

BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
June 19, 2014
Marcum Conference Center

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on June 19, 2014 in the Marcum Conference 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 Trustees Jagdish Bhati, Mark Ridenour and Stephen Wilson, and National Trustees John Altman and Mike Armstrong. Committee member Dennis Lieberman was absent, as was Student Trustee Graham Bowling.

In addition to the Trustees, Bobby Gempesaw, Provost and Executive Vice President for Academic Affairs; Jayne Brownell, Vice President for Student Affairs; and Ray Gorman, Associate Provost and interim Provost (beginning 1 July, 2014), were in attendance. Also present to address agenda items or to provide support, were: Deedie Dowdle, Associate Vice President for Communications and Marketing; Michael Kabbaz, Associate Vice President for Enrollment Management; Carolyn Haynes, Associate Provost; Scott Walter, Assistant Vice President for Student Affairs; Steve Wyatt, Chair of the University Senate Executive Committee; Bryan Marshall, Chair elect of the University Senate Executive Committee; Mike Goldman, Director, Career Services; Will Atkins, Associate Director Cliff Alexander Office of Fraternity and Sorority Life; Cole Tyman, President, Associated Student Government; Dan Stewart, Chair, Student Senate, 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.

Public Business Session

The meeting opened with the Public Business Session.

Announcements

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

Student Trustees

No student trustees were present.

Associated Student Government

Chair of the Student Senate, Dan Stewart, reported for ASG Secretary Kirstin Fowler, who could not attend. During his remarks, Mr. Stewart thanked Committee Chair Sue Henry and National Trustee Mike Armstrong for their service to Miami and support of Miami students.

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

University Senate

Professor Steve Wyatt, Chair of the University Senate Executive Committee, introduced Dr. Bryan Marshall, Committee Chair for the upcoming academic year.

Professor Wyatt's written report is included as Attachment B.

Resolution, Creation of a New Division

Secretary to the Board, Ted Pickerill, presented for consideration by the Committee, a resolution to create a new Division, the Division of Enrollment Management and Student Success. The Division would work closely with Academic Affairs and Student Affairs, and would have responsibility for enrollment management, including admission, financial aid, the bursar, and the registrar. The Division would also have responsibility for the coordination of retention and student success initiatives.

Trustee Shroder moved, Trustee Mitchell seconded and by unanimous voice vote the Committee recommended approval by the full Board of Trustees.

The resolution is included as Attachment C.

Academic Affairs Reports

Provost's Report and Resolutions

Provost Gempesaw thanked the Board for their service, with special thanks to Chair Sue Henry and National Trustee Mike Armstrong, whose terms end on June 30, 2014. Provost Gempesaw also stated that following his departure to become President of St. John's University in New York, Associate Provost Ray Gorman will serve as interim Provost.

Retention

Associate Vice President Michael Kabbaz and Associate Provost Carolyn Haynes updated the Committee on retention. They outlined some of the efforts, which include:

First year experience course (UNV101, I Am Miami. The course will be piloted in the Fall, with 12 sections. Full Implementation is planned for Fall 2015.

Comprehensive advisor training plan

Online tools and support for advising; uDirect and MyAdvising online systems will be able to assist students and advisors.

Identification of areas for greater intervention

The threshold for midterm grades has been raised to so they are now required for all students with 45 hours or less (previously it was only 16 or less).

The College of Arts and Science and the College of Professional Studies and Applied Sciences have partnered with the Educational Advisory Board and their Student Success Collaborative which combines technology and best practice research, to aid advising. The system incorporates student information, job market information, etc., to advise for student success - allowing early intervention, and a greater ability to solve systemic issues. This is in a pilot stage and an update will be provided in the future.

The proposed new Division for Enrollment Management and Student Success would enhance partnerships, coordination, and retention. The Division would manage the one stop shop (Enrollment Center). The Center consolidates the front-facing services of the Bursar, Registrar and Student Financial Assistance. The total care model, will reference students to those who can help and will follow up. The service also includes an online component which can quickly address many issues for students, without the need to visit in person.

The retention report and presentation are included as Attachment D

Enrollment Management Update

Associate Vice President Michael Kabbaz updated the Committee on the status of the Fall 2014 cohort. The goal of 3,600 students has been achieved, and the following profile obtained:

27.6 ACT, up from 27.5

66% vs. 67% acceptance

12.8% vs. 13.3% diversity

43.9% vs. 39.5% out of state

22.5% vs. 25.1% yield. The decreasing yield is a national trend, and the best way to address the issue and ensure that class size and quality are not impacted is to grow the pool of interested applicants.

Honors profile - 32.8 average ACT

ACE- 10% yield increase 223 confirmed, exceeding the 150 goal

Transfers - 188 against a 300 goal; must continue focus on developing articulation agreements.

The Oxford Pathway (TOP) - 46 students, which should exceed the goal of 35 relocations to Oxford in Spring 2015.

Mr. Kabbaz also reported that average Miami student loan debt has decreased slightly and is below both the national average and the Ohio average. He also reported the Miami tour book has been very well received; stating it puts our best foot forward, with an emphasis on the campus. Merit scholarships have been adjusted to create bands, and the High School GPA minimum has been reduced to capture students with strong AP performance and ACT scores, making Miami a possibility for those students – thus growing the pool of interested and qualified applicants.

Mr. Kabbaz's presentation is 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
- Academic Integrity Initiatives (joint with Student Affairs), Susan Vaughn, Director of Ethics and Student Conflict Resolution, and Brenda Quaye, Coordinator for Academic Integrity, Attachment G
- Student Debt, Brent Shock, Director, Student Financial Assistance, Attachment H
- SPTF 6, Academic Initiatives, Carolyn Haynes, Associate Provost for Undergraduate Education, Attachment I
- SPTF 16, 17 and 18, Academic Hiring, Associate Provost Carolyn Haynes, Attachment J
- Global Miami Plan Update, Professor John Tassoni, Attachment K

Student Affairs Reports

Vice President for Student Affairs Update

Dr. Jayne Brownell, Vice President for Student Affairs, updated the Committee on the Student Affairs Division. She stated the Division is focused on students, dedicated and committed; the Armstrong Student Center has been a positive addition and student involvement on campus is strong. The Division is however siloed, but they are working to create a greater sense of overarching purpose. The current staff is stretched in addressing many areas, in particular alcohol, sexual abuse, mental health, social apprehension, and the calendar does not allow for significant planning time.

Looking ahead, there will be reorganization, to become more forward looking, with logical reporting lines, and shared resources. They will work to build a culture of collaboration, creating a comprehensive framework to address matters, such as; high use alcohol abuse, sexual abuse prevention initiatives, Living Learning Communities, second year programs, Greek life, and expanded bystander training.

Greek Life

Will Atkins, Associate Director Cliff Alexander Office of Fraternity and Sorority Life provided an update to the Committee. Mr. Atkins presented the Community Advancement Plan, which requires fraternity and sorority programming around the five pillars. The report showed, as of Fall 2013, 39 in compliance, 11 not at standards. He explained the plan is new, and most of the out-of-compliance issues are a failure to plan, not serious behavioral issues; his office expects most of the out-of-compliance conditions to be corrected. Out-of-compliance fraternities and sororities have one year to meet standards, if they do not, they will no longer be recognized. To regain recognition, a reinstatement plan will be required.

Mr. Atkins was questioned about faculty advisors, and their level of commitment and support, and university recognition of their service. He stated the fraternities and sororities have faculty advisors and chapter advisors. He also stated there is training for the faculty advisors, and all are aware of the standards.

Mr. Atkins report and presentation are included as Attachment L.

Student Wellness

Vice President Brownell addressed the Committee regarding student wellness. She emphasized efforts to address alcohol abuse, efforts include:

- Alcohol.edu
- Increased self-policing by fraternities and sororities
- Increased on-campus evening programming
- Promotion of the Rec Center as an alcohol free alternative
- Bystander training
- The Good Samaritan policy
- Partnering with Rose Marie Ward, Miami faculty member and expert on health behavior change in college students.

Areas which require improvement include:

- Reducing siloed initiatives
- Promoting coordinated effort
- Promoting consistent messaging
- Increasing follow through after initial education

Dr. Brownell stated there is a gap in the data, with a lack of information regarding sophomore, junior and senior student behaviors. Her Division will be working to close the gap and obtain this information, which will help determine if behaviors noted as freshman continue on in a student's following years.

Dr. Brownell stated that Miami's problems are not unique, they are nationwide, and that it is a problem which renews itself every year as each new group of freshmen arrive. Addressing alcohol abuse therefore takes a community effort. A problem which is unique to Miami is geographic, that is, the areas of drinking are concentrated in Oxford, not dispersed as at other colleges. This visibility makes drinking appear to be the norm.

Dr. Brownell then presented next steps, which include an environmental review by a consultant, and formulation of a working group to act on the consultant's recommendations. Also planned is the creation of a standing, ongoing committee, and working with the community. Other initiatives include; agreement on a workable, overall campus message, the creation of new materials for students and parents, connection with those students indicating they desire alcohol free events, expansion of bystander education, review of the data to be acquired regarding upper-class behavior, and the continue rollout of I Am Miami.

There was discussion on the steps and the suggestion that Vanderbilt's program be reviewed as a benchmark. It was also requested that the cost of alcohol abuse, to the University, be measured, and that Miami ensures the risks of excessive drinking are assessed.

Vice President Brownell's presentation is included as Attachment M.

Career Services

Mike Goldman, Director, Career Services, provided an update to the Committee. Mr. Goldman outlined the worldwide talent gap, growing job markets, and the need to align curriculum to prepare students.

He stated there are disruptive forces which include: competition, changing demographics, increased debt load, alternate technologies, and new value propositions. He also stated that they are finding it to be of benefit if students entering the job market can write computer code.

He also discussed the booklet "Telling your own story" which students are provided to aid them in relating experiences to skills, and the creation of a more powerful and meaningful resume, along with an enhanced ability to showcase their skills during interviews.

Mr. Goldman's presentation is included as Attachment N.

Student Affairs Written Reports

In addition to the presentations, the following written report was provided:

- Student Affairs "Good News" - V.P. Student Affairs, Attachment O

Other Items

Chair Sue Henry, whose term as a National Trustee expires on 30 June, 2014, was recognized by many in the room and she received a round of applause from all present.

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

Adjournment

With no other business coming before the Committee, the Chair adjourned the meeting at 11:20 a.m.



Theodore O. Pickerill II
Secretary to the Board of Trustees



ASSOCIATED
STUDENT
GOVERNMENT

Kirsten Fowler
Secretary for Academic Affairs
Associated Student Government
fowlerkk@miamioh.edu

TO: Board of Trustees Academic/Student Affairs Committee
FROM: Kirsten Fowler
DATE SUBMITTED: May 30, 2013

Ladies and Gentlemen of the Board,

My name is Kirsten Fowler, and I will be serving as the Associated Student Government's Secretary for Academic Affairs this year. I had the pleasure of introducing myself in April, but I would like to take this chance to formally introduce myself again. I am entering my second year at Miami as a Diplomacy & Global Politics major, and this will be my second year in student government. I am also a member of the University Honors Program. I apologize for not being at the meeting in person; I am serving as a counselor at Buckeye Girls State, a weeklong government and civics program for incoming high school senior girls.

ASG's biggest focus this year will be on Miami's academic advising system and ensuring students are prepared for not only their academic career, but also life beyond Miami. Some of our goals for advising include:

- Assessing the trial of the First Year Experience course
- Developing an advising model that more effectively serves students' needs
- Providing faculty and staff with the necessary training and information to advise students on academics and careers.

Additionally, ASG aims to ensure that Miami's auxiliary services serve the student body to the best of their abilities. Some of our other goals include:

- Educating students on off-campus housing
- Implementation of a bike sharing system in Oxford
- Improving students' sense of school spirit and support at athletic events
- Working with housing, dining, recreation, campus police, and other departments to ensure the well-being and safety of all students.

As Secretary for Academic Affairs, I will be serving on University Senate, the Liberal Education Council, the Academic Policy Committee, the Council for Undergraduate Curriculum, the Library Committee, and an Faculty Learning Community (FLC) on Open Educational Resources (OERs). I am excited work with faculty and staff within these bodies to help better the Miami community and improve students' educational experiences.

I look forward to working with the Board this year. I am very excited to get to work, so please let me know if there is anything with which the Associated Student Government or I can assist. Thank you all for your service and dedication to Miami.

Love and Honor,

Kirsten Fowler
Secretary for Academic Affairs

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Steve Wyatt, Chair

Bryan Marshall, Chair-elect

University Senate Website: www.MiamiOH.edu/senate/

May 13, 2014

RE: Report for the Board of Trustees' June 20, 2014, Meeting

The following summarizes items of University Senate business conducted since the Executive Committee submitted a report dated April 11, 2014, for the Board of Trustees' April meeting.

- Senate Resolutions
 - Revisions to the Global Miami Plan
Minor Revision to the *Bylaws of University Senate*, Liberal Education Council
April 21, 2014, SR 14-21
 - *2014-2015 Promotion and Tenure Guidelines for Dossier Preparation*
April 21, 2014, SR 14-22
 - Revisions to the *Miami Policy and Information Manual*, Sections 7.1.E, 7.11.C thru 7.11.F, promotion process of lecturers, clinical, and professionally licensed faculty.
Dossier and Evaluation Guidelines for Lecturers, Clinical, and Professionally Licensed Faculty,
April 21, 2014, SR 14-23
 - Hold in abeyance SR14-15, *Bylaws of University Senate*, committee composition, pending review with Senate committees regarding the impact that SR 14-15 may have on the implementation of committees' function(s)
April 21, 2014, SR 14-24
 - Co-major, Critical & Classical Languages & Cultures
April 28, 2014, SR 14-25
 - Revisions to the Student Handbook, Chapter 5, Academic Integrity
April 28, 2014, SR 14-26
 - Confirming nominations to open seats on 2014-2015 University Senate standing and advisory committees
April 28, 2014, SR 14-27
- Minor revisions to guidelines and University documents received on the University Senate consent calendars
 - April 21, 2014 – Independent Work Policy
 - April 28, 2014 – Codification to the *Bylaws of University Senate*, MUDEC and International Education Committee

- Special Reports delivered at Senate meetings
 - April 21, 2014, Fiscal Priorities and Budget Planning Annual Report – Rebecca Luzadis, Chair.
 - April 28, 2014, Information Technology Services – Peter Natale, Vice President for Information Technology Services.
 - April 28, 2014, Creating a Global Studies Unit – Todd Bailey, Process Coordinator.

cc: Provost Bobby Gempesaw, Chair, University Senate
Carolyn Haynes, Secretary, University Senate
Steve Wyatt, Chair, Executive Committee of University Senate
Bryan Marshall, Chair-elect, Executive Committee of University Senate

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


EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Steve Wyatt, Chair

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May 13, 2014

To: Members of the Miami University Board of Trustees
 From: Steve Wyatt, Chair, 2013-2014 Executive Committee of University Senate
 Re: Recap 2013-2014 University Senate Activity

- Curriculum
 - *Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Departments, or Programs, Bylaws of University Senate, Section 8.A* (SR 14-01, 11/23/2013)
 - Degrees/Majors/Co-Majors.
 - Co-Major: Analytics (SR 14-03, 11/04/2013)
 - Co-Major: Energy (SR 14-04, 11/04/2013)
 - Bachelor of Science Degree in Forensic Science and Investigation (SR 14-11, 1/27/2014)
 - Major: Forensic Science
 - Major: Forensic Investigation
 - Bachelor of Science in Civic and Regional Development – College of Professional Studies and Applied Sciences (SR 14-12, 1/27/2014)
 - Co-Major: Critical & Classical Languages & Cultures (SR 14-25, 04/28/2014)
 - Low-Residency Master of Fine Arts in Creative Writing (SR 14-10, 1/27/2014)
 - Department Name Change - Department of German, Russian, East Asian Languages (REAL) name change: Department of German, Russian, Asian, and Middle Eastern Languages and Cultures (GRAMELAC) (Consent Calendar, 11/04/2013)
 - Global Miami Plan Revised (plus a minor revision to the *Bylaws of University Senate*, Liberal Education Council) (SR 14-21, 04/21/2014)
- University Senate documents revisions
 - Senate Resolutions
 - *Standing Rules of University Senate* – Meeting procedures – Senate seating order (SR 14-02, 9/23/2013)
 - *Bylaws of University Senate*, Section 6.C.4.a, Committee Structure of University Senate, Advisory Committees of University Senate, Council on Diversity and Inclusion, minor change to composition. (SR 14-05, 11/04/2013)
 - *Bylaws of University Senate*, Section 6.B.3.a, Committee Structure of University Senate, Standing Committees of University Senate, Academic Program Review, minor change to subcommittee appointment (SR 14-06, 11/04/2013)

Academic Deans

Recap 2013-2014 University Senate Activity

- *Bylaws of University Senate*, Sections 1.A, 1.B, 1.F, 1.G, 3.B, 3.C, and 3.D.
Revisions insure that each member of Faculty Assembly has equal opportunity for representation in Senate and aligns policy with current practice. (SR 14-09, 12/02/2013)
- *Bylaws of University Senate*, Dissolution of the Extramural Professional Activities Committee (SR 14-13, 02/24/2014)
- *Bylaws of University Senate*, Section 1, Faculty Assembly Senate Seat Redistribution.
Per the *Bylaws*, every three years, the Governance Committee of University Senate reviews the distribution of 34 Faculty Assembly seats on University Senate. (SR 14-14, 02/24/2014)
- *Bylaws of University Senate*, Section 6.B.9, Governance Committee, Election Coordinator (SR 14-19, 4/07/2014)
- Promotion and/or Tenure
Senate Resolutions
 - *2014-2015 Promotion and Tenure Guidelines for Dossier Preparation – No change* (SR 14-22, 04/21/2014).
 - *Miami Policy and Information Manual*, Sections 7.1.E, 7.11.C thru 7.11.F, promotion process of lecturers, clinical, and professionally licensed faculty.
Dossier and Evaluation Guidelines for Lecturers, Clinical, and Professionally Licensed Faculty (SR 14-22, 04/21/2014).
- Minor revision to the *Miami University Policy and Information Manual*
Senate Resolutions
 - Section 11.1.A.1, relating to permanent and temporary approval of courses – clarifying language to match current practice (SR 14-17, 3/17/2014)
 - Section 12.5.A, All-University Faculty Committee for Evaluation of Administrators, representation from the faculty who teach on the regional campuses but whose tenure homes reside in another division (SR 14-20, 4/07/2013)
- Consent Calendar Items - Minor revisions to guidelines and University documents
 - September 23, 2013
 - Cross-Listing Courses Guidelines
 - Procedures for Creating Subject Codes
 - November 4, 2013
 - *Student Handbook*, 1.2.C.3, Course Repeat Policy, accounting for situations in which students receives an academic dishonesty.
 - *Student Handbook*, 1.7.B.1, Academic Grievance Procedure, provision in the event when the instructor of record is not available to address a grade grievance.
 - *Miami Policy and Information Manual*, Section 10.5, Use of Undergraduates as Teachers, administrative oversight of UA program.
 - *Miami Policy and Information Manual*, Section 11, Curriculum, adding/revising curricular requirements for non-degree granting University units.

