engagement and Service
Strategic Plan Goals Map

Goals	How Measured	Outcomes	Estimated Completion
9. Develop a system to support and maximize Community Partner participation in CE and SL	• Number of Community Partners • Number of MOU executed • Number of service guides placed with community agencies	• Managed expectations • Improved quality of Community Partner, Faculty and Student learning experiences • CE and SL clearing house	Fall 2009
10. Develop a system to evaluate the quality and quantity of CE and SL work	• Community Partner assessment tool • Rubric assessment • Number and type of SL courses offered • # of students enrolled in SL courses • # or hours students, faculty, and staff perform service • 360 evaluation of CE and SL	• Greater reciprocity with the community • Increase faculty, student and community partner interest and involvement • Improved quality and quantity of data for assessment purposes • Quality and impact of CE and SL	Winter 2010

MIAMI UNIVERSITY

Award Winning, Nationally Recognized

- Carnegie Classified 2010-2020
- U.S. President's Higher Education Community Service Honor Roll (2008-2013)
  - ➢1 of 5 Award Recipients, 2012
  - ➢with Distinction, 2013

Carnegie Foundation for the Advancement of Teaching

THE PRESIDENT'S
Higher Education
Community Service Honor Roll
2013 Honor Roll with Distinction

Miami is now a university that others Benchmark

MIAMI UNIVERSITY

Achieving Miami 2020

Unifying Goal: Learning and Discovery
Promote a learning and discovery environment that produces extraordinary student and scholarly outcomes.
•Participation in Service-Learning has numerous positive impacts on students including retention, higher academic achievement, higher levels of engagement, increased interaction with faculty, increased tolerance and acceptance of difference, and a stronger commitment to service and social responsibility (Hatcher, Bringle & Muthiah, 2004; Kuh, 2008).

Foundation Goal 2: Inclusive Culture and Global Engagement
Promote a diverse culture of inclusion, integrity, and collaboration that deepens understanding and embraces intercultural and global experiences
• George Kuh's landmark study on high-impact educational practices identified six practices shown to substantially improve the success of all students (Kuh, 2008). Among these are both Service-Learning and global learning which encompasses study abroad programs.

Foundation Goal 3: Effective Partnerships and Outreach
Cultivate mutually beneficial partnerships and applied and service-oriented projects that strengthen our local, state, national, and world communities.
•OCES began using the language of "mutually beneficial" in 2006, and has been managing such service experiences for our students for the past seven years.

MIAMI UNIVERSITY

Achieving Miami 2020
Opportunities and Obstacles

Citizen development through service is vital to the core educational mission of the University, and responds to the call for universities to "produce graduates who are equipped not only to be active and engaged United States citizens, but global citizens (Galiardi & Koehn, 2011; Tarrant, 2010; Perry, Stoner, and Tarrant, 2012).

- Institutional culture shifting toward Community Engagement and Service-Learning
- Winter Term, Global Service-Learning and Study Abroad Implications
- Revise White Paper on Service-Learning to include Global Initiatives (to be submitted to University Senate Feb 2014)
- Ever-increasing demand for OCES services though OCES is already operating at capacity

MIAMI UNIVERSITY

Achieving Miami 2020

White Paper on Service-Learning: Fostering Global Engagement

Fostering Global Engagement:
Translating Service-Learning Guiding Principles for International Practice

As members of the Miami community, we recognize that with the goal to expand international engagement and partnerships, we can help ensure that the existing guiding principles in Miami's current exemplar Service-Learning initiatives will be replicated when students and faculty engage internationally.

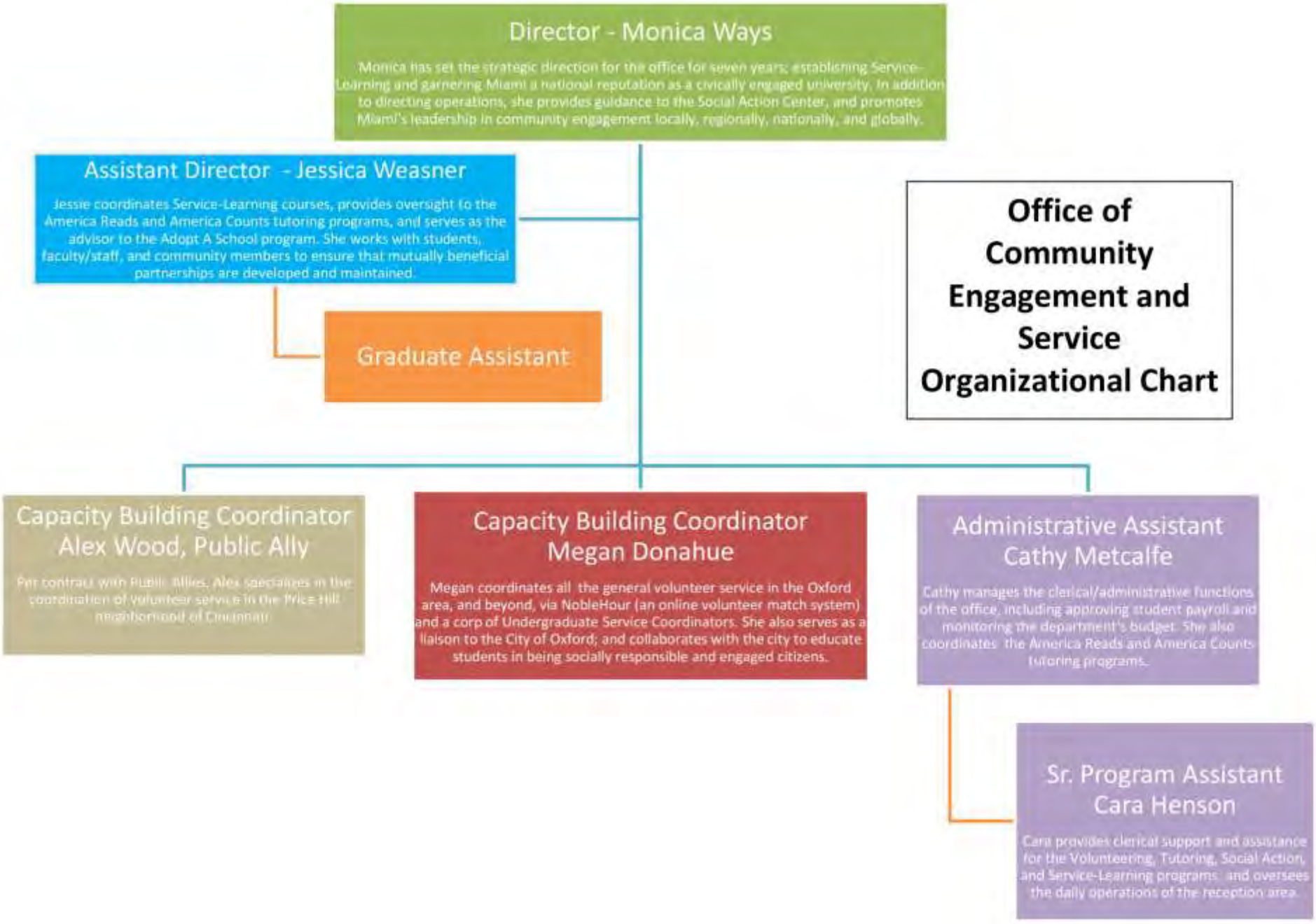
In order to enhance the quality of Miami's leadership in global initiatives, this white paper will:

1. provide a review of existing research,
2. discuss emerging issues, trends and problems to be addressed in global Service-Learning, and
3. translate this research into standards for future best practices in global Service-Learning.

Image credit: International Association for Research on Service-learning and Community Engagement.

MIAMI UNIVERSITY

Discussion and Questions


Director - Monica Ways
Monica has set the strategic direction for the office for seven years; establishing Service-Learning and garnering Miami a national reputation as a civically engaged university. In addition to directing operations, she provides guidance to the Social Action Center, and promotes Miami's leadership in community engagement locally, regionally, nationally, and globally.
Assistant Director - Jessica Weasner
Jessie coordinates Service-Learning courses, provides oversight to the America Reads and America Counts tutoring programs, and serves as the advisor to the Adopt A School program. She works with students, faculty/staff, and community members to ensure that mutually beneficial partnerships are developed and maintained.
Graduate Assistant
Office of Community Engagement and Service Organizational Chart
Capacity Building Coordinator Alex Wood, Public Ally
Per contract with Public Allies, Alex specializes in the coordination of volunteer service in the Price Hill neighborhood of Cincinnati.
Capacity Building Coordinator Megan Donahue
Megan coordinates all the general volunteer service in the Oxford area, and beyond, via NobleHour (an online volunteer match system) and a corp of Undergraduate Service Coordinators. She also serves as a liaison to the City of Oxford; and collaborates with the city to educate students in being socially responsible and engaged citizens.
Administrative Assistant Cathy Metcalfe
Cathy manages the clerical/administrative functions of the office, including approving student payroll and monitoring the department's budget. She also coordinates the America Reads and America Counts tutoring programs.
Sr. Program Assistant Cara Henson
Cara provides clerical support and assistance for the Volunteering, Tutoring, Social Action, and Service-Learning programs, and oversees the daily operations of the reception area.

Achieving Engaged Campuses and Communities

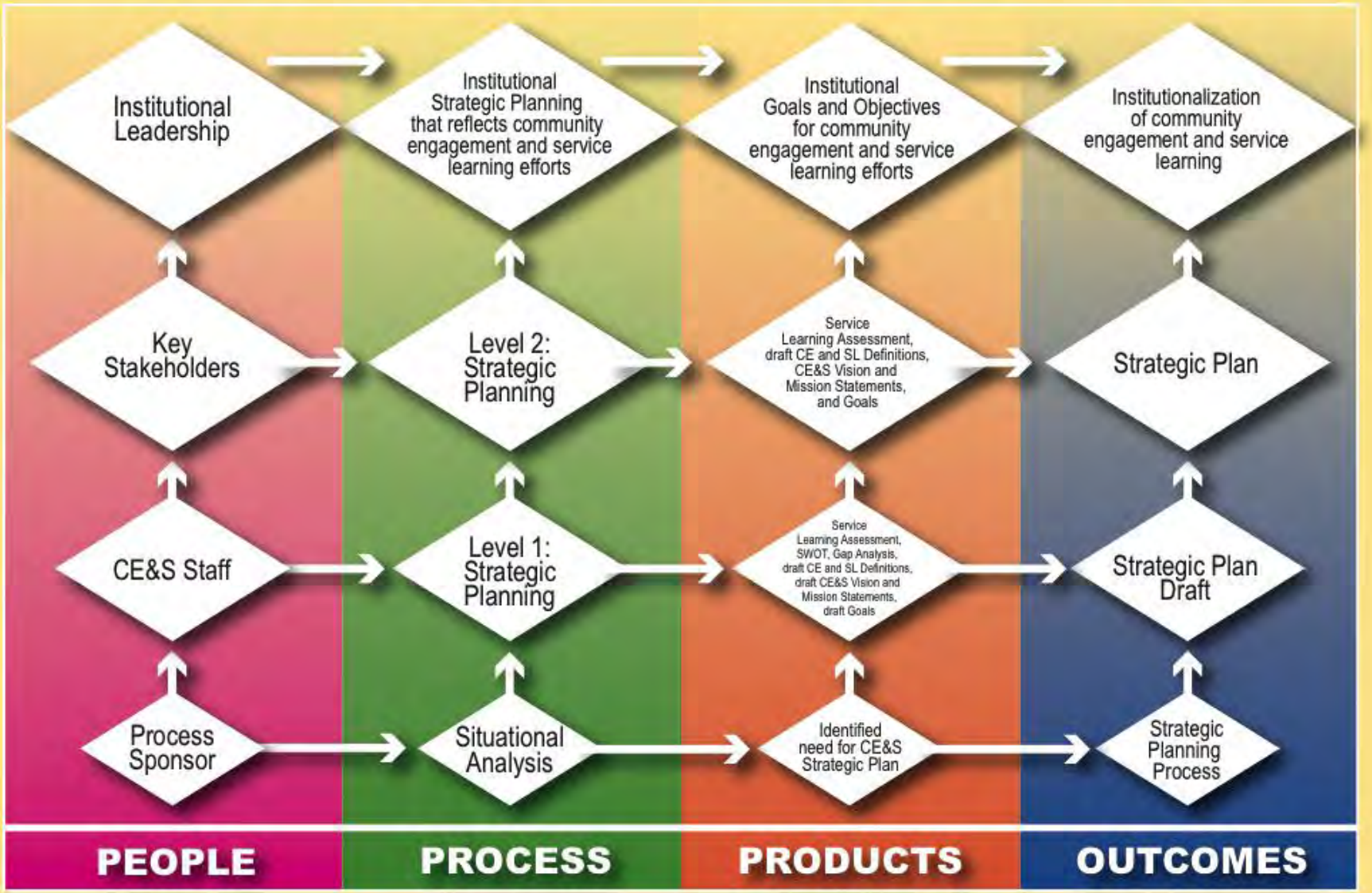
Office of Community Engagement and Service