Academic Deans Recap 2013-2014 University Senate Activity

- December 2, 2013
 - *Miami University Policy and Information Manual*, Section 10.3.G, Miami Bulletin, Academic Planning, Timely Submittal of Midterm Grades Policy
 - Clarification Independent Work Policy, *Miami Bulletin*, Curriculum & Assessment Handbook
 - *Student Handbook*, Section 1.2.C.1, Add Drop Course Policy, revision accommodates Wednesday, Friday classes
- March 17, 2014
 - Modifiers, definition of modifiers on courses
 - Topics Courses,
 - *Graduate Handbook*
 - Delete Sections 4.1.A.2 and 4.5.A.2, On-campus Credit Hours
 - Section 1.2.I, Transfer Credits
 - Section 1.3.B, Scholastic Requirement, Graduate Probation Policy
- April 21, 2014 –
 - Independent Work Policy, add clarity to policy
- April 28, 2014
 - Codification to the *Bylaws of University Senate*, MUDEC and International Education Committee.
- *Student Handbook*
Senate Resolutions
 - Revisions to the *Student Handbook*, Section 1.11.A, Degree Honors and Distinction, Latin Honors. (SR 14-16, 3/17/2014)
 - Revisions to the *Student Handbook*, Section 1.3.C, Computation of President's and Dean's List (SR 14-18, 04/07/2014)
 - Revisions to the *Student Handbook*, Chapter 5, Academic Integrity, April 28, 2014, SR 14-26.
- Miscellaneous
 - Repeal Drug Testing Policy, Section 3.19, *Miami University Policy and Information Manual* – Robin Parker, General Counsel SR 14-08, Sense-of-Senate resolution, 12/02/2013
- Special Reports delivered to University Senate
 - "Good Samaritan" Policy Pilot – Rebecca Baudry, Director of Student Wellness, Student Health Services.
 - *I Am Miami* – Ron Scott, Associate Vice President for Institutional Diversity.
 - Creating a Global and Cultural Studies Unit - Phyllis Callahan, Dean, College of Arts and Science. NOTE: Implements SR 14-01 , revisions to the *Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Departments, or Programs*.
 - Program Review Update - James Oris, Dean, Graduate School.

Academic Deans
Recap 2013-2014 University Senate Activity

- 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.
- Academic Partnership Committee Update – Michael Kabbaz, Associate Vice President for Enrollment Management.
- Miami 2020 Plan Update – Phyllis Callahan and James Kiper, Co-chairs.
- muohio.edu Domain Name to Expire, Randy Hollowell, IT Services
- Armstrong Student Center, Katie Wilson, Director
- Benefits Committee – Dawn Fahner, Director, Benefits Services
- Graduate School and Research - James Oris, Associate Provost for Research and Dean of the Graduate School
- Fall 2014 and Winter Term, Enrollment Updates - Michael Kabbaz, Associate Vice President for Enrollment Management.
- Fiscal Priorities and Budget Planning Annual Report – Rebecca Luzadis, Chair.
- Information Technology Services – Peter Natale, Vice President for Information Technology Services.
- Creating a Global Studies Unit – Todd Bailey, Process Coordinator.

Prepared by: Marcia Weller, Recording Secretary, University Senate
Copies of University Senate minutes and resolutions are available from Marcia Weller, Recording Secretary University Senate, wellermc@miamioh.edu.

cc: Bobby Gempesaw, Provost
Raymond Gorman, Associate Provost
Steve Wyatt, Chair, 2013-2014 Executive Committee of University Senate
Bryan Marshall, Chair-elect, 2013-2014 Executive Committee of University Senate
Carolyn Haynes, Secretary, University Senate



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June 20, 2014
Academic and Student Affairs

RESOLUTION R2014-xx

WHEREAS, Miami University provides one of the best undergraduate experiences in the nation, enhanced by superior, select graduate programs; and

WHEREAS, Miami's historical emphasis on undergraduate education includes a focused commitment to student recruitment, retention, and graduation; and

WHEREAS, Miami must select and guide its students in an increasingly complex environment in which the elements of student success are highly connected to each other; it is imperative that Miami is organized to coordinate these various components of student success.

NOW, THEREFORE BE IT RESOLVED: that the Division of Enrollment Management and Student Success is hereby created, and the position of Vice President for Enrollment Management and Student Success is established to lead the Division; and

BE IT FURTHER RESOLVED: that the Vice President for Enrollment Management and Student Success shall be an Administrative Officer of the University, and shall have the responsibility for enrollment management, including admission, financial aid, the bursar, and the registrar, and other areas as assigned by the President. The Division will also have the responsibility for coordination of retention and student success initiatives.

RECOMMENDATION 36:

Increase the retention rate for undergraduate students and attain a six-year graduation rate of 85%

STATUS: This is an additional recommendation to those recommended by the Task Force.

RESPONSIBLE AREA: Provost/Academic Affairs, Vice President for Student Affairs

TIMELINE:

PLANNING Through Dec 2011

IMPLEMENTATION Jan 2011 – July 2015

GOAL: To increase the retention rate for undergraduate students particularly at the end of the first and second years, and thereby attain a six-year graduation rate of 85%.

ACTION STEPS

Action 1	Identify retention rates necessary at various levels to achieve an 85% graduation rate.
Action 2	Establish a committee to identify potential opportunities to increase retention.
Action 3	Identify specific segments of the population where targeted interventions can occur. Develop an intervention strategy for second-year “at risk” students.
Action 4	Analyze the effectiveness of academic support programs for specific student populations including students identified as “at risk.” (“At Risk” is defined in the broadest sense meaning both academic and personal concerns.)
Action 5	Identify and address policies and practices that may impede the persistence to graduation of students.
Action 6	Annually survey non-returning students to determine causes of non-retention. Revise retention strategies based on this information.

MEASURABLE OUTCOMES: Increased graduation rates above the existing rate in the low 80% range in effort to achieve an 85% rate by 2015.

Comment: In addition to improving student success, achieving this goal will add about \$8 million annual to the E & G budget

ACCOMPLISHMENTS/ACTIVITIES

2010-2011	<ul style="list-style-type: none"> • <i>Recommendations for improving Miami’s retention rate are developed by a working group.</i> • <i>Second year intervention strategies are developed and implemented.</i> • <i>Surveys of students who leave Miami are created to determine whether patterns exist in the reasons for leaving.</i>
2011-2012	<ul style="list-style-type: none"> • <i>New Retention Steering Committee is constituted.</i> • <i>A telephone survey is conducted with 358 students who did not return for their second year. The majority of the calls were positive. Of the 281 phone conversations with parents, callers only 30 expressed concerns. The top three areas of concern: (1) travel options; (2) academic issues such as concerns about grades, issues with specific courses (physics and math); (3) social including not</i>

	<p><i>fitting in socially, looking for peer connections, and keeping up with Miami image.</i></p> <ul style="list-style-type: none"> • <i>Focus groups are conducted with students who have been successful to identify useful patterns in persistence. Results are shared with retention committee:</i> <ul style="list-style-type: none"> ○ <i>Decision to attend Miami was influenced by campus tour</i> ○ <i>Peer support is invaluable to student success</i> ○ <i>Peer connections were made by finding multiple ways to get involved on campus</i> ○ <i>Students that were adept at self-advocacy-actively sought out the resources that would help them be successful at Miami University</i> ○ <i>Miami bureaucracy is even a struggle for successful students</i> ○ <i>International students feel very isolated from the university community</i> ○ <i>Students are concerned with the advising system</i> ○ <i>Students are concerned with diversity, or rather the lack of diversity</i> ○ <i>New course repeat policy designed to provide at-risk students a better ability to recover from the effects of receiving low grades during their first two years of study is developed and approved.</i> • <i>A telephone calling project with parents of out of state students is conducted.</i> • <i>New University Studies Program in the College of Arts and Science is developed to serve undecided and students not accepted to Farmer School of Business. Program features faculty advising on academic issues, residence life staff advising on transition issues.</i> • <i>Academic Advising Excellence Award is created.</i> • <i>American Cultures & English Program is expanded and enhanced to offer additional support to at-risk international students.</i> • <i>New course repeat policy is developed and approved.</i> • <i>Intervention with first and second-year students who did not register is conducted.</i>
2012-2013	<ul style="list-style-type: none"> • <i>Retention is featured in President's Annual Address.</i> • <i>University Studies Program (for undecided majors), using a faculty-intensive advisement approach, is launched.</i> • <i>"Succeed at Miami" handouts (with tips for increasing retention) are developed and distributed to key constituencies at Summer Orientation.</i> • <i>New sprint versions of EDL 110 are developed and offered to international students to assist with transition issues.</i> • <i>Merit scholarship program is revised.</i> • <i>New Academic Scholars Program is created to increase profile of incoming class.</i> • <i>Interactive Degree Audit Report is launched to help students gain quick access to degree requirements.</i> • <i>Advisors in academic divisions reach out to students who have dropped out with more than 120 credit hours earned.</i> • <i>Course repeat policy is revised to make it more effective and comprehensible.</i> • <i>Nineteen other academic policies, including a policy for dropping and adding courses via web, dual enrollment policies, pre-requisite policy, are approved.</i> • <i>Undergraduate Academic Advising Council develops shared university-wide advising philosophy, outcomes, and goals as well as a new advising model which includes comprehensive advisor training, assessment plan, new staffing structure and a first-year experience course.</i>
2013-2014	<ul style="list-style-type: none"> • <i>Miami purchased an advanced analytics tool to aid in retention efforts (Education</i>

Advisory Board's Student Success Collaborative). This tool generates risk assessments for each Miami students, offers easily accessible dashboards for advisors, provides research on best practices in college completion; peer benchmarking; and consulting support. The tool is currently being piloted in the College of Arts and Science and at the Regional Campus.

- *Plans are being developed for an in-house early warning system for socio-emotional and mental health issues to identify students who may be at risk for non-academic reasons.*
- *New interventions are being developed to support Miami ACCESS Initiative students and international students.*
- *Comprehensive advisor training for all staff and faculty advisors and targeted academic support specialists with required and optional portions is being developed; required portions of the training are piloted in spring 2014. Full implementation will occur in 2014-2015.*
- *New online resources for students and advisors are developed and accessible via MyMiami.*
- *A proposal to revise the Global Miami Plan was approved by the University Senate. All courses will advance written communication and critical thinking outcomes. Other 21st century outcomes (creative thinking, problem-solving, quantitative literacy, ethical reasoning, integrative learning, applied learning, intercultural understanding, information literacy) are promoted in various components of the plan; new experiential learning requirement and project-based capstone will be included. These high-impact learning additions are proven to enhance retention.*
- *A new First-Year Experience (FYE) course which is designed for students in their first semester and to promote retention has been proposed for approval. Plans are underway to pilot it with 200-300 students in the fall 2014 semester. The course will provide an overview of liberal education, promote personal and social responsibility, and educate students about the advising and other support resources within their division, campus and University.*
- *A team of faculty is designing a new degree completion program, tentatively titled Liberal Studies, which will be offered through Department of Integrative Studies, College of Professional Studies & Applied Sciences, on the regional campuses. This program will be aimed at students with more than 120 academic credits who have not graduated within six years. The program will be offered in a hybrid or online format.*
- *Plans are underway for U.Direct, a web application technology designed to enable students and advisors to explore multiple degree paths and identify a four-year schedule for success. This system will also enables chairs and deans to plan course schedules well in advance and ensure that we offer the appropriate number and array of courses to meet student needs. Anticipated launch date is fall 2014.*
- *Effective fall 2014, a revised policy for mid-term grades will be enacted so that students who have earned 45 or fewer credits at Miami will receive mid-term grades (compared to the current policy which enables students with 16 or fewer credits earned at Miami or elsewhere to receive midterm grades). In addition, faculty will be strongly encouraged to supply midterm grades for all other students.*
- *All of Miami's 176 Transfer Assurance Guides have been submitted and approved by the Ohio Board of Regents; this will enable transfer students to more easily gain credit for specific courses when entering Miami.*
- *Miami's College Completion Plan is completed, approved by the Board of Trustees, and*

	<p><i>submitted to the Ohio Board of Regents.</i></p> <ul style="list-style-type: none">• <i>Beginning in 2014, the University will be moving progressively toward a multi-term course scheduling and registration process to enable purposeful curricular planning and more accurate advisement.</i>• <i>New division, Enrollment Management and Student Success, is proposed for FY15 that will centrally coordinate efforts to increase retention and graduation rates.</i>
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MIAMI UNIVERSITY

Update on Retention

Carolyn Haynes, Associate Provost
Michael Kabbaz, Associate Vice President

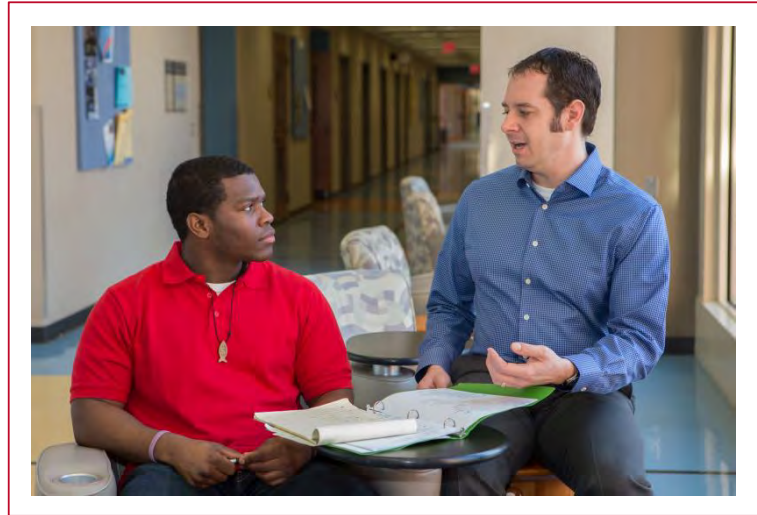
Agenda

- Update on the Undergraduate Academic Advising Council
- Student Success Initiatives



2013-2014 UAAC Goals

- Design and gain approval for new FYE course.
- Develop a comprehensive advisor training plan.
- Develop and identify new online support for advising
- Create recommendations for supporting the critical advising needs of undergraduates.



FYE Course: UNV 101, I am Miami

- Course proposal (including model syllabus with sample assignments and activities) was developed and approved at all levels of University.
- At least 12 sections, taught by faculty in EHS, CAS & FSB, will be piloted in two Living Learning Communities (Redhawk Tradition & Explore Miami) in fall 2014
- Over 700 students have indicated interest in the course.
- Meetings of FYE instructors, facilitated by Kim Ernsting and Gwen Fears, will be held every two weeks for additional course training and assessment.



MIAMI UNIVERSITY

Comprehensive Advisor Training

- Three required hybrid modules (piloted this summer):
 - Intro to academic advising at Miami & overview of curriculum & resources
 - Overview of policies and advising technology
 - Overview of effective advising
- Optional fourth module which consists of mini online programs on key topics, including:
 - Socio-emotional & mental health
 - Student development
 - Career development
 - Different special populations of students



MIAMI UNIVERSITY

Online Advising Support: MyAdvising

- Two Sites: Students & Advisors
- Marketing Campaign, Fall 2015
- Key Components
 - Advising Outcomes
 - Your Advisor or Advisees
 - Academic Requirements
 - Frequently Asked Questions
 - Info on Key Topics

The screenshot shows the myMiami MyAdvising website. The header includes the myMiami logo and a navigation menu with links for Home, Welcome, News and Events, Libraries, Student, Employee, Faculty, Families, My EE and AA, and Adviser Resources. Below the header, there is a search bar and a 'Welcome to myAdvising' message. The main content area is divided into several sections:

- Find My Advisor:** A section with a red border and a search bar, containing a message about academic advisor information.
- myLinks:** A section with a red border containing a 'Helpful Links and Advice' list:
 - How to read Degree Audit Report (DAR)
 - Liberal Education at Miami University
 - Miami General Bulletin (Course Catalog)
 - Office of Career Services
 - Office of the Registrar
 - Regional Campus Information
 - Academic Learning Center
 - Transfer Your Credits
 - What can I do with the Major?
- Quick Tools:** A section with a red border containing icons for myM, b, m, d, and social media links for myM, Facebook, Twitter, and LinkedIn.
- Academic Requirements:** A section with a red border containing a 'Liberal Education' list:
 - Global Studies Plan
 - honors Plan
 and a 'Divisions and Majors' list:
 - College of Arts and Sciences
 - College of Business
 - College of Education, Health, and Society
 - College of Engineering and Computer Science
 - College of Professional Studies and Applied Sciences (Regional Campus)
- Pre-Professional Programs:** A section with a red border containing a list:
 - Programs (i.e., dentistry, medicine, occupational/physical therapy, optometry, pharmacy, physician assistant, podiatry, veterinary medicine)
 - EE:448
- Frequently Asked Questions:** A section with a red border containing a question:
 - When should I see an academic advisor?
 The answer below states: "You should see your academic advisor in preparation for each semester's registration, as well as any other times often about your academic pursuits."



MIAMI UNIVERSITY

Online Advising Support: u.Direct

- **u.Direct**—leverages existing degree audit data to create roadmaps defining clear path to graduation; provides data for advanced course scheduling
 - Process of entering data near completion
 - Testing done this summer
 - Launch fall 2014

The screenshot displays two side-by-side windows from the u.Direct system. The left window, titled "Roadmap: Speech Pathology and Audiology", shows a program overview for "Speech Pathology & Audiology - Bachelor of Science" effective in Fall 2013. It lists a four-year curriculum with course requirements for each term, including pre-major courses, foreign language, and education courses. The right window, titled "Student Plan: Speech Pathology", shows the student plan for "Laura Jones" for the Spring 2014 term, listing completed courses like PSY111, ENG112, and FSW261, and upcoming courses for Fall 2014 and Spring 2015.



Student Support Recommendations

- **Transfer & Relocation Students**
 - Enhance advocacy (dedicated staff support, scholarships, articulation agreements, mentors)
 - Enhance communication (website, webinars)
 - Improve process (improved orientation, Banner access, housing assignments, transfer credit evaluation)
- **International Students** (speaking/listening support, mentoring, research project on attrition, dedicated staff support)
- **Miami ACCESS Initiative Students** (mentoring, special FYE, dedicated staff support)
- **Socio-Emotional/Mental Health Support** (protocol & training)



MIAMI UNIVERSITY

Additional Related Activities

- Intervention with Non- and Under-Enrolled Students
- Policy & Procedure Revisions
 - Mid-term Grades
 - Latin Honors
 - Multi-Term Course Scheduling
- Clarification of Two Protocols (Students with Emergencies & Disabilities)
- Three Advising Awards
- Degree Completion Program Under Development



MIAMI UNIVERSITY



STUDENT SUCCESS INITIATIVES

Proposed Division Mission Statement

The Division of Enrollment Management and Student Success is committed to creating and sustaining a culture of engaged University-wide partnerships to facilitate the design, implementation, and support of strategic and research-based enrollment and student success practices. The Division embraces data-driven decisions, student-centered services, and shared collaboration across campus to lead and support the full student lifecycle from recruitment through graduation to lifelong success.

Creating a Student Success Organization

- Work in close partnership with the President, Provost, Academic Deans, Student Affairs and other key University leaders to ensure collaboration to facilitate an engaged student learning experience.
- Create a central structure that proactively identifies and systematically removes academic, social, and financial obstacles to student success.
- EMSS will coordinate research and centrally manage and leverage relevant data to provide meaningful insights from which to make decisions, improve processes, and influence actions leading to increased student success.

Creating A Student Success Organization

- EMSS will chair the newly formed University Retention Committee (URC) that will be held responsible and accountable for overseeing and executing research-based best practices.
- Centrally coordinate decision-making structures and various University committees that impact student success through the URC (e.g., University Academic Advising Committee).
- Create a proactive central student success office that coordinates defined and targeted retention efforts (as prioritized through the URC) that supplements academic advising and other student services throughout the University by increasing outreach and support services for all students.

Student Success Collaborative Initiative

Miami has partnered with the Educational Advisory Board (EAB) to improve student success. The EAB's Student Success Collaborative (SSC) combines technology, best practice research, and predictive analytics to help positively influence outcomes with at-risk and off-path students.

Fall 2014 Academic Division Pilots: CAS and CPSAS

Key Initiatives:

- Proactively identify students needing extra assistance in historically critical coursework;
- Provide actionable data to facilitate difficult conversations with students who may be at-risk in their chosen degree;
- Enable comparison of alternative academic major decisions based on predicted academic performance;
- Access to integrated career planning data.

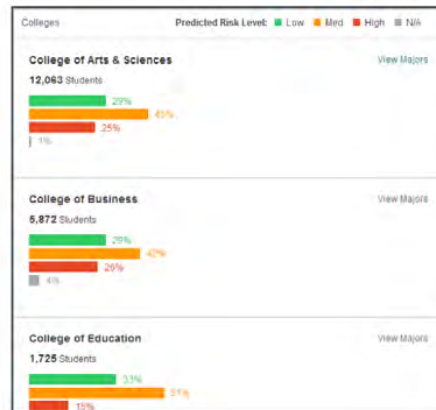
Student Success Collaborative Initiative

Unprecedented Visibility Into Risk Across Colleges and Programs

Dashboards Deliver Focused Intelligence on Potential Areas for Targeted Improvement



8



Risk Dashboard – Institutional View

- A predictive analytics engine calculates the likelihood of graduation for every student on campus based on their academic history as compared to past students
- Students are sorted by college to provide administrators with a snapshot overview of which academic units are most in need of assistance
- Results provide provosts and vice presidents with the tools necessary to make data-driven decisions about new investments in student success efforts

Student Success Collaborative Initiative

Prioritized Student Information at the Advisor's Fingertips



10

Actionable Intelligence Enables Proactive, Data-Driven Advising Conversations

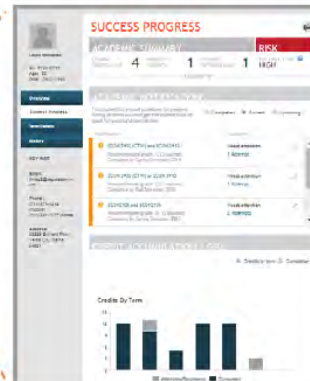
Advisor Worklist

- At-risk students are organized and prioritized for advisor follow-up
- Flexible filters provide each advisor with the ability to customize lists to match the specifications of the students they work with on a daily basis or to create campaigns targeting specific populations

Risk	Student Name	Care Date	Classification
At Risk	ADAM, ADAM L 22-100214 Major: Biological Science Advisor: [Name]	2/16	1 course
At Risk	ADAM, ADAM 22-100214 Major: Biological Science Advisor: [Name]	1/20	1 course
At Risk	ADAM, ADAM 22-100214 Major: Biological Science Advisor: [Name]	2/24	1 course
At Risk	ADAM, ADAM 22-100214 Major: Biological Science Advisor: [Name]	1/17	1 course
At Risk	ADAM, ADAM 22-100214 Major: Biological Science Advisor: [Name]	2/19	1 course
At Risk	ADAM, ADAM 22-100214 Major: Biological Science Advisor: [Name]	1/20	1 course
At Risk	ADAM, ADAM 22-100214 Major: Biological Science Advisor: [Name]	2/20	1 course
At Risk	ADAM, ADAM 22-100214 Major: Biological Science Advisor: [Name]	2/16	1 course

Student Details

- A page for each student reveals rich detail into his or her performance against a range of course completions, grades, and GPA levels determined to be predictive of success in their program of choice
- Each academic factor provides advisors with actionable intelligence to be used during meetings with the student



Student Success Collaborative Initiative

Customized Guidance on Best-Fit Course and Majors



11

Personalized Insight in the Academic Paths Best Suited to Each Students' Demonstrated Abilities

Major Malcher
Browse Majors (14) Save My Major (0)

Major Malcher
Browse Majors (14) Save My Major (0) Displays 1-4 of 4

Completed	Grade	Completed	Grade	Completed	Grade	Completed	Grade
MTN 134	C	PHI 101	A	MTN 378	C	PHI 206	C
MTN 238	C	PHI 200	D	PHI 105	B	PHI 208	D
SG 200	C						

Predicted Course	Difficulty For You	Predicted Course	Difficulty For You	Predicted Course	Difficulty For You
PHI 206	High	PHI 101	Med	PHI 208	Med
PHI 208	High	PHI 105	Low	PHI 200	Med
PHI 101	Med	PHI 200	Low	PHI 105	Low
PHI 105	Low	PHI 208	Low	PHI 206	Low

Predictive Guidance on Major Selection

- "Major Malcher" interface provides advisors with guidance on a student's likelihood to graduate in a wide range majors around campus
- Predictions are personalized for each student and made based on how academically similar students have performed in each major in the past
- Advisors deploy this guidance alongside (but not in replacement of) traditional major selection guidelines such as career interest and completed requirements for both major switchers and undeclared students

Predictive Guidance on Course Difficulty

- The predictive algorithm also returns personalized guidance on the relative difficulty of many upcoming courses associated with each major
- Students who have already declared a major can gain visibility into the road ahead to make plans for navigating potential "landmine" courses or course combinations, improving overall academic planning
- Students still in the process of selecting a major can make comparisons between upcoming coursework associated with their potential majors

One Stop for Student Success Services



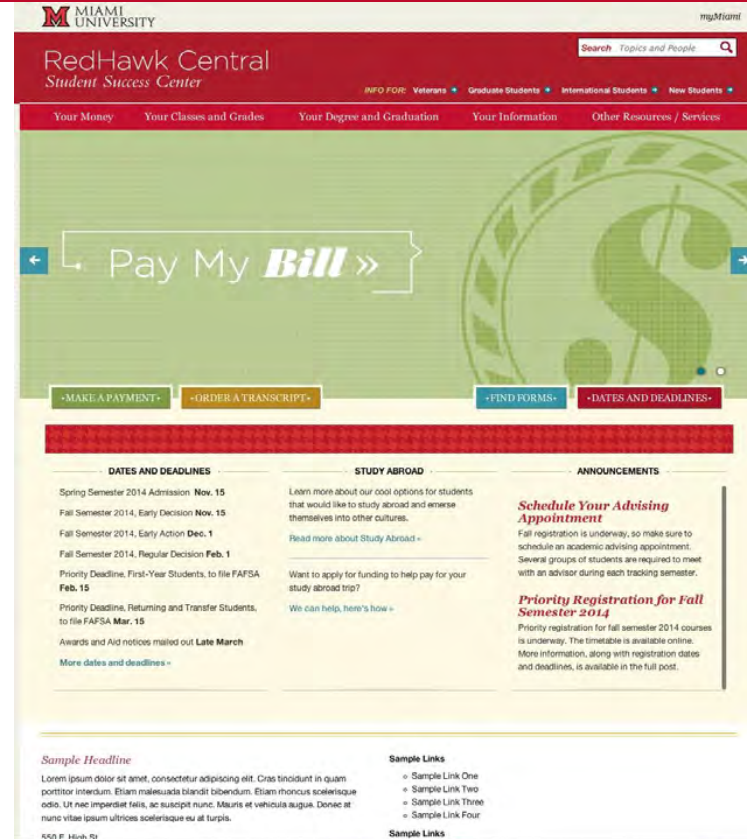
- Opening Fall 2014 (date TBD)
- Consolidate front-facing services of the Bursar, University Registrar and Student Financial Assistance offices
- Provide best in class, student-centered services via telephone, email, online and in-person
- Improve service capabilities to positively impact student satisfaction, increase retention, lower the cost of delivery, and over time, become an additional selling point in the recruitment of new students

One Stop for Student Success Services



- Adopt a “total care” approach for every student interaction to resolve all current issues and identify and prevent future issues
- Counsel, answer inquiries, and provide problem resolution for current and future Miami students, families, alumni, faculty, staff, various departments, and the broader University community in the areas of:
 - Registration
 - Financial aid
 - Student academic records
 - Billing and payment
 - Commencement
 - Veteran Affairs
 - Residency
- Implement changes to enhance the customer experience through technology and improved processes

One Stop for Student Success Services: Website Mock-ups





QUESTIONS?

Enrollment Management Update

Board of Trustees
June 19, 2014

Michael S. Kabbaz
Office of Enrollment Management



MIAMI UNIVERSITY

2014 Enrollment Goals

First-year Objectives:

- 3,600 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 ACE Program enrollment
- Increase transfer enrollment
- Expand TOP Program

Fall 2014 – Application Status by Academic Division

	Applied				Admitted				Confirmed			
	2013	2014	Diff.	%	2013	2014	Diff.	%	2013	2014	Diff.	%
College of Engineering & Computing	2,983	3,333	350	11.7%	2,026	2,344	318	15.7%	443	416	(27)	-6.1%
College of Arts & Science	9,410	10,812	1,402	14.9%	6,151	7,058	907	14.7%	1,406	1,450	44	3.1%
Farmer School of Business	6,824	7,777	953	14.0%	3,410	3,587	177	5.2%	941	780	(161)	-17.1%
FSB/University Studies	-	-	-	0.0%	1,271	1,439	168	13.2%	383	520	137	35.8%
College of Education, Health & Society	2,390	2,329	(61)	-2.6%	1,548	1,544	(4)	-0.3%	410	417	7	1.7%
College of Creative Arts	913	1,048	135	14.8%	608	665	57	9.4%	178	189	11	6.2%
CCA/University Studies	-	-	-	0.0%	9	11	2	22.2%	1	2	1	100.0%
Total	22,520	25,299	2,779	12.3%	15,023	16,648	1,625	10.8%	3,762	3,774	12	0.3%

Note: Data are as of 6/3/2014

Fall 2014 – Application Status by Residency

	Applied				Admitted				Confirmed			
	2013	2014	Diff.	%	2013	2014	Diff.	%	2013	2014	Diff.	%
Non-resident	12,201	14,975	2,774	22.7%	8,046	9,716	1,670	20.8%	1,488	1,660	172	11.6%
Domestic non-resident	9,912	11,354	1,442	14.5%	6,983	8,252	1,269	18.2%	1,301	1,379	78	6.0%
International non-resident	2,289	3,621	1,332	58.2%	1,063	1,464	401	37.7%	187	281	94	50.3%
Resident	10,319	10,324	5	0.0%	6,977	6,932	(45)	-0.6%	2,274	2,114	(160)	-7.0%
Total	22,520	25,299	2,779	12.3%	15,023	16,648	1,625	10.8%	3,762	3,774	12	0.3%

Note: Data are as of 6/3/2014

Preliminary Key Quality Indicators: Fall 2013 vs. Fall 2014

ACT Average:

27.5 vs. 27.6 or a .1 gain

Acceptance Rate:

67% vs. 66% or a 1% decrease

Students of Color:

13.3% vs. 12.9% or a .4% decrease

Non-Resident:

39.5% vs. 43.9% or a 4.4% gain

Overall Yield:

25.0% vs. 22.7% or a 2.7% decrease

Note: Data represent year-to-date comparisons through 6/3/2014

Honors Program

Fall 2014 Enrollment Target:
400 first-year students

	# Enrolled	Avg ACT Best	Avg GPA	Avg HS Curriculum	Non-Resident	Students of Color	UASP Overlap
2014	391	32.8	4.3	18.5	45.5%	15.9%	18.4%
2013	341	31.3	4.2	18.4	40.8%	15.0%	14.4%

Note: 2013 data are final; 2014 data are as of 6/4/2014

University Academic Scholars Program

Fall 2014 Enrollment Target:
180 first-year students across 13 designations

	# Enrolled	Avg ACT Best	Avg GPA	Avg HS Curriculum	Non-Resident	Students of Color	Female
2014	192	31.4	4.2	17.7	41.7%	27.1%	63.0%
2013	162	31.2	4.1	17	43.8%	38.9%	52.5%

Note: 2013 data are final; 2014 data are as of 6/4/2014

University Academic Scholars Programming

- Welcome Week Reception with President and Mrs. Hodge, Deans, and Coordinators
- UASP Pizza Party
 - Harry T. Wilks Leadership Institute
 - University Libraries (First-Year Experience Librarian)
 - The Western Program Inquiry Center
- Divisional Events and Programming
- Special Invitations to University Events
 - Lessons in Leadership
 - Perlmutter Leadership Conference
 - Janus Forum
- Creation of UASP Facebook Group and Listserv
- UASP Student Advisory Group – Student Organization
- Yield Efforts
 - Postcard Writing Campaign
 - *Make It Miami!*
 - UASP/UHP Events
- Lewis Place End-of-Year Reception
- Chipotle Social
- Mentor Program

Other Enrollment Goals

American Culture and English (ACE) Program

- Fall 2014 enrollment goal is 150 first-year students
- 224 confirmed students or a 109% YTD increase versus fall 2013

Transfers

- Fall 2014 enrollment goal is 300 students
- 153 confirmed students or a 16.8% YTD decrease versus fall 2013

Note: Data are as of 6/3/2014

TOP Overview (Oxford and Regionals)

- The Oxford Pathway (TOP) cohort program is a semester-long, intensive learning program for students who reside within driving distance (50 miles or less) of the regional campuses.
- These are local students who have solid academic records but are waitlisted to the selective Oxford campus.
- Students enrolling in TOP begin their Miami journey by taking classes on the regional campuses during the fall term and can then transition to the Oxford campus for spring semester upon completion of program requirements. Students enrolling on the Oxford campus are guaranteed on-campus housing for the spring semester.