Miami University

Oxford, Ohio

2006

Achieving Engaged Campuses and Communities



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Achieving Engaged Campuses and Communities

Strategic Plan

Miami University
Office of Community Engagement and Service
Strategic Plan Goals Map

Goals	How Measured	Anticipated Outcomes	Estimated Completion
1. Develop an inclusive CE&S strategic plan document: - CE and SL Definitions - Vision and Mission - Goals - Objectives - Implementation strategy	• Number of participants providing input • Type of stakeholder groups involved • Number of stakeholder group meetings conducted • Stakeholder recommendations • Plan objectives completed	• A comprehensive strategic plan that reflects stakeholder interest that clearly outlines a path to successful implementation • Ongoing stakeholder engagement	Spring 2007 Spring 2008
2. Benchmark best practice universities	• Names of best practice universities secured • List of applicable best practices and implementation approaches obtained	• CE&S best practices that contribute to Miami University's CE and SL success	Summer 2007
3. Infuse CE and SL into MU strategic plan	• Top Leadership endorsement of CE and SL definitions • Top leadership acceptance and promotion of the CE and SL strategic plan • CE and SL reflected in the MU's strategic plan as a critical goal area	• Faculty and staff recognize the importance of CE and SL • Reflected in divisional, college and departmental annual plans • Institutionalization of CE and SL	Summer 2008

Achieving Engaged Campuses and Communities

Strategic Plan

Miami University
Office of Community Engagement and Service
Strategic Plan Goals Map

Goals	How Measured	Anticipated Outcomes	Estimated Completion
4. Increase campuses' and communities' awareness and knowledge of CE and SL	• University definitions of CE and SL • Infusion of CE and SL into MU's strategic plan • The visibility and accessibility of information • A "matching" system to communicate needs among campuses and communities	• Common language / understanding • CE and SL is integral to MU' culture • Strategic plan on CE&S web site and linked from MU's strategic plan web page • CE and SL clearing house exists for campuses and communities	Fall 2008
5. Obtain and sustain additional funding resources	• Amount of new funding to budget ratio • Number of funding sources • Amount of academic financial support	• Fully funded budget • A targeted CE&S fund development strategy • Long term institutional support • Endowment for CE&S	Summer 2009
6. Support development and sustainability of coordinated CE and SL at and within three campuses and their surrounding communities	• Jointly developed measures • Cross-sharing of programs and services • Level of student exchange between campuses and communities • Collaboration among faculty across campuses	• Coordinated CE and SL efforts • Increased external support and resources	Spring 2009

Achieving Engaged Campuses and Communities

Strategic Plan

Miami University
Office of Community Engagement and Service
Strategic Plan Goals Map

Goals	How Measured	Outcomes	Estimated Completion
7. Develop a system to support and maximize faculty teaching SL courses, designing curriculum, etc	• Faculty participation in CELT • Faculty involvement in course/curriculum development • Number of faculty teaching SL courses • The effectiveness of the faculty support system	• CELT Faculty Learning Communities on CE and SL • Continuous improvement in SL content development • Increased number of SL courses • High quality content and curriculum that attracts student interest	Fall 2009
8. Develop a system to support and maximize students involved with CE and SL	• Student interest levels • Growth of students in CE and SL related classes • Number of students seeking CE and SL opportunities • CE and SL scholars	• Collaborative efforts between Academic Affairs and Student Affairs • Increase student service opportunities • A mechanism to track and recognize student involvement with CE and SL • Increase students involved in CE and SL	Fall 2009

Achieving Engaged Campuses and Communities

Strategic Plan

Miami University
Office of Community Engagement and Service
Strategic Plan Goals Map

Goals	How Measured	Outcomes	Estimated Completion
9. Develop a system to support and maximize Community Partner participation in CE and SL	• Number of Community Partners • Number of MOU executed • Number of service guides placed with community agencies	• Managed expectations • Improved quality of Community Partner, Faculty and Student learning experiences • CE and SL clearing house	Fall 2009
10. Develop a system to evaluate the quality and quantity of CE and SL work	• Community Partner assessment tool • Rubric assessment • Number and type of SL courses offered • # of students enrolled in SL courses • # or hours students, faculty, and staff perform service • 360 evaluation of CE and SL	• Greater reciprocity with the community • Increase faculty, student and community partner interest and involvement • Improved quality and quantity of data for assessment purposes • Quality and impact of CE and SL	Winter 2010

Student Affairs Good News
February 2014

Publications/Presentations/Participation

University Psychiatrist, Dr. Joshua Hersh, of the Student Counseling Service, has published a video of an e-book called: "Medication Assisted Treatment: An e-book for parents and caregivers of teens and young adults addicted to opioids" published by The Partnership at Drugfree.Org.

Jane Goettsch, Women's Center Director, co-presented two sessions at the National Women's Studies Association Women's Centers pre-conference on November 7, 2013. One session focused on structural issues and recent trends for women's centers. The other focused on unique and collaborative programs and projects.

Jane Goettsch, Women's Center Director, is an expert reader/contributor for the current review of the CAS Standards for Women Student Programs and Services. CAS is the acronym for the Council for the Advancement of Standards in Higher Education.

Rhonda Jackson, Women's Center Administrative Assistant, is co-vice president of voter services for the League of Women Voters of Oxford.

Heather Shook Christman, Senior Associate Director for Career Development and Employer Relations presented two papers at the Association for the Study of Higher Education. Her papers were titled, "A Longitudinal Understanding of the Social Change Model in College Students," and "Connections between Leadership and Developmental Capacities in College Students."

Shamika Johnson, Assistant Director of New Student Programs, represented Miami as one of 72 attendees at the national Orientation Professionals Institute (OPI) in San Antonio, TX, November 1-3, 2013. OPI is facilitated by NODA (The Association for Orientation, Transition, and Retention in Higher Education), and consists of large and small group activities aimed at preparing participants to design, facilitate, and assess programs on their own campus.

Buffy Stoll Turton, Director of New Student Programs, and Gerald Olson, Director of Residence Life, recently co-authored an article in *About Campus*, an international publication of ACPA (College Student Educators International). The article, Learning Partnerships in Practice: Orientation, Leadership, and Residence Life, was co-authored with Taran Cardone, formerly of Miami's Wilks Leadership Institute; and Marcia Baxter Magolda, Distinguished Professor, Student Affairs in Higher Education, in Miami's Department of Educational Leadership.

Katie Wilson, Director of the Armstrong Student Center (ASC) and Chad Garland, Associate Director of ASC, attended an Association of College Unions-International (ACUI) conference at the University of Cincinnati in November 2013. Katie Wilson presented on "Creating Space for Spirituality." In addition, Chad Garland, is serving on the Association of ACUI Regional Board and Katie Wilson has been appointed to the ACUI Research Program Team.

Miami's Office of Residence Life was well-represented and accomplished at the recent Great Lakes Association of College and University Housing Officers (GLACUHO) conference, held in Indianapolis, IN, November 17-19, 2013. Congratulations to the following ORL staff members:

- Crystal White, Assistant Director, and Erik Sorensen, Assistant Director, on their presentation "Confessions of Mid-Level Managers: Supervising Graduate Staff/Supervising Full Time Staff"
- Crystal Harris, Graduate Resident Director, and Sarah Allard, First Year Adviser/Resident Director, on their presentation "Synthesizing Theory to Create a Staff Development Plan on Cultural Competency"
- Vicka Bell-Robinson, Associate Director, a co-presenter on the topic: "Living-In the American Dream"
- Crystal White, Assistant Director, on her presentation "True Life: Living in With Children"
- Erik Sorensen, Assistant Director, a co-presenter on the topic: "Helping the Helpers: Supporting RAs Through Difficult Conversations"
- Tresa Barlage, Associate Director, a co-presenter on the topic: "Construction, Renovation, and LLCs: A Roundtable Discussion"

The Office of Residence Life is proud to have three staff members serving as active members of the GLACUHO organization:

- Erik Sorensen, Assistant Director, Conference Programs Submissions Committee Member and Campus Safety and Crisis Management Committee Member
- Sarah Meaney, First Year Adviser/Resident Director, Professional Foundations Committee Chair
- Crystal White, Assistant Director, Programming & Development Committee Member

Ben Williams, Graduate Assistant in the Office of Residence Life, has been selected to be the student Regional Director for Region VI of the Association of College Unions-International.

Programs

Diversity Affairs Council (DAC) hosted the 1st annual Unity Day March & Banquet on Saturday, February 1, 2014. In light of the I Am Miami campaign, the theme was "I AM…", which provided the opportunity for individuals to define who they are and where they are from. The day commenced with a march from the Shriver Center back patio to the Martin Luther King Jr. Uptown Park. At the uptown pavilion those who fought for social justice and left a legacy on our world, country, and community were recognized. Following the commemorations, a luncheon was hosted that featured performances by DAC student organizations and concluded with Miami University's very own, Dr. Denise Baszile as the keynote speaker.

The Office of Diversity Affairs (ODA) held its first annual Immersion Trip January 5-12, 2014. Participants were students interested in pursuing a career in media. The group traveled to Washington, DC and the following networking opportunities were offered.

Visits/Networking:

- Jeff Pegues (Miami Alum) CBS Correspondent, tour of "Face the Nation" set
- LaDavia Drane (Miami Alum) Executive Director of Congressional Black Caucus, tour of Capitol
- Washington Post Tour - Arranged by Will Haygood (Miami Alum)

Awards and Accomplishments

Buffy Stoll Turton, Director of New Student Programs, received a $500 grant from the ACPA (College Student Educators International) Commission for Admission, Orientation, and the First Year Experience. The grant will support Buffy's dissertation research on the experiences of first-generation students at Miami and how they navigate school and home. The ACPA grant follows her 2012 Outstanding Research Award and $1,000 prize for the same project from NODA (The Association for Orientation, Transition and Retention in Higher Education).

Monique Frost, First Year Adviser/Resident Director, received the Ohio Outstanding New Professional Award at the GLACUHO conference, held in Indianapolis, IN, November 17-19, 2013.

Crystal Harris, Graduate Resident Director, received the Ohio Outstanding Graduate Student Award at the GLACUHO conference, held in Indianapolis, IN, November 17-19, 2013.

Other Announcements

The Office of New Student Programs recently completed their first-ever departmental review. The process included an extensive self-study and two days of meetings conducted by our review team and office stakeholders. The review team was chaired by Christina Carrubba-Whetstine of the Rinella Learning Center, and also included five Miami colleagues from Student Affairs; Academic Affairs; and Housing, Dining, Recreation and Business Services; as well as the Director of New Student Programs from the University of Michigan and the Senior Associate Director of First Year Experience and Director of Orientation from Indiana University. The review team gave us excellent feedback, and one of our external reviewers praised our process in *The NODA Review,* a national newsletter for our professional association.