# of Students Offered	Avg ACT Best	Avg GPA	Avg HS Curriculum
771	23.4	3.4	8.2

- Spring 2015 enrollment goal is 35 first-year Oxford students
- 47 confirmations to date

Note: Data are as of 6/3/2014

Loan Debt Update

\$29,400 - National student loan debt average

\$29,037 - Ohio Student loan debt average

\$27,181 - Miami University graduate debt average; down from \$27,817 (2012)

Key Points:

- 2.3% increase over the last 5 years; lowest increase in the State of Ohio
- \$2,219 below national average and \$1,856 below state average
- Miami Access Initiative students graduated with \$24,793 in loan debt

Note: Students that graduated between July 1, 2012 and June 30, 2013

Source: Miami data, Common Data Set via institutional websites, *The Project On Student Debt*



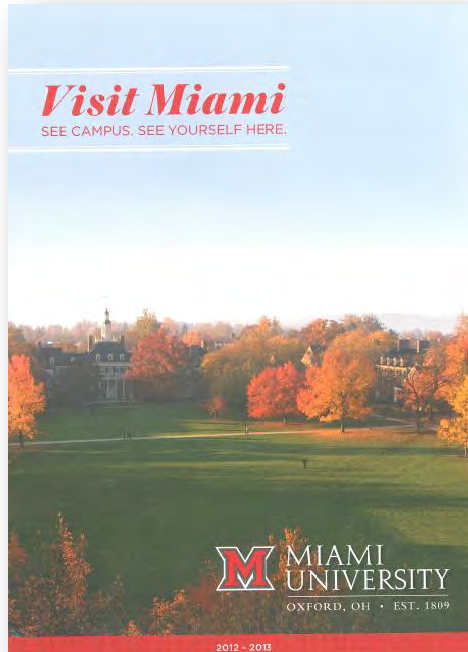
FALL 2015 PLANNING

Admission Strategies

- Reallocated recruitment staff to focus on specific strategic initiatives
 - Transfer
 - International
 - First-Year
- Expanded strategic travel plan to include more secondary, tertiary, and emerging markets
- Revised merit scholarship grid to attract a broader pool of high ability and merit-worthy applicants
- Implementation of the Top 100 Initiative, a program designed to ensure ongoing, personalized communication with targeted audiences of prospective students
- Enhanced Search strategy to include the use of Segment Analysis, a data-driven tool identifying new and emerging high schools and neighborhoods throughout the US
- Creation of a strategic visit calendar engaging students in differentiated and meaningful on- and off-campus events throughout the recruitment cycle
- Continued refinement of the various communication flows including the development of a group of core recruitment pieces and the utilization of data to identify and target students with the highest likelihood to apply



Admission Strategies



4
HOURS TO VISIT

START WITH AN INFORMATION SESSION
Information sessions and campus tours are hosted by the Office of Admissions. You'll learn about Miami's academic programs and key statistics. Before the information session, you can talk one-on-one with a current student, as our Miami University Student Ambassadors mingle in the Admission lobby with our guests.

EXPLORE THE CAMPUS
After the 30 minute information session, take a 75 minute walking tour of campus. Join our student tour guides as they share their Miami experiences, answer your questions, and give you an insider's view of campus.

Our tours are:

- Student-led—for the student perspective.
- Informative—very interactive and a great opportunity to ask questions.
- The best way to learn about Miami University.

AFTER YOUR TOUR

- We encourage you to eat in one of our award-winning dining halls and find out why students rave about our cooking.

2015 Scholarship Grid

ACT/SAT (CR+M) Score	High School GPA	Additional Requirement	Resident Scholarship Range	Non-Resident Scholarship Range
32+/1400+	3.50+	Rigorous Coursework	\$24,000 - \$48,000	\$56,000 - \$110,000
			(Half to full tuition per year)	(Half to full tuition per year)
30-31/1330-1390	3.50+	Rigorous Coursework	\$20,000 - \$40,000	\$28,000 - \$60,000
			(\$5,000 to \$10,000 per year)	(\$7,000 to \$15,000 per year)
28-29/1250-1320	3.50+	Rigorous Coursework	\$12,000 - \$28,000	\$20,000 - \$44,000
			(\$3,000 to \$7,000 per year)	(\$5,000 to \$11,000 per year)
26-27/1170-1240	3.50+	Rigorous Coursework	Up to \$8,000	Up to \$16,000
			(Up to \$2,000 per year)	(Up to \$4,000 per year)
Applicants not meeting the above criteria will be considered for a full range of merit and need-based scholarships ranging up to full tuition annually.				
Award amounts may be determined by additional factors including diversity, audition, portfolio, intended area of academic interest, and athletic ability.				

Miami University merit scholarships are highly competitive and, thus, not guaranteed. The academic qualifications determining scholarship awards are dependent on the strength of the applicant pool. Priority consideration will be given to students applying for admission by December 1, 2014.

Scholarship offers and award amounts will be determined by a holistic review of the application for admission and thorough evaluation of academic indicators including, but not limited to: rigor of coursework, high school GPA, and standardized test scores. Award determinations will be based on the official testing and high school transcript information received by Miami University at the time of application.

Note: Fall 2015 change includes removing the guaranteed scholarship in each award range.

Good News from Academic Affairs APRIL 2014– JUNE 2014

Farmer School of Business 8th best in nation

Miami University's [Farmer School of Business](#) maintains its status as one of the Top 25 Undergraduate Business Schools in the nation as judged by Bloomberg Businessweek, which ranked Farmer 8th among public institutions and 23rd overall in its 2014 Best Undergraduate Business Schools list. The school was given a grade of A+ for teaching quality, placement and facilities, and services.

Corbett awarded American Council of Learned Societies Fellowship

Mary Jean Corbett, Miami University professor of English and affiliate of women's, gender and sexuality studies, has been awarded the American Council of Learned Societies (ACLS) 2014 Fellowship for her project "Behind the Times: Virginia Woolf in Fin-de-Siècle Context."

Miami Mock Trial teams place fifth and seventh at National Championship

Miami's "A" team placed fifth and the "B" team placed seventh, at the Mock Trial National Championship.

Miami ranks 1st in Ohio for return on investment: Humanities majors 2nd highest nationally for ROI

Miami ranks [1st in Ohio among public universities](#) for best return on (tuition) investment, according to PayScale.com, a global compensation data website. In addition, Miami ranked 2nd nationally (both public and private) for return on investment of graduates with humanities majors.

Miami students named Goldwater Scholar, Honorable Mentions

Abraham "Jon" Moller, a junior [microbiology](#) and biochemistry double major from Oxford, has received a Goldwater Scholarship. He is one of 283 students nationwide to receive the scholarship, the premier undergraduate award of its type in the fields of mathematics, natural science and engineering.

Eric Lee, a junior manufacturing engineering and [mechanical engineering](#) double major with a premedical studies co-major, and Michael Markesbery, a junior [zoology](#) major and neuroscience and entrepreneurship double minor, each received a Goldwater Scholar Honorable Mention.

Two Miami students receive NSF Graduate Research Fellowships

Miami University students Courtney Clark-Hachtel (Miami '12), a second-year doctoral student in biology, and senior James Tong Morton have been awarded fellowships from the National Science Foundation's (NSF) [Graduate Research Fellowship Program](#)(GRFP).

Paul Larson named Sigma Xi Researcher of the Year

Paul Larson, professor of mathematics, has been named Miami University's Sigma Xi Researcher of the Year for 2014.

Miami lands Race to the Top educator grant

Miami University is the top-scoring public university - and one of only two public universities in Ohio - to receive the 2014 Race to the Top Educator Preparation Program Incentive Grant (EPPI). Miami's educator preparation programs scored well above the statewide mean, earning the university an award of \$160,055.

Good News from Academic Affairs APRIL 2014– JUNE 2014

2014 Excellence in Career Development Award winners announced

The student affairs division of Miami University has recognized seven faculty members with the new Excellence in Career Development Award. The award recognizes faculty who actively support the development of the Miami University career community, forge career-related partnerships and provide exemplary direct delivery of career development services to undergraduate students.

Miami sophomore awarded Boren Scholarship for study in Brazil

Sara Giska, a sophomore at Miami University, has been selected as a recipient of the 2014 National Security Education Program (NSEP) Boren Scholarship for international study.

Miami's Pi Sigma Epsilon receives best in nation and brings home the gold

Miami University's Pi Sigma Epsilon (PSE) was named the top chapter in the nation during the 2014 PSE National Convention held this spring. Faculty adviser Don Norris was named Top Adviser of the Year, and 12 student members received scholarships totaling \$13,000.

Nancy Solomon elected Fellow of the Animal Behavior Society

Nancy Solomon, professor of biology at Miami University, is one of five new Fellows of the Animal Behavior Society. She is the first ABS Fellow at Miami.

Interactive app and Web-based game will share the story of Freedom Summer

A Miami University theatre professor has been awarded a \$59,994 grant from the National Endowment for the Humanities to develop a prototype for a location-based game about the role Western College for Women (now Miami's Western campus) played in Freedom Summer.

Marchant, Taylor and Ward appointed to director positions

The office of the provost has appointed three faculty members to serve in university director positions beginning July 2014. **Linda Marchant** will serve as the next director of the university honors program, **Rich Taylor** has been appointed as the director of liberal education and **Rose Marie Ward** has been appointed as the director of the Center for the Enhancement of Learning, Teaching and University Assessment.

Quanyu Huang promotes a "kinder, gentler" education model combining the best of East and West

In his latest book, Quanyu Huang explores blending the best practices of American and Chinese education to create well-rounded students on both continents, and just maybe leveling the playing field for future scientific Nobel Prize winners.

Andrew Casper receives NEH funding for his research on the Shroud of Turin as art, icon and relic

Andrew Casper, assistant professor of art at Miami University, has been awarded two grants for his research on the 16th- and 17th-century artistic conception of the Shroud of Turin.



Update on Academic Integrity Initiatives

For the Board of Trustees Subcommittee on Academic and Student Affairs

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

Submitted on: May 30, 2014

Background

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

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

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

Current Activities and Caseload

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

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

- *Miami Real World* values and ethics discussion groups with first-year students during Welcome Week (2008-2012)
 - After participating in *Miami Real World*, students' attitudes toward issues of personal integrity are influenced positively (based on pre/post survey results)
- Continued collaboration between the Office of the Provost and the Office of Ethics and Student Conflict Resolution regarding dishonesty in and out of the classroom
- Revision of the Academic Integrity Policy to highlight institutional values, student responsibility, and education and to clarify criteria for academic dishonesty
- Presence of an academic integrity website with resources for students and faculty (2009-present)
 - please see: www.miamioh.edu/integrity
- Use of an online integrity seminar as a sanction for dishonesty offenses
- Participation in the AAC&U Personal and Social Responsibility Inventory
- Faculty development workshop series about academic integrity and university policies (2013-present)
- Inclusion of academic integrity case study at New Faculty Orientation
- Academic Integrity sessions presented for International students at International student orientation (2011-present)
- Inclusion of academic integrity module in the EDL 151 course for International students (formerly EDL 110) (2012-present)
- Academic integrity presentations given to a variety of classes and organizations by request

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

Academic Dishonesty	Number Reported	Suspensions
2009-2010	180	3
2010-2011	175	8
2011-2012	237	6
2012-2013	201	9
2013-2014*	241	8
2013-2014 Details (as of 5/30/14)		
Responsible - 163 (67.6%) Not Responsible – 65 (27%) Pending – 13 (5.4%)		
8 Suspensions due to two acts of dishonesty		

* The reported number of cases from 2013-2014 reflects the cases reported as of 5/30/14. A few more cases resulting from the end of the semester or from summer classes are likely to be reported.

Future Plans

Several new initiatives are in progress or are planned to begin in the next academic year. Many of these initiatives will include collaborations among several offices within academic affairs and student affairs.

These include:

- Continued and on-going, comprehensive faculty development workshops about academic integrity
- Faculty Learning Community (FLC) on Academic Integrity facilitated by the Coordinator for Academic Integrity Initiatives
- Department Chair/Program Director training on policy and procedures
- Creation of online academic integrity tutorial for students (to be used in addition to mIntegrity)
- Creation of web-based and multimedia educational resources for students and faculty
- A video contest for student-created integrity videos
- Continued revision of the current academic integrity website to include more information and resources for faculty and students
- Creation of additional educational sanctions for students who commit academic dishonesty
- Continued review of the Academic Integrity Policy

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



Report for the Academic and Student Affairs Committee

Board of Trustees

Student Loan Debt Update

The issue of student loan debt continues to be an important one on the Federal and State landscape. *The Project on Student Debt* reports that nationwide nearly 71% of students that graduated last year carried an average debt of \$29,400. In Ohio, (which ranks 9th in terms overall student loan indebtedness) 69% left college carrying an average debt of \$29,037 (The Institute for College Access & Success, 2013).

Miami graduates continue to be well below the national and Ohio averages for loan indebtedness.

For the Miami graduate who left between July 1, 2012 and June 30, 2013 (the nationally defined comparison period) the average student debt was \$27,181, down 2.3% from \$27,817 the prior year. 54% of Miami students graduated with debt. Assuming a standard 10 year repayment plan, the typical Miami student would expect to pay about \$300 per month during the life of the loan.

The Ohio Landscape

Figure 1 shows Miami's average student loan debt relative to Ohio's other 4-year public institutions for whom data are available.

Graduates & Average Loan Debt											
Institution	2012-2013		2011-2012		2010-2011		2009-2010		2008-2009		5 Year Change
	Avg. Debt	% With Debt	Avg. Debt	% With Debt	Avg. Debt	% With Debt	Avg. Debt	% With Debt	Avg. Debt	% With Debt	
Ohio 4 Year Public											
University of Toledo*	\$35,402	80%	\$27,927	72%	\$28,438	72%	\$27,378	73%	\$30,953	70%	14.4%
Kent State University	\$31,543	76%	\$31,954	76%	\$29,842	76%	\$28,186	77%	\$26,698	75%	18.1%
Wright State University	\$30,884	71%	\$28,349	83%	\$27,119	83%	\$26,542	82%	\$25,357	73%	21.8%
University of Cincinnati	\$28,333	68%	\$30,078	69%	\$27,593	67%	\$26,462	66%	\$25,878	69%	9.5%
Miami University	\$27,181	54%	\$27,817	55%	\$27,178	54%	\$27,315	51%	\$26,582	53%	2.3%
Ohio University	\$26,928	66%	\$27,060	67%	\$26,909	69%	\$25,330	68%	\$22,095	66%	21.9%
Ohio State University	\$26,472	56%	\$26,409	59%	\$24,840	58%	\$22,830	59%	\$22,105	57%	19.8%
University of Akron	\$23,791	72%	\$23,392	72%	\$22,096	70%	\$19,000	65%	\$17,450	63%	36.3%

Figure 1. Sources:

Self-reported data from each institution's common data set

The Institute for College Access & Success. 2014. Quick Facts about Student Debt. <http://bit.ly/1lxjskr>.

*University of Toledo reports their data is in draft form.

Data for Bowling Green, Shawnee State, Youngstown State, Cleveland State and Central State are not available for the 5 year benchmark period.

Of particular note, between the 2008-2009 and 2012-2013 benchmark periods, Miami student loan debt grew a very modest 2.3% - the lowest among Ohio's 4 year public universities.

Our Competition's Landscape

Figure 2 shows that among the University's competition set of institutions, a similar story emerges.