The Armstrong Student Center has hired its full-time staff. Associate Director, Chad Garland was previously the Assistant Director for Events and Conference Services and the University Center at Central Michigan University. Assistant Director, Adam Leftin is in his fourth year at Miami University having previously served as a Resident Director/First Year Advisor in the Office of Residence Life. Pam Goodwin, Program Associate, previously worked in the Office of Admissions at Miami University Middletown.

The Office of Residence Life recently hired Colleen Bunn as an Assistant Director. She comes to Miami with 7 ½ years of experience, most recently at Connecticut College

We are writing to announce Linda Dixon's retirement, effective February 1, 2014. While Linda's leadership and passion for student success will be deeply missed, we wish her the very best in a richly deserved retirement. As we all know, Linda oversees the Rinella Learning Center, the umbrella for a number of programs and services designed to encourage the holistic development of Miami's students by enhancing student engagement in the learning process, encouraging

higher levels of academic performance, heightening critical thinking skills, and promoting student self-authorship in the classroom.

Linda has had a distinguished and productive 42 year career in higher education, and has spent the last 23 years at Miami. She has had a profoundly positive impact on our division and on Miami more generally, and she has helped significantly improve the lives of innumerable Miami students since her arrival in 1990. Linda created, developed and implemented the Scholastic Enhancement Program for Miami University in 1993. She also initiated the development and design of Miami's Undergraduate Research Option and helped to expand research for first year students through the development of the First Year Research Experience (FYRE) Program.

While we will miss Linda, we are happy for her as she enters into this exciting next phase of her life. She has always been an active civic and professional volunteer, having served her Cincinnati community for 11 years on the Wyoming City School Board and 5 years on the YWCA board. She also served 7 years on the National College Learning Center Association's executive board and as a Counselor for the National Council on Undergraduate Research. Linda will also be enjoying some more time with her family, and especially her young grandson Sebastian. We are very fortunate and grateful to have had Linda as part of our lives and our community over the last 23 years, and she has our sincere thanks and well wishes.

Student Affairs Departmental Review Update

Submitted by: Dr. Gwen Fears, Associate Dean of Students
Tim Kresse, Director of Student Affairs Budget and Technology

Update on Current Status of Departmental Reviews:

As of January 2014, three units in the division of Student Affairs have completed the departmental review process and two units are at various stages. The Office of Student Activities, the Women's Center, and the Office of New Student Programs have all completed the review. The Office of Student Wellness anticipates welcoming an external review team to campus in early March and the Office of Residence Life is currently engaged in completing the self-study report.

Overview of the Departmental Review Process:

1. Department completes a self-study report and a preliminary 5-year action plan based on the standards established by the Council for the Advancement of Standards in Higher Education (CAS)
2. External Review Team reviews the self-study report prior to visiting campus, develops questions and points of inquiry for the on-campus visit
3. External Review Team on-campus visit (2-3 days) – time is scheduled for the following:
    a. Interviews with departmental stakeholders (as appropriate)
        i. Academic and administrative campus partners
        ii. Student groups
        iii. Community or other external stakeholders
4. External Review Team submits a report to the department being reviewed and the leadership of Student Affairs
5. Department revises the 5-year action plan in response to the external review process

Recommendations/Outcomes from Departmental Reviews Currently Being Pursued:

The departmental review process includes a final report from the external review team identifying areas of strength and providing recommendations for improvement or initiatives. This portion of the departmental review provides the foundation from which the unit can plan strategically to move forward and determine the timeline most effective in helping them to reach their goals. Following are selected examples of strengths and recommendations from each of the three completed reviews.

Student Activities

Strengths:

- Individuals connected to the office, at all levels of responsibility and involvement, are invested in the success and functioning of the unit.
- The reorganization and current direction have been received positively and a positive energy and trajectory has been set to move forward.
- The use of technology and implementation of the HUB (organization and event management system) has been a positive innovation for this unit. Additionally, the department is utilizing social media to connect with more students and enhance programming initiatives.

Recommendations:

- As a response to the external review comments, a revised and clarified mission and vision for the office of Student Activities was developed in preparation for the strategic planning process.

- Advisor training has been improved through a revision of the base materials, a newsletter for advisors, expanded training opportunities, and outreach to new and existing advisors.
- Updated position descriptions for the assistant director positions to clarify roles and expectations.
- Merged two campus programming boards (Campus Activities Board and Miami Entertainment) into a single new board, Miami Activities and Programming (MAP). This change has proceeded with few problems, and is meant to provide more comprehensive and efficient programming for students.

Women's Center

Strengths:

- The staff is respected throughout the University community and manages the Center well in an effort to provide quality services to students, faculty, and staff.
- Strong partnerships have been developed throughout the University community.

Recommendations:

- Seek clarification on the role and expectations of the Women's Center with regard to primary audience.
- Examine staffing model, location of center, and operating hours in an effort to support students and others in the best way possible.

New Student Programs

Strengths:

- The unit demonstrates good stewardship of funds resulting in programs that are financially accessible to all students.
- The office of New Student Programs has a well-articulated philosophy that provides the guiding foundation for their work and is a framework from which to develop an official mission and vision for the office.
- Orientation is a well-loved and valuable tradition for the Miami University community and the involvement by all facets of campus is commendable.

Recommendations:

- Develop and enact a plan for consistent data dissemination to orientation stakeholders.
- Upgrade the online orientation registration system.
- Explore the possibility of managing summer orientation attendance by placing divisional caps to better facilitate individualized advising.

Looking forward:

A sub-group of the division of Student Affairs Assessment Committee has convened to review the current departmental review process. They will be reevaluating the self-study tool and making needed adjustments to reflect the updated version of CAS and will continue to align the process with the division of Student Affairs and the University MU 2020 initiative. Additionally, as we prepare to welcome a new Vice President to the division, we anticipate that some new ideas or directions will be provided in this specific area to address Dr. Brownell's needs and desires for program assessment and improvement.