Graduates & Average Loan Debt											
Institution	2012-2013		2011-2012		2010-2011		2009-2010		2008-2009		5 Year Change
	Avg. Debt	% With Debt	Avg. Debt	% With Debt	Avg. Debt	% With Debt	Avg. Debt	% With Debt	Avg. Debt	% With Debt	
Competition Set											
University of Dayton	\$37,551	63%	\$40,628	62%	\$36,331	67%	\$35,421	67%	\$32,862	87%	14.3%
Pennsylvania State Univ	\$35,430	66%	\$35,100	66%	\$33,530	65%	\$31,135	65%	\$28,680	68%	23.5%
Purdue University	\$29,121	51%	\$27,798	54%	\$27,286	54%	\$26,360	52%	\$23,924	54%	21.7%
University of Cincinnati	\$28,333	68%	\$30,078	69%	\$27,593	67%	\$26,462	66%	\$25,878	69%	9.5%
Indiana University	\$27,619	52%	\$28,769	52%	\$28,434	53%	\$27,752	55%	\$25,522	54%	8.2%
Miami University	\$27,181	54%	\$27,817	55%	\$27,178	54%	\$27,315	51%	\$26,582	53%	2.3%
University of Michigan	\$27,163	47%	\$27,815	44%	\$27,644	44%	\$27,828	46%	\$26,819	46%	1.3%
Ohio University	\$26,928	66%	\$27,060	67%	\$26,909	69%	\$25,330	68%	\$22,095	66%	21.9%
Ohio State University	\$26,472	56%	\$26,409	59%	\$24,840	58%	\$22,830	59%	\$22,105	57%	19.8%
Michigan State University	\$25,821	46%	\$24,987	46%	\$23,725	45%	\$21,818	45%	\$19,696	44%	31.1%
University of Illinois	\$24,507	52%	\$24,657	52%	\$22,975	52%	\$21,543	51%	\$19,378	51%	26.5%

Figure 2. Sources:

Self-reported data from each institution's common data set

The Institute for College Access & Success. 2014. Quick Facts about Student Debt. <http://bit.ly/1lxjskr>.

Other Key Segments

Figure 3 provides detail on loan indebtedness of several other key demographics at Miami.

Population Segment	Avg. Debt	Median Income
Miami Access Initiative	\$24,793	\$21,321
Majority Ethnicity	\$27,019	\$78,362
Minority Ethnicity	\$28,808	\$35,644

Figure 3.

Conclusion

Miami continues to be proactive in our monitoring of student debt. Students can view their overall indebtedness online and near their other financial aid information. When a student's loan disburses we send emails to the borrower informing them of the amount and reminding them of the obligation. This past summer, we instituted a policy to assist high achieving juniors and seniors with high loan debt. Utilizing donor long-term loans which carry a lower (or no) interest rate, we replaced some of these students' federal loans in 2013-2014 with lower cost institutional loans. While these loans will continue to count in Miami's overall indebtedness average, students will benefit from a reduced or eliminated interest rate charge.

RECOMMENDATION 6:

Investigate other sources to generate additional tuition revenue in support of academic programming.

STATUS: Accepted

RESPONSIBLE AREA: Provost/Academic Affairs

TIMELINE:

PLANNING Completed by March 2011

IMPLEMENTATION Over the next four years

GOALS

Goal 1	Increase the number of fee-paying graduate students.
Goal 2	Offer additional workshops and other special tuition generating opportunities.
Goal 3	Offer on-line opportunities that are consistent with the mission of the university.
Goal 4	Continue the summer school revenue enhancement model for 2011.

ACTION STEPS

Action 1	Guidelines will be established to support 4+1 / 3+2 graduate programs and graduate certificate programs in which students would pay fees.
Action 2	Incentives have been developed for summer school and workshop offerings.
Action 3	A structure will be developed to facilitate on-line course offerings in niche areas.
Action 3	Have more partially funded rather than full funded graduate assistantships.

MEASURABLE OUTCOME: \$2.5 million additional tuition revenue should be achieved by fiscal 2015

ACCOMPLISHMENTS/ACTIVITIES

2010-2011	<ul style="list-style-type: none"> • <i>Revenue incentive models are developed in the following areas: summer school, workshops, Voice of America Programs, additional fee paying graduate programs.</i> • <i>E-learning working group develops proposals for new online education initiatives.</i> • <i>Calendar group investigates the possibility of extending the time between the fall and spring semesters to allow an opportunity to offer enrichment course offerings for fee-paying students.</i> • <i>Fee-paying graduate programs are developed in the following areas:</i> <ul style="list-style-type: none"> ○ <i>Second cohort of the Executive MBA at the VOA</i> ○ <i>Additional opportunities at the VOA for school professionals</i> ○ <i>An MFA program in Graphic Design</i> ○ <i>An MFA program in Creative Writing (on-line)</i>
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	<ul style="list-style-type: none"> ○ <i>Educational leadership courses for the Dublin City Schools</i> ○ <i>Expanded opportunities in the Gerontology area (on-line and hybrid courses.)</i> ○ <i>A master's level program in the social work area (jointly with Wright State)</i> ○ <i>4+1 programs in several areas in Arts and Science.</i> ● <i>New undergraduate majors (bioengineering, biology, and biological physics) are developed in areas that will help attract transfer and non-resident students.</i> ● <i>A 2+2 geology program is developed in partnership with a Chinese University</i> ● <i>More effective use of the VOA facilities is coordinated by the Regional Campus Dean and the Provost Office. New programs are promoted at the VOA in targeted areas such as Interactive Media Studies.</i>
2011-2012	<ul style="list-style-type: none"> ● <i>New programs in health related areas begin at the Greentree Academy (Middletown).</i> ● <i>Proposal for new online master's program in speech and hearing is developed.</i> ● <i>Sections of several popular TOP 25 courses (ENG 111, MGT 291) are offered for the first time during the summer. Plans are made to redesign other top 25 courses into a distance format.</i> ● <i>Associate provost for research investigates new distributions of indirect cost recovery from funded research to provide improved incentives to seek additional funding.</i> ● <i>New instructional design and technology specialist hired to assist with online course development.</i> ● <i>Combined bachelor's-master's degree program outcomes and guidelines are reviewed. The Graduate School re-aligns the program guidelines to provide students with more options and flexibility when enrolling in combined programs, and these changes were implemented in time for the fall 2012 enrollment. These changes resulted in a significant increase in combined bachelor's-masters enrollment from an average of 5-6 students per year from 2003-2011 to 31 students beginning in fall 2012 (a 6-fold increase in enrollment).</i>
2012-2013	<ul style="list-style-type: none"> ● <i>Plan for a new relocation program for waitlisted Oxford students, The Oxford Pathway Program, is developed and implemented, with 34 students enrolled for fall 2013.</i> ● <i>Changes in bachelor's-master's degree programs are implemented, resulting in a significant increase in combined bachelor's-masters enrollment from an average of 5-6 students per year from 2003-2011 to 31 students beginning in fall 2012 (a 6-fold increase in enrollment).</i> ● <i>Deans and chairs evaluate each of their graduate programs on the program's likelihood to recruit fee-paying graduate students based on current demand and program capacity to create strategic fee-paying graduate student enrollment targets.</i> ● <i>Long-term plan for increasing the American Culture & English (ACE) Program enrollments is developed.</i> ● <i>Miami leaders visit with the leadership of two of the largest two-year community colleges in the state (Columbus State Community College (CSCC) and Sinclair Community College (SCC)) to explore the possibility of increasing transfer students from these institutions to Miami. Master service agreements with CSCC and SCC are approved. Potential academic programs to develop articulation agreements are identified.</i> ● <i>The University Retention Committee, the University Undergraduate Academic Advising Council, and the Office of Enrollment Management generate long-term plans as well as new policies, procedures, and strategies, designed not only to improve the academic profile of students applying and enrolling at the university but also to enhance student success indicators and graduation rates.</i> ● <i>E-Learning Advisory Council (ELAC) creates university-wide strategies for expanding distance learning course offerings and online academic programs along with a preliminary business</i>

	<p><i>plan.</i></p> <ul style="list-style-type: none"> • <i>The School of Creative Arts studies the feasibility of offering a program in fashion design and merchandising.</i> • <i>The College of Arts and Science is developing a proposal for a new low-residency MFA in Creative Writing and recently signed a certificate program in English Studies with an international university.</i> • <i>The Farmer Business School investigates the possibility of offering a business minor via distance learning.</i> • <i>The School of Engineering and Applied Sciences is evaluating the feasibility of expanding its 4+1 (3+2) programs with international universities.</i> • <i>New calendar, including winter term, is approved, and plans are put in place for new winter term course offerings in 2014.</i> • <i>New compensation model for summer and winter term compensation is created.</i> • <i>Fee generating graduate programs proposed by academic deans</i>
2013-2014	<ul style="list-style-type: none"> • <i>New Academic Partnerships Committee is formed and develops procedures, policies, templates and best practices for forging partnerships with international and domestic educational institutions, corporations, industry, and community agencies.</i> • <i>Options to complete two associate degree programs (business technology and RN-BSN program) in a fully online format are approved.</i> • <i>60 students are enrolled in the business minor with four distance courses being offered in the summer.</i> • <i>A low-residency and hybrid MFA in creative writing is approved by University Senate and the Board of Trustees.</i> • <i>A new E-Learning Office is established under the leadership of a new assistant provost for e-learning; plans for new e-learning guidelines, policies, support structures, and incentives are being developed.</i> • <i>IES approved as a CGS Professional Science Master's degree</i> • <i>More than 70 students enrolled in combined bachelors/master's programs</i> • <i>One combined program approved and three in negotiations to matriculate graduate students from other universities into combined bachelors/master's programs.</i> • <i>Successfully implemented inaugural Winter Term. Over 230 courses, workshops, and study abroad and study away programs were offered. More than 3,000 Oxford and over 250 Regional students participated in the 3-week session.</i> <ul style="list-style-type: none"> ○ <i>Successful winter term at Oxford campus generates a preliminary \$7,124,267 undergraduate gross instructional revenue and \$308,055 graduate gross instructional revenue.</i> ○ <i>Successful winter term at the regional campuses generates a preliminary \$485,687 undergraduate gross instructional revenue.</i> • <i>In an effort to increase the graduate revenue, academic divisions have the ability to offer reduced (25%, 50%, 75% or 100%) waivers as oppose to only a 100% waiver. By spreading the waiver budget wider, revenue is increased from students who pay partial fees.</i> • <i>Online graduate certificate program in analytics is developed in a College of Arts and Science and Farmer School of Business joint effort to target professional students who are not currently affiliated with Miami University.</i>

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| | <ul style="list-style-type: none">• <i>The first international e-Learning center is piloted (offering MTH 123 and MGT 111) with Renmin University in Beijing, China during the spring 2014 semester.</i> |
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RECOMMENDATIONS 16-17:

Increase the use of lecturers and clinical faculty to no more than 20% of the total number of full-time, tenure-line faculty; and enforce the existing workload policy.

STATUS: Accepted

RESPONSIBLE AREA: Provost/Academic Affairs

TIMELINE:

PLANNING Goal 1 has been achieved and the planning for goal 2 should be completed by February 2011; goal 3 by 2011

IMPLEMENTATION Jan 2011 – July 2015

Goals

Goal 1	Have the University Senate approve an increase in the percentage of lecturers and clinical faculty from 10 to 20%.
Goal 2	Replace 10 retiring faculty with 8 lecturers / clinical faculty in each of the next four fiscal years.
Goal 3	Enforce the workload policy to achieve a more efficient deployment of faculty.

ACTION STEPS

Action 1	Each division will identify their plan for adding lecturers and clinical faculty.
Action 2	The department and program workload policies have been approved in most areas. A few have to be reviewed in the year ahead.
Action 3	Monitoring of the workload will take place annually, and issues that arise will be handled by the Provost and Deans.

MEASURABLE OUTCOMES: Meet target for number of faculty, lecturers, and clinical faculty and achieve \$3 million in savings by fiscal 2015

ACCOMPLISHMENTS/ACTIVITIES

2010-2011	<ul style="list-style-type: none"> Increases in the number of lecturers and clinical faculty are achieved. Eleven lecturers/clinical faculty are identified during 2010-2011, and an additional 7 will be identified during 2011-2012. In general, these individuals are hired in positions formally held by tenured faculty, thus achieving an approximate reallocation of \$600,000 in funds. Reductions in faculty personnel costs are made in the divisions, resulting in over \$2.5 million in personnel reallocation funds. Workload guidelines are revised for faculty on the rehire program to be credit hour based. Beginning in July 2012, faculty entering the program will be compensated on a per credit hour basis rather than a half-time basis. Workloads for faculty in temporary positions and lecturers are reviewed, and appropriate adjustments have been made.
2011-2012	<ul style="list-style-type: none"> Over \$800,000 in additional personnel reallocation funds are identified. Workloads for tenured and tenure track faculty are reviewed again. Increases in the number of lecturers and clinical faculty are achieved, with the number

	<p><i>of lecturers/clinical faculty increasing from 57 in 2010-11 to 83 in 2011-12. In general, these individuals are hired in positions formerly held by tenured faculty.</i></p> <ul style="list-style-type: none"> • <i>Academic divisions begin to form plans for an additional \$2.4 million of cuts for FY 13.</i> • <i>Revised workload guidelines for faculty on the retire/rehire program are implemented beginning in July 2012. Faculty entering the program are now compensated on a per credit hour basis rather than a half-time basis.</i>
2012-2013	<ul style="list-style-type: none"> • <i>Twenty additional lecturers, clinical, and professionally licensed (LCPL) faculty are hired or appointed for FY13.</i> • <i>Lecturers and clinical faculty become members of faculty assembly making them eligible for more service opportunities thus allowing for a more efficient delivery of university service as part of faculty workloads.</i> • <i>Divisional hiring plans are revised to include not only the justification of the hiring of new faculty but also provide explanation of how the hiring plan reflects a transfer of resources from high need areas from areas with lower growth potential.</i> • <i>Provost makes presentation on LCPL faculty at Faculty Assembly.</i> • <i>Ad hoc committee, chaired by Dr. Judith Rogers, to develop guidelines for promotion of lecturer, clinical and professionally licensed faculty is constituted.</i>
2013-2014	<ul style="list-style-type: none"> • <i>Ad Hoc Committee on the Promotion of Lecturers, Clinical & Professionally Licensed Faculty submits a report which includes proposed changes to the Miami University Policy & Information Manual, dossier guidelines for the promotion of LCPL faculty, and suggested best practices to the Provost. The Council of Academic Deans has reviewed and approved the material. The report is endorsed by University Senate.</i> • <i>Provost reminds academic deans of the workload guidelines in a Council of Academic Deans meeting.</i> • <i>Divisional five-year cash flow statements are developed by each academic division. Each statement is linked to the divisional enrollment and hiring plan and includes carry forward E&G funds to reach a true operating statement.</i> • <i>Provost meets with all academic deans to review budget and hiring plans, including proposed workloads for all new instructional staff (including tenure-track, tenured, LCPL and visiting faculty).</i>

RECOMMENDATION 18:***Change the current retire/rehire practice effective July 1, 2012.***

STATUS: Accepted

RESPONSIBLE AREA: Provost/Academic Affairs

TIMELINE:

PLANNING Completed by February 2011

IMPLEMENTATION July 2012

Goal

Goal 1	Create a more cost-effective strategy that provides staff flexibility for departments and divisions.
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Action Step

Action 1	A proposal to change the current policy will be considered by the University in the spring 2011.
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MEASURABLE OUTCOME: New policy adopted that reduces costs of faculty retire/rehire program

ACCOMPLISHMENTS/ACTIVITIES

2010-2012	<ul style="list-style-type: none"> • <i>The University Senate adopt new guidelines for the retire/rehire program. The guidelines apply to any faculty entering the rehire program on July 1, 2012 and thereafter.</i> • <i>Changes in the rehire program include the following:</i> <ul style="list-style-type: none"> ○ <i>Faculty need to apply for the rehire program, and the application must be approved by the chair/director, dean and provost. Faculty are only eligible for three years after retirement.</i> ○ <i>The compensation is 3% per credit hour of instruction, and a maximum of twelve credit hours may be taught per year. (The previous guideline was 50% compensation for one semester of full-time employment.) The change corresponds to roughly a 20% reduction in compensation</i>
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SR 14-21

BE IT HEREBY RESOLVED that University Senate adopts revisions, as amended, to the Global Miami Plan as set forth in the attached document;

FURTHERMORE BE IT HEREBY RESOLVED that University Senate adopts proposed revisions to the *Bylaws of University Senate*, Section 6.B.15, Liberal Education Council.

REVISED GLOBAL MIAMI PLAN

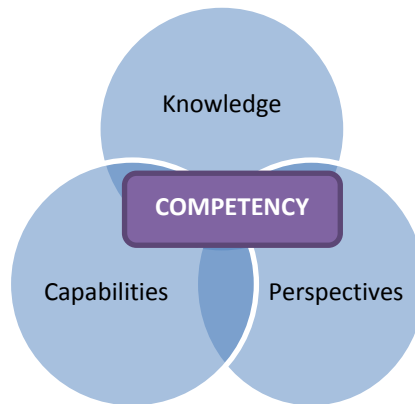
The new liberal education program advances a set of core competencies through five component parts as well as one additional experiential learning requirement:

COMPETENCIES

Competencies are multi-dimensional, encompassing the following three realms:

- Knowledge (concepts, theories, subject matter, questions, evidence)
- Capabilities (processes, skills, methods)
- Perspectives (differing understandings and views).