Academic Intervention Report 2014

Submitted by
Christina Carrubba-Whetstine
Associate Director, Rinella Learning Center

Academic Intervention Overview

Miami University has been intentionally intervening with academically struggling students since 2007. Initially, the initiatives focused on intervening with academically struggling first year students, but expanded to intervening with second year students placed on academic probation in 2010. For the last seven years, the academic interventions have been coordinated efforts between the Office of the Dean of Students, the Rinella Learning Center, and the First Year Advising program (all offices housed within the Division of Student Affairs). Starting in the 2013-14 academic year, under the guidance of the Undergraduate Academic Advising Council (UAAC), both the First Year Intervention and the Second Year Intervention transitioned into being university-wide initiatives. An Intervention subcommittee was established to offer leadership for the interventions. The subcommittee is currently chaired by the Associate Director of the Learning Center and has representation from the Office of the Registrar, the First Year Advising program, Second year programs, and all five academic divisions.

First Year Intervention

The First Year Intervention (FYI) intervenes with first-time students at Miami University who receive a grade point average below a 2.0 after their first semester of classes. Taking place during the spring semester, the intervention requires these students to 1] meet with their first year adviser to make appropriate changes to their spring semester schedules and 2] meet with a learning specialist at the learning center to discuss learning and other issues influencing their academic performance. In addition, students are strongly encouraged to complete an online Learning and Study Strategies Inventory (LASSI) prior to meeting with their learning specialist. Students are held accountable to complete the process through the use of administrative holds placed on student accounts that prevent students from registering for classes or making adjustments to their current schedule. During the meetings with advisers and/or learning specialists, some students are encouraged to take EDT 110, a study strategies course. Furthermore, demographic as well as qualitative data was collected by both the First Year Adviser and the Learning Specialist throughout the process.

Forthcoming Changes: For the First Year Intervention commencing in spring 2014, the intervention will remain almost unchanged except that students from the College of Engineering and Computing and the College of Creative Arts will meet with their divisional adviser instead of a first year adviser. All other FYI students will meet with their first year adviser. All students will continue to be required to meet with a learning specialist and encouraged to take the study strategies course.

Longitudinal FYI Data:

	2008	2009	2010	2011	2012	2013
Number of students on academic warning	279	274	246	311	271	245
Number of FYI students who withdrew	36	35	26	44	33	24
Number of FYI going through process	243	238	220	267	238	212
% FYI students returning to good standing	107	92	84	102	87	82
% FYI students with term GPA above 2.0	60	52	57	54	59	55
% FYI students experiencing a decrease in GPA	48	77	55	55	55	45
Average GPA of FYI students taking EDT 110	2.55	2.46	2.35	2.23	2.28	2.39
Average GPA of FYI students not taking EDT 110	2.03	1.81	1.96	1.92	1.96	1.86

Academic Intervention Report 2014

Over the last couple of years, the percent of first year students ending their first semester on academic warning has decreased. Since its inception, on average 7.6% of the first year cohort ends up on academic warning. In 2013 only 6.3% of new students ended up on academic warning and in 2014 only 5.7% of new students ended their first semester on academic warning. FYI students taking EDT 110 still consistently perform better than FYI students who do not take EDT 110.

Second Year Intervention

The Second Year Intervention (SYI) intervenes with students entering their second year at Miami University on academic probation (a cumulative GPA below 2.0). For the past three years, the SYI has involved students being required to meet with an intervention specialist (a student affairs staff member) and them participating in either the study strategies course (EDT 110) or academic coaching. The first year of the Second Year Intervention 2010, was a pilot year and was only implemented with a small portion of second year academic probation. Because it was a pilot, I have not included the data from 2010 below. In fall 2013, the SYI process expanded to include the following steps 1] meet with a divisional adviser to make appropriate changes to their fall semester schedules and 2] meet with an intervention specialist to discuss learning issues and decide between the two intervention choices (note: if a student could not participant in academic coaching and could not take EDT 110, they had the option to meet with a learning specialist). Students are held accountable to complete the process through the use of administrative holds placed on student accounts that prevent students from registering for classes or making adjustments to their current schedule.

Longitudinal SYI Data:

	2011	2012	2013
Number of SYI Students	147	122	121
Number of SYI students in Academic Coaching	33	41	24
GPA of SYI students in Academic Coaching	2.16	2.13	2.25
Number of SYI students taking EDT 110	43	30	32
GPA of SYI students taking EDT 110	2.39	2.57	2.67
Number of SYI students working with Learning Specialist	16	19	16
GPA of SYI students working with Learning Specialist	2.52	2.18	2.19
Number of SYI students not completing the intervention	49	30	47
GPA of SYI students not completing the intervention	1.58	1.6	1.77

In the above data, the GPA is reported for students who engaged in any coaching or worked with a learning specialist at all. Further analysis reveals that students who engaged for a longer period of time in either academic coaching or in working with a learning specialist, did better than those students who did engaged for a shorter period of time. See comparisons below.

	2011	2012	2013
GPA SYI Students with any Coaching Appointments	2.16	2.13	2.25
GPA SYI Students with 7+ Coaching Appointments	2.29	2.2	2.44
GPA SYI Students with any Learning Specialist Appointments	2.45	2.18	2.19
GPA SYI Students with 7+ Learning Specialist Appointment	2.52	2.23	2.24

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

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

2013-2014 Occupancy Report #3 (Preliminary: No-Shows and Withdrawals have not been deducted)

1/21/2014

First Year Halls

	Standard Capacity	Residents	Occupancy %	Vacancies or (Over Capacity)	Doubles Sold as Singles
Anderson (Under Renovation)	NA	NA	NA	NA	NA
Brandon	169	168	99%	1	0
Clawson*	117	119	102%	(2)	0
Collins*	144	149	103%	(5)	0
Dennison*	178	248	139%	(70)	0
Dodds	206	209	101%	(3)	0
Dorsey	244	237	97%	7	0
Emerson*	328	331	101%	(4)	1
Havighurst	326	316	97%	10	0
Mary Lyon	81	79	98%	2	0
McBride	138	154	112%	(16)	0
McFarland (Under Renovation)	NA	NA	NA	NA	NA
McKee	76	76	100%	0	0
Morris	352	357	101%	(5)	0
Peabody*	145	148	102%	(3)	0
Porter	214	217	101%	(3)	0
Scott*	280	282	101%	(2)	0
Stanton	226	225	100%	1	0
Symmes	187	196	105%	(10)	1
Tappan*	297	293	99%	4	0
Thomson*	192	182	95%	9	1
Wells*	147	147	100%	0	0
Total First Year Halls	***4047***	***4133***	***102%***	***(89)***	***3***

Upperclass Halls

	Standard Capacity	Residents	Occupancy %	Vacancies or (Over Capacity)	Doubles Sold as Singles
Bishop	94	86	91%	8	0
Elliott	35	34	97%	1	0
Etheridge	233	220	94%	12	1
Flower	315	300	95%	15	0
Hahne	313	291	93%	22	0
Hamilton	181	173	96%	7	1
Hepburn	266	255	96%	11	0
Heritage Commons					
Blanchard House	72	71	99%	1	0
Fisher	72	71	99%	1	0
Logan	70	68	97%	2	0
Pines Lodge	72	69	96%	3	0
Reid	72	71	99%	1	0
Tallawanda	72	72	100%	0	0
MacCracken	198	194	98%	4	0
Maplestreet Station	90	81	0%	9	0
Miami Inn	99	89	90%	10	0
Minnich	236	231	98%	5	0
Ogden	170	161	95%	9	0
Richard	203	202	100%	1	0
Stoddard	45	43	96%	2	0
Swing	229	219	96%	9	1
Wilson	71	66	93%	5	0
Total Upperclass Halls	***3208***	***3067***	***96%***	***138***	***3***

Grand Totals	**7255**	**7200**	**99%**	**49**	**6**
One Year Ago	7138	7137	100%	(8)	9

*Halls Housing Both Upperclass and First Year Students

Actual First Year Resident Calculation:	
First Year Hall Residents Total	4133
RA's in First Year Halls	(140)
Upperclass Students in First Year Halls	(237)
First Year Students in Upperclass Halls	0
First Year Transfer Students	(106)
Total First Year Students	3650

Occupancy Loss Calculations	
1st Semester First Year	3686
2nd Semester First Year	3650
First Year Occupancy Loss	**36**
1st Semester Upperclass	3627
2nd Semester Upperclass	3550
Upperclass Occupancy Loss	**77**
Total Occupancy Loss	**113**

	2013	2014
New Students Spring		
First Year	84	88
Transfer	91	102
Regional Transfer	10	15
Returning Upper-class	63	50
	248	**255**
Students Who Left Housing		
First Year*	145	TBD
Upper-class*	289	TBD
Graduates	18	TBD
	452	**TBD**

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

Intercollegiate Athletics
Academic and Student Affairs Committee
6 February, 2013

Walter L. Gross Jr. Family Student-Athlete Development Center

The hub of Miami's athletic facilities, the $5 million Walter L. Gross Jr. Family Student-Athlete Development Center was dedicated in the fall of 2001.

This facility, which is located between Millett Hall and Yager Stadium, caters to both the academic and physical needs of Miami's student-athletes. One half of the facility is dedicated for an 10,000-square foot physical fitness center, which includes free and machine weights, a circuit training machine, cardiovascular equipment, and speed, agility and jump training facilities.

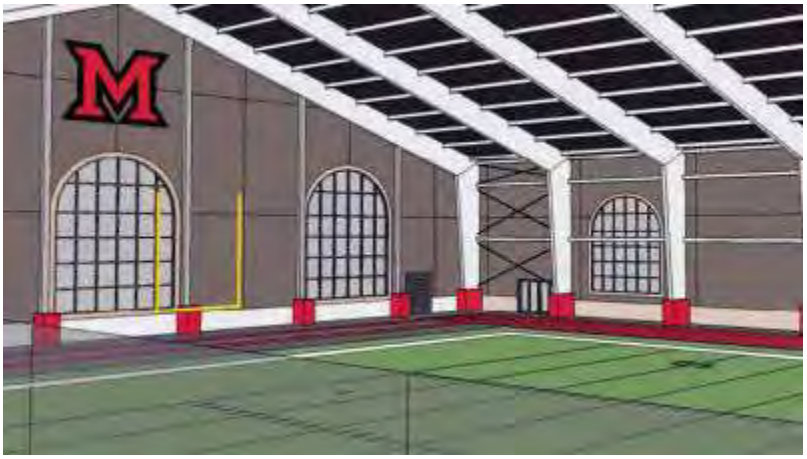
The other portion of the center is devoted to academic enrichment. The center features two large study areas, an informal study lounge, private tutoring offices and a computer lab.

"Miami's athletics' program has always prided itself with a strong commitment to both athletics and academics," says Steve Cady, associate athletic director and chair of the project design team. "This facility epitomizes our philosophy. It is an unbelievable addition to our facilities."

Separating the academic and physical fitness centers is a main lobby and reception area, which features a rotunda that dominates the reception lobby ceiling. Miami's rich athletic tradition, headlined by the "Cradle of Coaches," will be highlighted on the rotunda.

The facility opened its doors to student-athletes during the summer of 2001 and had a Grand Opening Gala later that year during a football weekend.

Indoor Practice Facility



The 91,000-square-foot facility will be built almost fully with donor contributions and will be used by student-athletes, intramural and club sports participants and youth athletic tournaments.

The $13,000,000 indoor sports center will feature a full 120-yard football field that will be used for all of Miami's 19 varsity sports. It will have a synthetic "field turf" playing surface similar to Yager Stadium, permitting use by varsity, club and recreational sports programs. Other features include netting for baseball, softball and golf, along with four 100-yard sprint lanes, a high jump area and a long jump pit. Storage space and an observation deck will also be included.

This facility will allow Miami student-athletes to participate year-round in its training. When combined with Miami's already strong academic reputation, the new indoor sports center will give Miami a leg-up in recruiting to the other peer institutions in the Mid-American Conference.

The project is expected to begin in March.