A competency can be visualized as follows:



The revised Global Miami Plan will advance the following competencies¹ which the Association of American Colleges & Universities defines as follows:

- **CIVIC KNOWLEDGE AND ENGAGEMENT:** encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.
- **CREATIVE THINKING:** the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.
- **CRITICAL THINKING:** the habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- **ETHICAL REASONING:** reasoning about appropriate and inappropriate human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.
- **GLOBAL LEARNING:** critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability

¹ See Association of American Colleges & Universities' VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics of essential learning outcomes at: https://www.aacu.org/value/rubrics/index_p.cfm?CFID=2321177&CFTOKEN=95069281

- **INTERCULTURAL KNOWLEDGE & COMPETENCE:** a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
- **INTEGRATIVE LEARNING:** an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.
- **INFORMATION LITERACY:** the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
- **INQUIRY & ANALYSIS:** systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
- **LIFELONG LEARNING:** all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.
- **ORAL COMMUNICATION:** a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
- **PROBLEM-SOLVING:** the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.
- **READING:** "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). (From www.rand.org/pubs/research_briefs/RB8024/index1.html)
- **QUANTITATIVE LITERACY:** a "habit of mind," competency, and comfort in working with numerical data.
- **TEAMWORK:** behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)
- **WRITTEN COMMUNICATION:** development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing words, texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Although all of the above competencies will be promoted in the revised Global Miami Plan, critical thinking and written communication will be incorporated in all components of the plan and formally assessed at the beginning and toward the end of the students' undergraduate experience.

KEY COMPONENTS OF THE REVISED GLOBAL MIAMI PLAN

ACADEMIC FOUNDATION (27-28 CREDITS)

Each Foundation course will incorporate written communication, advance critical thinking, and advance at least two additional competencies listed above. The Foundation component enables students to gain a breadth of knowledge across seven domains of learning:

Domain	Minimum Credits
Composition	3
Humanities	3
Creative Arts	3
Social Science	3
Global Perspectives	6
Physical Science*	3
Biological Science*	3
Mathematics, Formal Reasoning, Technology	3

***NOTE: AT LEAST ONE OF THE SCIENCE COURSES MUST INCLUDE A LABORATORY EXPERIENCE, WHICH IS TYPICALLY ONE ADDITIONAL CREDIT.**

ADVANCED WRITING COURSE (3 CREDITS)

Advanced writing courses (200 or 300 level) are offered by instructors in disciplines, departments, and programs across the university. These courses focus on writing instruction. Some possible courses include but are not limited to: Writing and Diversity; Technical Communication; Advanced Writing and Critical Reading; Professional Communication for Business; Scientific Communication; Writing for Teachers and Administrators; Writing in Social Sciences; and Writing and the Arts. At least one of the Advanced Writing courses offered to students university-wide should focus on intercultural communication.

ADVANCED WRITING COURSE CRITERIA

Advanced writing courses feature:

- Student writing as the central focus (with the majority of class time dedicated to instruction on and activities about writing)
- Frequent opportunities to write with ongoing instructor feedback on multiple drafts of major projects
- Multiple, substantial writing projects (at least 7500 words over the course of the term).

These courses are ideally capped at 20 students to facilitate instructor feedback.

Courses that meet divisional writing requirements may also count for this requirement if they adhere to the advanced writing course criteria (listed above). Scaffolded courses developed to meet divisional writing requirements might also count if they collectively amount to 3-credits worth of curricula adhering to the criteria listed above.

See plan for training and development of faculty in the section on “Revision of the Liberal Education Council” in this proposal.

Students will be advised to take an advanced writing course in their second or third year.

THEMATIC SEQUENCE (9 CREDITS, BUT 3 CAN BE DRAWN FROM THE FOUNDATION CATEGORY)

This component is identical to the current Thematic Sequence requirement with the following change:

- Each sequence will collectively include opportunities for written communication & critical thinking plus advance at least three other competencies. The department(s) that propose and offer the Thematic Sequence may select those outcomes that best advance the objectives of the Thematic Sequence. Over a period of three years (following implementation of the new plan), every current thematic sequence will undergo LEC review for their address to competency requirements listed above.

The following current policies will still be in effect:

- Thematic Sequence must be outside the student’s department of major (although some exceptions will be made in cases where departments house different disciplines).
- A second major, co-major, or minor outside of the student’s department of first major can count for the Thematic Sequence.
- Students may propose self-designed sequences.
- All thematic sequences must comprise at least two courses at the 200-level or above.
- One Foundation course from a Thematic Sequence may count toward the student’s Foundation requirement.

CAPSTONE COURSE (3 CREDITS)

This component is identical to the current capstone requirement with the following changes:

- Each capstone course includes a student-initiated project that encourages students to integrate knowledge gained throughout their undergraduate experience.
- The capstone course project involves written communication and critical thinking. It may also advance other competencies.

- A written capstone project (a written final project, or reflection on that project, or ideally, a written project that reflects concerns of the baseline assessment) is submitted for assessment of the Global Miami Plan.

ADDITIONAL EXPERIENCES (E.G., CAN BE “DOUBLE-COUNTED”—THAT IS, CAN BE MET THROUGH A GLOBAL MIAMI PLAN COURSE THAT ALSO MEETS ANOTHER GMP REQUIREMENT)

INTERCULTURAL PERSPECTIVES (MINIMUM 3 CREDITS)

Intercultural Perspectives courses prepare students for effective citizenship in a diverse multicultural society in the US or beyond.

CRITERIA FOR INTERCULTURAL PERSPECTIVES COURSES

In these courses, students will recognize new perspectives about their own cultural rules and biases by:

- Demonstrating an understanding of the ways marginalized and dominant groups define and express themselves, and the contexts in which these definitions are constructed; and/or
- Demonstrating an understanding of how such global forces as imperialism, colonialism, religion, globalization, capitalism, and socialism have shaped ideas, groups, institutions, and/or the natural environment; and/or
- Demonstrating an understanding of theories addressing notions of race, gender, sexuality, class, disability, ethnicity, nationalism, and/or other socially constructed categories.

EXPERIENTIAL LEARNING (EL) REQUIREMENT (0 OR MORE CREDITS)

Experiential learning is the process of making meaning from direct experience in a “real world” or an “out of the traditional classroom” context. It offers students the opportunity to initiate lifelong learning through the development and application of academic knowledge and skills in new or different settings.

In experiential learning, educators purposefully engage with learners in direct experience and reflection in order to increase knowledge, develop skills, and clarify perspectives or values.

Experiential learning may fall into one or more of the following categories:

- **Undergraduate Research** enables students to engage in systematic inquiry that contributes to the discovery or interpretation of knowledge significant to their field of study. Research can be applied, descriptive, experimental, creative, inferential, observational, or theoretical. Examples can include: course that involves client-based project, Undergraduate Summer Scholars Program, FYRE Program, honors thesis, or significant independent work focusing on research and including a presentation, lab, or archive component.
- **Creative and Artistic Activities** enable students to engage in various forms of creative expression to produce works that reflect a synthesis of knowledge and skills. Examples include recitals, exhibitions, or other significant artistic projects that would take significant training as well as the equivalent of at least a semester to prepare.
- **Community/Civic Engagement** enables students to interact with people from diverse backgrounds, to challenge their understanding of community needs, and to explore ways of partnering with community members to address problems or improve community life. Examples include: Service-Learning courses, semester-long community engagement or civic projects.
- **Career & Practical Experiences** enable students to use skills and concepts learned in the classroom while engaging in work-like settings that relate to their field of study or possible career path. Examples include: internship, co-ops, student teaching, Undergraduate Associates Program, tutoring experience, practica, or clinical experiences.

CRITERIA FOR EXPERIENTIAL LEARNING

- Connection of academic ideas, concepts, and skills to a new and different context
- Facilitated and guided practice
- Sustained duration or immersion (the amount of time engaged should be the equivalent of at least one credit for at least one academic term)

- Opportunity for reflection on the learning goals and relation of experience to relevant liberal education competencies.

ADDITIONAL GUIDELINES FOR EXPERIENTIAL LEARNING

- The academic rigor and educational effectiveness of the experience should be comparable to those of other institutional offerings.
- It can be met through a Global Miami Plan course or course in the major (at the lower or upper-division level) that meets the criteria listed above.
- The courses that will automatically count include (but are not limited) to the following:
 - Designated Service-Learning courses
 - Credit-bearing or non-credit-bearing internships (numbered 340)
 - Credit-bearing or non-credit-bearing independent studies (numbered 177, 277, 377 or 477) that involve significant independent work focusing on research and including a presentation, lab, or archive component (carrying the “R” modifier)
 - Undergraduate Summer Scholars
 - Undergraduate Associates Program with one credit independent study
 - Senior recital courses
 - Professional portfolio courses
 - Highwire Brand Studio and other client-based practica
 - Student teaching
 - Tutor training courses and experiences
 - Clinical and practica courses
- Students may also petition for other learning experiences and courses to meet the E.L. requirement.
- The requirement may be fulfilled individually or collaboratively.
- Experiential learning opportunities must be completed while enrolled at Miami University.
- Experiential learning opportunities must meet existing university regulations and guidelines (e.g., institutional review board approval for research with animals or human subjects; memoranda of understanding with community partners).

Data show that over 2,500 sections per year of the above experiences with an average enrollment of 3 students in each are currently being offered. These numbers suggest that sufficient resources exist to offer this requirement.

ASSESSMENT

COMPETENCIES

The revised Global Miami Plan embraces the competencies that are included in AACU’s Liberal Education & America’s Promise (LEAP). It will promote and assess the plan’s signature competencies: [written communication](#) and [critical thinking](#). Instructors will also have the option of promoting other competencies. LEAP competencies are listed below with links to the VALUE rubrics:

Intellectual and Practical Skills

- [Inquiry and analysis](#)
- [Creative thinking](#)
- [Oral communication](#)
- [Reading](#)
- [Quantitative literacy](#)
- [Information literacy](#)
- [Teamwork](#)
- [Problem solving](#)

Personal and Social Responsibility

- [Civic knowledge and engagement—local and global](#)
- [Intercultural knowledge and competence](#)
- [Ethical reasoning](#)
- [Foundations and skills for lifelong learning](#)
- [Global learning](#)

Integrative and Applied Learning

- [Integrative and applied learning](#)

GUIDELINES FOR COMPETENCIES

- Although every course will incorporate some opportunities for written communication and critical thinking, not every course in the Global Miami Plan will promote the competencies in the same way or with the same level of intensity. ENG 111 and the Advanced Writing Course, for example, will feature writing and writing instruction and thus will promote written communication more fully than may be done in other GMP courses.
- As is currently done with GMP Principles, each department/instructor proposes how best to promote writing, critical thinking, and other competencies in the context of course and the discipline or field.
- Support and training will be offered to help faculty promote critical thinking, writing, and other competencies in their GMP courses.
- Assessment will be conducted at the level of the Office of Liberal Education and will provide some data on how well students are mastering these competencies throughout entire undergraduate experience. Data will be used for program improvement. Due to limited human and financial resources, assessment of liberal education competencies at the student level (through portfolios or other means) will not be conducted at this time.
- Departments, programs, and divisions are encouraged to engage in additional assessment of the written communication, critical thinking, and other LEAP competencies using the VALUE rubrics and other instruments and methods.

ASSESSMENT INSTRUMENTS & PROCESS

In keeping with the requirement of the Higher Learning Commission that assessment of student learning outcomes is conducted on all general education programs, the two signature competencies of written communication and critical thinking will be formally assessed using the AAC&U VALUE rubrics once every two years. These two competencies were selected for two reasons:

- (1) Critical thinking is one of the four principles in the current Global Miami Plan. Thus, faculty members are already well versed in how to promote it in their teaching.
- (2) Communication is a key competency cited by employers as essential for professional success, and given the size of Miami's student population, it is more expedient and practical to assess written rather than oral communication.

While other vehicles are being developed for senate approval, the baseline assessment will be done every other year via a writing assignment in English 111 sections or other suitable venues. Students will be given a writing prompt focusing on their backgrounds and goals as writers and critical thinkers and their work will be posted to an online survey system.

Instructors of capstone courses will require a written, student-initiated project that incorporates an opportunity for critical thinking. Instructors will be responsible for ensuring that students' assignments are posted via Miami's Learning Management System, which will be integrated with an appropriate assessment platform. Ideally, this written project will reflect the prompt that guides the baseline assessment.

A random sample (350-400) of the first-year assignments and a random sample (350-400) of capstone assignments (for a total of 700-800 artifacts) will be scored every other year by the GMP Assessment Team (trained instructors, librarians, and graduate students) using the two AAC&U VALUE rubrics focused on critical thinking and written communication.

Assessment data will not be tied to individual instructors or individual students. Instead, data will be analyzed and used to better understand student learning for curricular revision and improvement.

This routine assessment of the two signature competencies can be enhanced through additional assessment projects on the critical thinking, written communication, or other competencies developed and implemented by the Liberal Education Council in partnership and with approval from appropriate departments, programs, and divisions.

This approach is consistent with the requirements of the Higher Learning Commission as well as the Ohio Board of Regents requirement for Miami to participate in the Voluntary System of Accountability (VSA). The VSA requirement stipulates the use of two raters using the written communication and critical thinking VALUE rubrics to assess first-year and fourth-year students' work at least once every three years.

REVISION OF LIBERAL EDUCATION COUNCIL

Currently, the Liberal Education Council devotes most of its time and energy to evaluating and approving course proposals for inclusion in the Miami Plan curriculum. Relying on the course proposal as the sole means for determining whether a course is included in the Miami Plan is problematic for a variety of reasons:

- Currently, LEC focuses more on evaluation and scrutiny than on supporting faculty in effective design and teaching of liberal education courses. Little to no effort is made to provide faculty with professional development or training before the course is developed.
- Little attention is given to whether the course, once offered, successfully meets the intended objectives or advances student learning.

To better ensure quality of the revised Global Miami Plan, LEC would assume a more comprehensive role—that is, it would undertake both consulting and evaluating responsibilities. LEC would expand to involve subcommittees that include members who have experience and knowledge related to each of the Global Miami Plan components.

COUNCIL MEMBERSHIP:

The Liberal Education Council oversees the mission, policies, procedures, and assessment of the Global Miami Plan. The Council can create an e-newsletter for faculty providing information on liberal education, best practices, and assessment data. It also offers input to the director on petitions. The composition of the Liberal Education Council shall remain the same as it is now. See the suggested membership in Appendix A.

SUGGESTED IMPLEMENTATION:

LEC will expand to include subcommittees focused on specific components of the liberal education plan. Each subcommittee will include at least one member of the Liberal Education Council, and depending on particular needs and implications, a number of faculty and staff members and students, and at least one person who has specialized knowledge on that component of the Global Miami Plan and who is aligned with a university-wide service (not just a specific academic department or program). Individuals with specialized knowledge could include:

Component of the GMP	Possible Resources
Foundations & Thematic Sequences	CELTUA representative with knowledge of engaged pedagogy and critical thinking
Capstones	Representative from the Undergraduate Research Office
Intercultural Perspectives	Representative from the Center for American & World Cultures Representative from Council on Diversity and Inclusion Representative from International Education Committee
Advanced Writing	Representative from Howe Writing Center Representative from the Howe Writing Initiative
Experiential Learning	Representative from Center for Community Engagement & Service Representative from Office of Career Services

Assessment	CELTUA representative with expertise on assessment
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These individuals with specialized knowledge will collaborate with the LEC Director and Liberal Education Council to develop sets of best practices, sample syllabi, and sample assignments for each of the components of the GMP, as well as faculty development programs. Materials they develop will be posted on the Liberal Education website.

Coordinators of courses that have multiple sections or an individual faculty member proposing courses may follow one of two paths for proposing courses for inclusion in the revised Global Miami Plan:

- 1) Submit a full proposal for permanent approval of the course to the Liberal Education Council.
- 2) Participate in a faculty development program on the specific component of the plan for which they will be proposing a new course for eventual permanent approval. The faculty development program will offer guidance on designing and teaching courses and will provide assistance to the faculty proposer in developing the proposal for one of the various components of the Global Miami Plan (e.g., Foundation courses, Thematic Sequences, intercultural courses, advanced writing courses, and capstones).