Student and Academic Affairs
Construction Activity Report

February, 2014

1. Projects completed:

Two major projects were completed following the last report. The Middletown Campus Thesken Hall HVAC Upgrades and the Recreational Sports Center Pro Shop and Fitness Area Renovations were completed within budget allowing over $150,000 to be returned. Seven projects under $500,000 were also completed since the last report.

2. Projects added:

One major project and 18 projects under $500,000 were added this reporting period. HDRBS Improvements – 2014 is a project that will provide upgrades to systems and finishes in thirteen residence halls. The improvements are focused on safety, operating efficiency, and minor aesthetic enhancements. This project will be completed during the summer of 2014.

3. Projects in progress:

Finishing touches are occurring on the Armstrong Student Center in preparation for the building's Dedication and Celebration. This impressive building promises to exceed expectations and transform the student experience on our campus. Robertson Hall, the small industrial looking building between Kreger and the Armstrong Student Center has been razed. The Kreger Hall addition continues to make progress with the roof being completed and our familiar brick veneer beginning on the south face. Renovation work occurring inside Kreger's original footprint is on-schedule. Our three Western Campus Residence Halls continue to make good progress despite the challenging weather we've experienced this winter. The Western Dining Hall is nearing completion and expected to open for our students when they return from Spring Break. The Geothermal Energy Plant is supplying hot water to the Western Dining Hall project and will soon be serving the three Western Campus Residence Halls. Our staff is performing many tours of the facility to other area institutions interested in learning more about this exciting process.

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.

Abatement, demolition, foundation waterproofing, sub-surface drainage, perimeter insulation, and interior framing are complete at both buildings. Underground utility work is complete. Gypsum board, plaster repair, mechanical piping, overhead mechanical, electrical, plumbing and fire protection rough-in are ongoing at both buildings. Window replacement has begun and is expected to be complete the first week of March.

The **Armstrong Student Center** project provides 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.

Phase 1 is complete. Student Affairs and Housing, Dining, Recreation and Business Services employees are occupying the building and eagerly await the formal building dedication scheduled for February 7, 2014. Punch list construction activities are ongoing inside the building. Site work is substantially complete. A small portion of the landscaping plantings is scheduled to be complete in the spring. The Shade Family Room has been open for Admission Office tours. The space has been very well received by visitors and excitement is building for the grand opening.

The **Kreger Hall Rehabilitation** 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, an elevator and two code-compliant egress stairways, and a new handicap accessible entry off of Spring Street.

Adjacent Robertson Hall has been demolished and the site is restored. The exterior walls of the Kreger Hall addition are complete, with brick veneer to follow. The building is weather tight. New windows are being installed. New interior walls at all levels are framed. Electrical and ductwork rough-in is progressing. Air handlers have been set and are being connected to the branch ductwork. Plumbing rough-in continues throughout the building.

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.

Final inspections are underway. An occupancy permit is expected to be approved in mid-February. Completion of landscaping elements will occur as weather conditions allow. Commissioning and balancing of HVAC is underway. Punch list items are being completed in anticipation of opening the facility to the public following spring break.

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.

Building skins are substantially enclosed to allow interior work to commence. Exterior finish work continues and will complete in March. Temporary heat is on in all buildings. Interior wall framing is complete. Current interior work includes ceiling framing, hanging of drywall, electrical outlets and wiring, fan coil unit installation, plumbing piping, ductwork, and fire suppression piping. Building mechanical equipment is in place and permanent power is on.

Respectfully submitted,

Cody J. Powell, PE
Associate Vice President –
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University Advancement report
for Academic and Student Affairs Committee
Feb 2014

The Campaign *For Love and Honor* officially ended on December 31, 2013. We are excited to be able to reveal the grand total of campaign commitments at the Campaign Celebration gala at the Armstrong Student Center on February 8th.

2013 was the third best year in the history of the campaign with more than $54 million in new gifts and pledges. Of that total, approximately half (nearly $27 million) came from 14 leadership gifts of $1 million or more. The 2013 campaign tally is 38 percent higher than the amount secured in 2012, and is 35 percent higher than the three year rolling average. Since the last Board of Trustees meeting, in December, Miami received nearly $8 million in commitments.

In terms of cash received (new gifts plus payments on existing pledges), the total for 2013 was $41.5 million, up 35 percent from 2012, and up 20 percent over the three year rolling average. The Annual Fund recorded a record $4.1 million in gifts, up nearly nine percent, and gifts to the Miami Fund (unrestricted annual gifts) accounted for $2.1 million.

Early analysis of cash support shows increases made through gifts-in-kind (up 117 percent), stocks and securities (up 90 percent), matching gifts (up 19 percent), and faculty/staff payroll deduction (up six percent to an all-time high). Additionally, cash received by bequests and other planned gifts totaled $6.5 million, up 117 percent over 2012.

Advancement's attention now turns to executing a stewardship plan that is focused on thanking our top campaign donors. This plan will put the President and Mrs. Hodge with our top donors to personally express Miami's gratitude and deliver personalized gifts. Our development staff will also do the same with donors at a lower level with an executed "thank you tour".

We are also in the final stages of our post-campaign planning for fundraising. Priorities that have been identified are as follows:

- Endowed scholarships for incoming students
- Capital support of the next phase of the Armstrong Student Center
- Capital support of identified Intercollegiate Athletics facilities
- Capital support of renovation of residence halls
- Endowed faculty positions

Advancement is also positioning its efforts to effectively partner with the new dean of the Farmer School of Business, Dr. Matthew Myers as well as the new Vice President for Student Affairs, Jayne Brownell. We are very excited about these additions to the Miami family and are confident they will be effective with donors and prospects.

As with anytime in institutional life, there are environmental challenges for Advancement's fundraising efforts. Currently those include:

- A Post-Campaign environment
- Open College of Creative Arts dean position
- Ongoing IT consolidation

Finally, our division has continues to push forward on new initiatives. They include:

- Executing an outstanding Campaign Celebration event
- Revamping our parent programming with the addition of a Family Fellows program
- Enhancing our alumni programming through webinars and other new initiatives to reach out to younger alumni
- Further development and involvement of the Foundation Board through new additions, stewardship involvement and hosting events