The faculty development programs will be designed and facilitated in conjunction with appropriate centers on campus and relevant LEC subcommittees. The suggested partnering centers are listed below:

Component of the GMP	Suggested Center(s) or Office(s)
Foundations & Thematic Sequences	Center for the Enhancement of Learning, Teaching & University Assessment
Capstones	Undergraduate Research Office
Intercultural Perspectives	Center for American & World Cultures
Advanced Writing	Howe Writing Center
Experiential Learning	Center for Community Engagement & Service Office of Career Services

Coordinators of courses would be responsible for ensuring that faculty teaching the course in the future would be prepared to teach the course. They could accomplish this goal through all of the following:

- 1) Asking the faculty members of the course to participate in faculty development workshops sponsored by the appropriate center and LEC; AND/OR developing a departmentally-based professional development program that is aligned with the LEC-sponsored one described above and approved by the LEC director.
- 2) Reviewing the faculty member's syllabus to ensure that it complies with the GMP criteria and provide mentorship;
- 3) Encouraging the faculty member to review exemplary syllabi and materials as well as potentially observe other experienced faculty members' classes.

During each department's academic program review, the department or program's syllabi for Global Miami Plan courses will be reviewed by the LEC Director (in consultation with the appropriate LEC subcommittees) to ensure that the courses continue to comply with the appropriate GMP criteria. Assessment data on the Global Miami Plan signature competencies and in departmental program reviews will also be reviewed by LEC and appropriate subcommittees, and improvements will be made to the criteria, faculty development, or assessment plans to ensure a high quality liberal education program.

At least once every five years, LEC and the assessment subcommittee will conduct additional assessment and evaluation of various components of the Global Miami Plan. This five-year evaluation and assessment will involve: random syllabi review of each component of the plan, student and faculty surveys on the GMP, and review of the aggregate responses to the online course evaluation questions focusing on liberal education.

IMPLEMENTATION

This revised Global Miami Plan will begin implementation in fall 2015, with a staged plan for approving courses related to different components of the plan. See tentative timeline in Appendix B.

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APPENDIX A: LIBERAL EDUCATION COUNCIL

Note: PROPOSED AMENDMENT is in red.

a) Function

- i) Actions of the Liberal Education Council which require the approval of University Senate, such as changes in policy, shall be reported to the Senate Executive Committee, which shall place them on the agenda of University Senate. All actions of the Liberal Education Council shall be recorded in its minutes, which shall be distributed to all members of University Senate, who may raise questions about any of these actions at the meeting of University Senate that follows the distribution of the minutes. Except for any action University Senate refers again to the Liberal Education Council, the actions which do not require explicit approval by University Senate shall be considered passed upon the adjournment of the first University Senate meeting after the distribution of the Liberal Education Council's minutes.
- ii) The authority to approve the inclusion of courses in the University Liberal Education curriculum shall reside in the Liberal Education Council. Courses submitted for such approval shall already have been approved by all other appropriate academic units.

b) Composition

- i) Twelve (12) faculty members:
 - 1) One (1) faculty member of University Senate from any academic discipline and serving as Senate Liaison.
 - 2) Three (3) from the College of Arts and Science, one each from the areas of the humanities, natural sciences and mathematics/statistics, and social sciences.
 - 3) One (1) from the College of Education, Health, and Society.
 - 4) One (1) from the Farmer School of Business.
 - 5) One (1) from the College of Engineering and Computing.
 - 6) One (1) from the College of Creative Arts.
 - 7) One (1) from the College of Professional Studies and Applied Sciences.
 - 8) One (1) faculty member who is assigned to the regional campuses who is not affiliated with the academic division on the regional campuses
 - 9) Two (2) faculty at-large nominated in consultation with the chair of the University Liberal Education Council.

At least one faculty member shall represent an interdisciplinary unit.

- iii) One (1) representative from the University libraries.
- iv) One (1) unclassified staff member from the Division of Student Affairs.
- v) Three undergraduate students nominated by Associated Student Government.
- vi) One (1) graduate student
- vii) Two (2) *ex officio* nonvoting member
 - 1) The University Director of Liberal Education shall serve as the Chair of the Liberal Education Council.
 - 2) A representative from the Office of the University Registrar.

Additional *ex officio* members may be named to nonvoting seats on the Liberal Education Council at the discretion of the Council, with the approval of University Senate. **The Council shall form appropriate subcommittees as necessary.**

Nominations shall be made in consultation with the Director of Liberal Education. Nominees must be able to serve at the regularly scheduled meeting time established for the following year.

APPENDIX B: TENTATIVE TIMELINE FOR IMPLEMENTATION

DATE	ACTION STEP
Spring 2014	<ul style="list-style-type: none"> Present proposal for revised Global Miami Plan to University Senate; revise as needed, and submit for approval. Identify GMP Assessment Subcommittee members.
Summer 2014	<ul style="list-style-type: none"> GMP Assessment Subcommittee members review and are trained on scoring with VALUE rubrics for critical thinking and written communication. Rubrics may be modified to suit the Miami context.
Fall 2014	<ul style="list-style-type: none"> Relevant LEC subcommittees work with Liberal Education Director and LEC to draft Call for Proposals for the Intercultural Perspectives Course, Advanced Writing Course, and Experiential Learning Requirement. In collaboration with directors of relevant centers and offices, LEC develops plan for faculty development programs on these components of the GMP. LEC finalizes and submits the Call for Proposals for new components of the plan to the Miami faculty (Intercultural Perspectives, Advanced Writing, and Experiential Learning). In partnership with relevant centers and offices, appropriate LEC members plan and implement faculty development workshops on these new components of GMP (e.g., Intercultural, Advanced Writing, E.L.). GMP Assessment subcommittee finalizes critical thinking and written communication rubrics and designs training session for faculty and graduate students to use rubrics appropriately.
Spring 2015	<ul style="list-style-type: none"> Faculty members participate in appropriate LEC-sponsored faculty development programs and create/submit proposals for Advanced Writing, Intercultural Perspectives, and E.L. courses. Foundation courses in the current GMP are granted temporary approval for the same domain in the revised GMP.
Summer 2015	<ul style="list-style-type: none"> LEC Director creates drafts of the Call for Proposal for the Academic Foundations, Thematic Sequences and Capstone courses.
Fall 2015	<ul style="list-style-type: none"> The revised Global Miami Plan is officially launched. LEC finalizes and presents the Call for Proposals for new Foundation courses, Thematic Sequences and Capstones. In consultation with LEC, the director develops plan for an expedited review of existing Foundation, Thematic Sequences and Capstones over the next three years. Appropriate LEC members plan and implement faculty development programs on remaining components of GMP (e.g., Foundation courses, Thematic Sequences, and Capstones). Baseline assessment of critical thinking and written communication is conducted in conjunction with an ENG 111 assignment. GMP Assessment Team scores first-year assignments using VALUE rubrics.
Spring 2016	<ul style="list-style-type: none"> In partnerships with relevant centers and offices, appropriate LEC members offer faculty development programs on all components of GMP. Faculty submit proposals for approval for new courses for inclusion in the GMP. GMP Assessment subcommittee coordinates the scoring of capstone projects using VALUE rubrics. The Assessment subcommittee also designs faculty training sessions on competencies and VALUE rubrics to be offered to faculty interested in using them in their courses.

APPENDIX C:

SUGGESTIONS FOR DEVELOPING CRITICAL THINKING COMPETENCIES IN GLOBAL MIAMI PLAN COURSES

SUGGESTIONS FOR INCORPORATING CRITICAL THINKING IN ANY DISCIPLINE OR FIELD

According to Paul and Elder (2006), “critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It requires rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities and a commitment to overcome our native egocentrism and sociocentrism” (p. 4).

A critical thinker:

- Raises vital questions and problems, formulating them clearly and precisely
- Gathers and assesses relevant information, using abstract ideas to interpret it effectively
- Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards
- Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences, and
- Communicates effectively with others in figuring out solutions to complex problems

Students can be asked to explore verbally or in writing higher-order questions that move beyond knowledge-level recall and promote divergent, analytical, and evaluative thinking, such as:

- “What are the implications of ___?”
- “Why is ___ important?”
- “What is another way to look at ___?”
- How did you come to your position or viewpoint on a topic? What good reasons might someone have for holding a different opinion from yours?
- Questions that start or end with words or phrases such as “explain,” “compare,” “why”
- How is X similar or different from Y?
- Can you elaborate on what has been said by giving examples?
- How might _____ relate to _____?
- What was the most compelling reason the author provided for his/her case or artistic choices, and why?
- What is missing from the author’s account of x?

ACTIVITIES TO ADVANCE CRITICAL THINKING (SOME SUGGESTIONS INSPIRED BY ANSON & DANNELS)

- Ask students to discuss any of the above with a partner for 30 seconds, and then ask them to participate in a class discussion.
- Ask students to deliberate on real-life situations such as mock jury trials, or write a letter to a legislator on a controversial issue, or explain a news article why a theory, experiment, artistic work or historical event is relevant to the “person on the street.”
- Ask students to write and/or present persuasive arguments that are data and evidence based.
- Inspire students to debate content-related material. Alternatively, ask them to take different perspectives and describe how such positions might view the issue or a relevant reading. Or, select key quotations that characterize different perspectives and ask them to identify whose “voice” this represents and why.
- Require students to keep journals on their evaluations of what they read (or viewed, or listened to) for class.
- Create problem-solving exercises or cases and get students to work collaboratively. Alternatively ask students to solve a design or artistic problem and explain their process and choices.
- Give students essays to write that ask them to interpret, synthesize, analyze, and evaluate material.
- Give students the beginning and ending of a process or sequence and ask them to describe how these may be linked or what brought about the transition from one to the other.

- Ask students to bring in news accounts about research in your field. (“New study shows that...”) and query its methods—what does the account NOT tell us that is important to interpretation? Alternatively, ask them to bring in news accounts involving quantitative information and determine whether the table or graph is congruent with the verbally presented information.
- Provide a flawed solution to a complex problem (this could be anything from a geometric proof to a narrative plot). Ask the students to find the flaws. Aim for flaws that represent conceptual, rather than simple, errors.
- Give the students a set of plausible data or observations drawn from your field, (e.g., stock market indicators, vital signs from patients) and ask them to make a coherent summary, diagnosis, or decision, and provide a rationale.
- Have students take information that is presented in one form or medium (e.g., verbal) and re-represent it in another (e.g., visual). Have students create analogies or metaphors for ideas you are studying.

APPENDIX D: SUGGESTIONS FOR INCORPORATING WRITING IN GLOBAL MIAMI PLAN COURSES

SUGGESTIONS FOR INCORPORATING WRITTEN COMMUNICATION

Writing Across the Curriculum (WAC) experts have generated numerous suggestions for how writing can be incorporated in diverse disciplines and fields. Below are some suggestions for a sample of different cognate areas:

Math	<ul style="list-style-type: none"> • written proofs • explanations of a formula or how a solution was reached • summaries of how a mathematical concept functions in real-world situation • poster explaining a mathematical concept
Sciences & Engineering	<ul style="list-style-type: none"> • lab reports • scientific essays and reports • posters • annotated bibliography • computer programming • literature reviews • slide decks or presentation visuals
Business	<ul style="list-style-type: none"> • memos • briefs • business and feasibility plan • case study • peer reviews
Humanities	<ul style="list-style-type: none"> • analytic essays • blog posts • public writing in various genres (including news reporting, op-ed pieces) • book review • academic journal
Social Sciences	<ul style="list-style-type: none"> • review essay • event analysis • case study • research report • ethnographic videos
Arts	<ul style="list-style-type: none"> • artist's journal • grant proposal • game design • performance or exhibition review • historical notes on a musical performance • stage directions • analytic essay of a creative/artistic product
Education	<ul style="list-style-type: none"> • guided reflections • lesson plans • assessment reports • action research papers • informative videos
Interdisciplinary	<ul style="list-style-type: none"> • essay operating primarily in one disciplinary framework and borrowing concepts, methods from another • research project (print or web-delivered) using methods, concepts or theories from two or more disciplines to respond to a problem or question • synthesis paper which holistically explores a topic • position paper that compares/contrasts disciplinary perspectives on a topic • analytic paper that addresses a topic using the lens of a synthetic theory • creative product that uses multiple or hybrid genres and theories

SUGGESTIONS FOR INCORPORATING WRITING FOR ANY DISCIPLINE OR FIELD (INCLUDING LARGE LECTURE CLASSES)

- Microthemes – brief essays limited to 250 words
- One-minute papers--reflective, probative writing to initiate a class session or mid-class to reinforce a discussion that lacks energy or is confused
- Think-pair-share – Instructor poses a question to students that they must write about for a few minutes alone and then discuss with a neighbor. The two students then revise into a final response.
- Learning logs or academic journals
- Fact sheet
- Class minutes
- Outline
- Lecture notes
- Soapbox statement or elevator pitch
- Blog posts/discussion boards
- Freewriting on question, textual passage, problem, or dilemma
- Discussion questions
- Memo to instructor, classmates on the course, an assignment or their own progress as a scholar or writer
- Double-entry notebooks – Instructors asks students to take notes on a reading by drawing a vertical line down a page. On one side, they should record key points, and on the other side, they should pose questions or offer interpretations of the reading.

John Tassoni
Director of Liberal Education

Global Miami Plan Redesign

Approved Revisions:

- Adopt AAC&U Essential Learning Outcomes, speak more directly to the national conversation
- Adopt AAC&U VALUE rubrics toward programmatic assessment in line with HLC guidelines
- Focus on two core competencies to ensure better performance “on the ground”
- Reduce credit requirements for students and permit more intersections with major requirements
- Foreground written communication as core competency

Essential Learning Outcomes

Intellectual and Practical Skills

- Inquiry and analysis; Critical thinking; Creative thinking; Written communication; Oral communication; Reading; Quantitative literacy; Information literacy; Teamwork; Problem solving

Personal and Social Responsibility

- Civic knowledge and engagement—local and global; Intercultural knowledge and competence; Ethical reasoning; Foundations and skills for lifelong learning; Global learning

Integrative and Applied Learning

- Integrative and applied learning

In Foundations, Capstones, Sequences

Foundations and Capstones

- All promote student competencies in written communication and critical thinking
- In addition, all FNDs promote competencies in at least two other ELOs.

Thematic Sequences

- All promote student competencies in written communication and critical thinking
- In addition, the sequence collectively promotes competency in three other ELOs.

Foundation Requirements

- Composition 3
- Humanities 3
- Creative Arts 3
- Social Science 3
- Global Perspectives 6
- Physical Science 3
- Biological Science 3
- Mathematics, Formal Reasoning, Technology 3

Assessment

- Baseline- and Capstone-level assessments for Critical Thinking and Written Communication
- Opportunities to draw assessment data from majors in areas related to ELOs
- Opportunities for use of VALUE rubrics to gauge competencies in other areas of Global Miami Plan

New Requirements

- Experiential Requirement
- Intercultural Requirement
- Advanced Writing

Revisions Revisited

- Adopt AAC&U Essential Learning Outcomes, speak more directly to the national conversation
- Adopt AAC&U VALUE rubrics toward programmatic assessment in line with HLC guidelines
- Focus on two core competencies to ensure better performance “on the ground”
- Reduce credit requirements for students and permit more intersections with major requirements
- Foreground written communication as core competency

Cliff Alexander Office of Fraternity and Sorority Life and Leadership Recruitment and Community Service Report Spring 2014

Mission

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

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

Vision for Miami's Fraternity and Sorority Community

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

By the Numbers...2014

5,134 students in fraternities and sororities or 34% of 14,868 undergraduates

Total community service hours for Spring 2014 semester 17,318; average of 3 hours per chapter member

All Fraternity GPA 2.98

All Men's GPA 2.96

All Sorority GPA 3.27

All Women's GPA 3.25

All Greek GPA 3.15

All University GPA 3.11

Sorority Recruitment Statistics Spring 2014

Total Number of Women to Register	1364
Did not meet Eligibility Requirements (2.5 GPA/12 credit hours)	43
Total Number Self Withdrawing Prior to Open House	12
Total Number of Women Participating (Open House)	1326
Total Number of Women not invited throughout Recruitment	0
Total Number of Women Withdrawing Before Preference Round	165
Total Number of Women Attending Preference Round	1080
Total Number of Women Participating in Bid Matching	988
Total Number of Women Matched in Regular Bid Matching	922
Number of Women Who Did Not Match During Regular Bid Matching	
Total Number of Women Added During Quota Additions*	27
Total Number of Women not Eligible for Quota Additions	39
Number of Women Who Did Not Match During Bid Matching	39
Total Number of Women Receiving Bids in Bid Matching	949
% Matched that Began Open House	71.6%
% Matched During Bid Matching	96.1%
Number of Women Receiving (During Bid Matching)	
1 st Choice	725
2 nd Choice	172
3 rd Choice	52
Number of Sororities Participating in Recruitment	16
Number of Sororities Filling Quota During Bid Matching	15
Quota	59

<u>Sorority</u>	<u>Matched</u>	<u>Sorority</u>	<u>Matched</u>
Alpha Chi Omega	61	Alpha Delta Pi	60
Alpha Gamma Delta	37	Alpha Omicron Pi	60
Alpha Phi	60	Chi Omega	62
Delta Gamma	60	Delta Delta Delta	59
Delta Zeta	60	Gamma Phi Beta	62
Kappa Alpha Theta	59	Kappa Delta	62
Kappa Kappa Gamma	62	Phi Mu	62
Pi Beta Phi	60	Zeta Tau Alpha	61

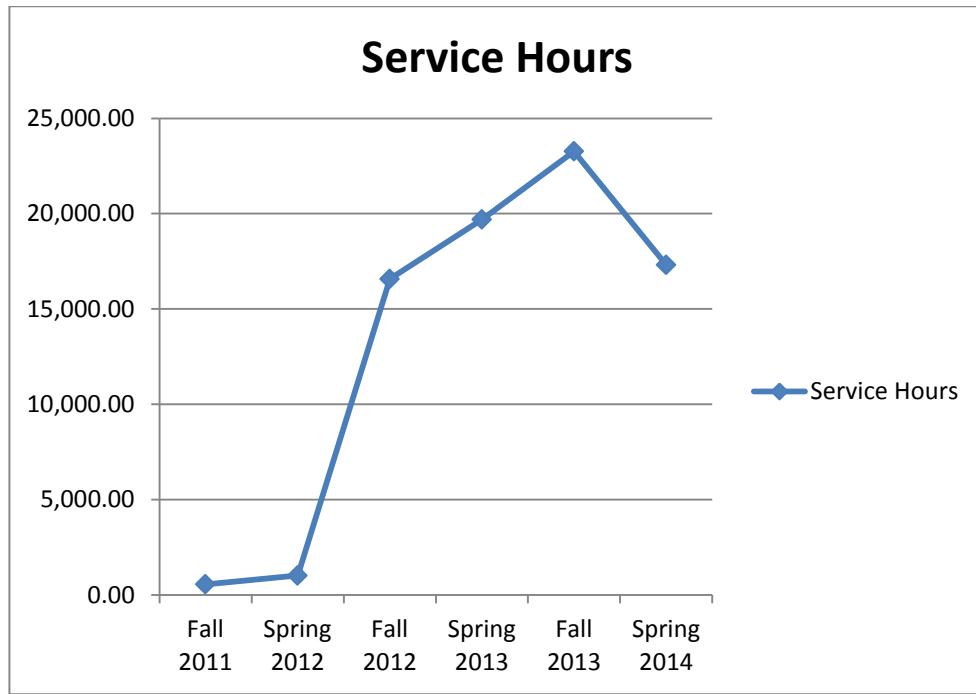
**Potential new members who maximized their options, meaning they ranked all chapters they attended for Preference Round on their Membership Recruitment Acceptance Binding Agreement (MRABA) form, were eligible to be Quota Additions.*

Fraternity Recruitment Statistics Spring 2014

	2014	2013	2012
Total Number of Men to Register	1007	1175	1016
Eligibility Requirements not met (2.5 GPA/12 credit hours)/no shows	124	167	177
Total Number of Men Receiving and Accepting Bids	584	599	606
Number of Fraternities Participating in Recruitment	27	26	30
Total # of PNMs participating in Recruitment	883	1008	839
Total # of PNM's attending Fall Events	NA	NA	643
Number invited back for Formal Recruitment	883	1008	839
% Joined of the men eligible	66%	59%	72%

Chapter	Bids Extended	Bids Accepted	
Acacia	5	0	
Alpha Delta Phi	37	36	
Alpha Epsilon Pi	7	4	
Alpha Sigma Phi	6	6	
Beta Theta Pi	41	31	
Chi Psi	19	18	
Delta Chi	43	35	
Delta Kappa Epsilon	25	23	
Delta Sigma Phi	12	6	
Delta Tau Delta	31	24	
Delta Upsilon	28	20	
Kappa Alpha Order	33	31	
Kappa Sigma	22	13	
Lambda Chi Alpha	19	19	
Phi Delta Theta	28	28	
Phi Gamma Delta	34	34	
Phi Kappa Psi	31	31	
Pi Kappa Alpha	27	26	
Pi Kappa Phi	34	27	
Sigma Alpha Mu	25	17	
Sigma Nu	32	31	
Sigma Lambda Beta	22	2	
Sigma Phi Epsilon	37	34	
Sigma Pi	32	31	
Tau Kappa Epsilon	34	32	
Theta Chi	27	19	
Zeta Beta Tau	8	6	
Overall Total	699	584	

Community Service Statistics



*Note: Chapters are allowed to submit hours through end of May 2014. Spring 2014 statistic may change.

Fall 2013 Info Graphics

FRATERNITY & SORORITY PROGRAMS

In the first year of implementation of the Community Assessment Program, 9,710 students at all events, 211 activities per week, 41,024 students at 41 events, and equivalent to walking out Miami Hall 4.5 times.

MIAMI FRATERNITY & SORORITY LIFE by the numbers

stand up lead
Miami Fraternity is now leading the way

- FRATERNITY MEMBERS: 40.7%
- NON-AFFILIATED WOMEN: 63.8%
- FRATERNITY MEN: 25.0%
- NON-AFFILIATED MEN: 45.7%
- FRATERNITY & SORORITY MEMBERS: 34.0%

stand together serve
Fraternity & sorority members served 25,074 hours in 2013.

stand for excellence
The Fraternity & Sorority community consistently earns a GPA above the all-mission and non-mission average.

WE'VE BEEN BUSY

Total number of students by attendance

STUDENT ACTIVITIES EVENTS

that's a total of 41,024 students at 41 events

HUB Approved Registered Events

What interests you? We've got you covered.

We have 417 student organizations that serve a variety of interests.

Community Advancement Program Implementation and Highlights

Organizations that met all standards
Alpha Chi Omega
Alpha Delta Phi
Alpha Delta Pi
Alpha Epsilon Phi
Alpha Epsilon Pi
Alpha Kappa Alpha
Alpha Omicron Pi
Alpha Phi Alpha
Alpha Sigma Phi
Beta Theta Pi
Chi Omega
Chi Psi
Delta Gamma
Delta Kappa Epsilon
Delta Sigma Phi
Delta Sigma Theta
Delta Tau Delta
Delta Upsilon
Delta Zeta
Gamma Phi Beta
Kappa Alpha Theta
Kappa Delta
Kappa Kappa Gamma
Kappa Sigma
Phi Beta Sigma
Phi Delta Theta
Phi Mu
Pi Beta Phi
Pi Kappa Alpha
Pi Kappa Phi
Sigma Alpha Mu
Sigma Lambda Gamma
Sigma Nu
Sigma Pi
Tau Kappa Epsilon
Theta Chi
Zeta Beta Tau
Zeta Phi Beta
Zeta Tau Alpha

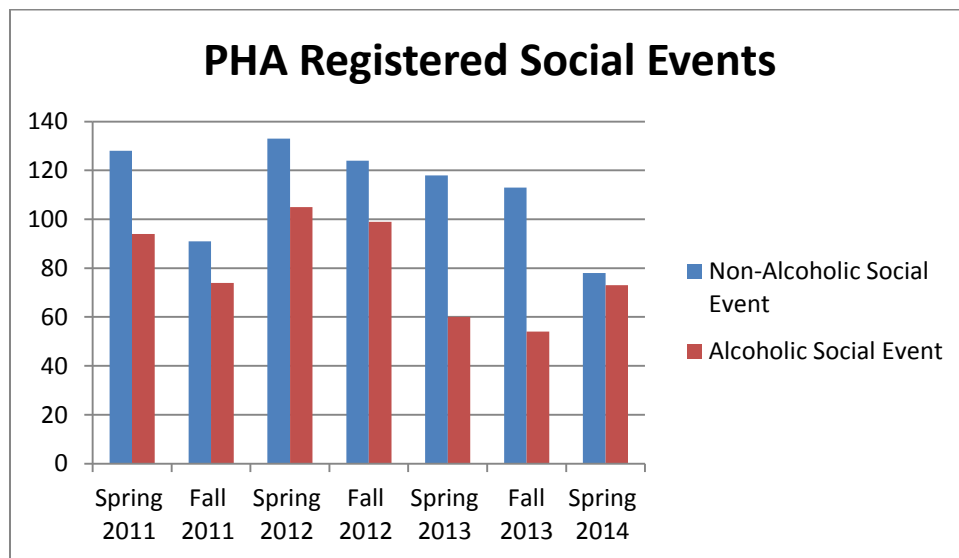
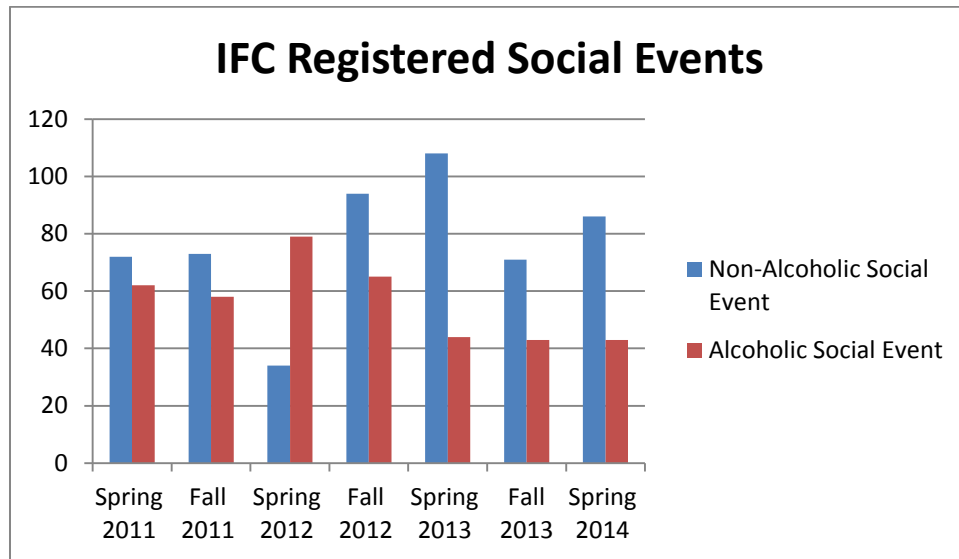
Organizations that did not meet all standards
ACACIA
Alpha Gamma Delta
Alpha Phi
Delta Chi
Kappa Alpha Order
Kappa Alpha Psi
Lambda Chi Alpha
Phi Gamma Delta
Phi Kappa Psi
Sigma Lambda Beta
Sigma Phi Epsilon

2013 Organizations Status	
Organizations at standards	39
Organizations not at standards	11

****Organizations not at standards have a performance plan in place and one year to meet minimum standards.**

Self Governance Implementation and Highlights

IFC and Panhellenic Social Events – Alcohol and Non Alcohol Event Comparisons



Social Accountability & Enforcement Spring 2014

<p style="text-align: center;">34 total incidents</p> <p style="text-align: center;">Break ins, fighting, alcohol, hazing, serving to minors, alcohol transports, damage to property</p>
<p style="text-align: center;">22 chapters involved</p> <p style="text-align: center;">Of the 34 allegations/violations many chapters had more than one.</p>
<p style="text-align: center;">7 - National HQ</p> <p style="text-align: center;">In these cases there was not enough evidence for the university to charge. We forwarded allegations/concerns to the national offices and allowed for them to investigate and sanction.</p>
<p style="text-align: center;">15 - IFC</p> <p style="text-align: center;">The Interfraternity council created a streamlined judicial process over the past year. They have a mediation process where students can agree to a sanction or a formal hearing process where they are found guilty or not and then go through a sanctioning process. All cases this year were handled in mediation.</p>
<p style="text-align: center;">9 - Panhellenic</p> <p style="text-align: center;">The Panhellenic Association has a formal mediation process and an informal discussion process. The majority of Panhellenic Cases we handled through informal discussions and sanctions were agreed upon by both parties.</p>
<p style="text-align: center;">2 - Office of Ethics and Student Conflict Resolution</p> <p style="text-align: center;">There were 2 cases that had high levels of evidence that went through the Office of Ethics and Student Conflict Resolution this spring. One chapter accepted responsibility and did not go to a hearing, the other chapter was closed prior to going to a hearing.</p>
<p style="text-align: center;">3 - no evidence to move forward</p> <p style="text-align: center;">In a few cases the university did not receive enough information to move forward either to a university hearing and or a council judicial procedure. This was the case in only 3 allegations this year.</p>

Cliff Alexander Office of Fraternity and Sorority Life New Member Education Initiatives 2013-14

Materials

- The Parents card has been distributed to new member parents.
- The Big Sister card has been distributed to current sorority women.
- The Brotherhood card has been distributed to current fraternity members.
- The overall hazing definition cards have gone to over 1,600 new members.
- Posters have been distributed on campus in residence halls and classroom buildings

The overall theme was "Love and Honor Miami" and report inappropriate behavior.

The purpose of this campaign was to encourage people to report inappropriate behavior as well as educate in and outside the community on what Hazing is and how to report Hazing and most importantly, it's OK to report Hazing.

Council Based Educational Strategies

In addition to the marketing campaign, the Panhellenic council has put together Big Sister guidelines for appropriate activities within the sorority new member program. They designed a contract that every member of each sorority signed at the beginning of this semester to commit to ethical behavior through the sorority new member process. The Panhellenic council executive committee has visited every chapter's new member meeting to discuss the purpose of Panhellenic and the anti-hazing initiatives within the Panhellenic council.

Community Based Educational Strategies:

The office and our councils have hosted 2 speakers that have discussed the dangers of hazing in our community. Rick Barnes – National Hazing Prevention Week Fall 2013 (5 representatives from every chapter) Greek Convocation January 2013 (3,500 members in attendance). IFC also hosted a "state of the community" event Spring of 2014 and (1200) fraternity members were in attendance.

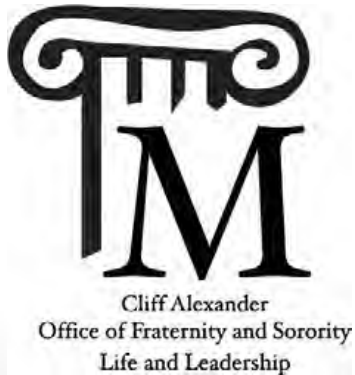
We have done new educational programs with the new member educators for all the Interfraternity and Panhellenic Council Chapters. We had over 150 students in attendance at the new member training in August of 2013 and again in January of 2013 to prepare them for the new member process. That training was designed to inform students of policies, provide them with ideas of programs and events they could infuse into their new member programs to improve, and inspire them to act and lead with the values of their organization.

Each chapter submits a new member/member development plan through our office and works with their advisor in our department on the design and implementation of that plan.

There is much more in the area of hazing education and awareness that is happening in our day to day conversations with students but I hope this provides a chance to give you a comprehensive overview about how we are tackling it from a variety of angles.

Fraternity and Sorority & Student Activities

Board of Trustees Update 2014



Mission – Cliff Alexander Office

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

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Community Statistics

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- Total community service hours for Spring 2014 semester 17,318; average of 3 hours per chapter member
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- All Sorority GPA 3.27
- All Women's GPA 3.25
- All Greek GPA 3.15
- All University GPA 3.11

Programming Infographics



In the first year of implementation of the Community Advancement Program, fraternities and sororities have contributed to the Miami experience by providing over 500 programs focused on scholarship and learning, service and philanthropy, community, leadership and values, and brotherhood and sisterhood.



1,225 students attended 17 Cliff Alexander Office events
184 students attended 6 NPHC events
4,210 students attended 13 Panhellenic events
380 students attended 5 IFC events
3,711 students attended 4 tri-council events with total repayment 200 students

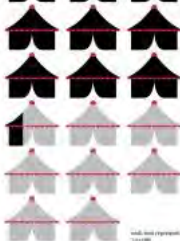
that's a total of **9,710** students at 46 events,

an average of **211** students per event,

and equal to 4 full charter buses per event.



In its first year of implementation, Miami Activities & Programming (MAP), successfully hosted many large and small scale programs across campus.



31,360 students attended 43 MAP events
9,664 students attended 26 SAC events for an average of **595** students per event.

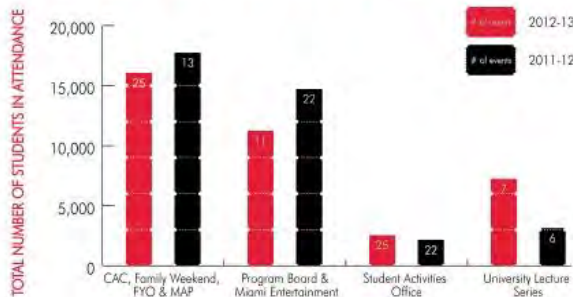
that's a total of **41,024** students at 69 events



and equivalent to selling out Millett Hall 4.5 times.



WE'VE BEEN BUSY



HUB Approved Registered Events



What interests you? We've got you covered.



- 139 Academic
- 122 Career/Professional
- 91 Cultural & Diversity
- 65 Fine Arts/Performance
- 55 Fraternity/Sorority
- 8 Graduate Student
- 15 Greek Honorary
- 49 Health & Wellness
- 25 Honorary
- 29 Media/Publications
- 55 Political/Social Action
- 31 Programming
- 28 Religious
- 105 Service
- 134 Special Interest
- 82 Sports Club/Recreation
- 141 Student Governance
- 24 University Department



Community Advancement Program

After the first full year of implementation...

2013 Organizations Status

Organizations at standards	39
Organizations not at standards	11

- Summary of our Success – departmental perspective
- Chapter Highlights of Learning - examples of student learning assessment

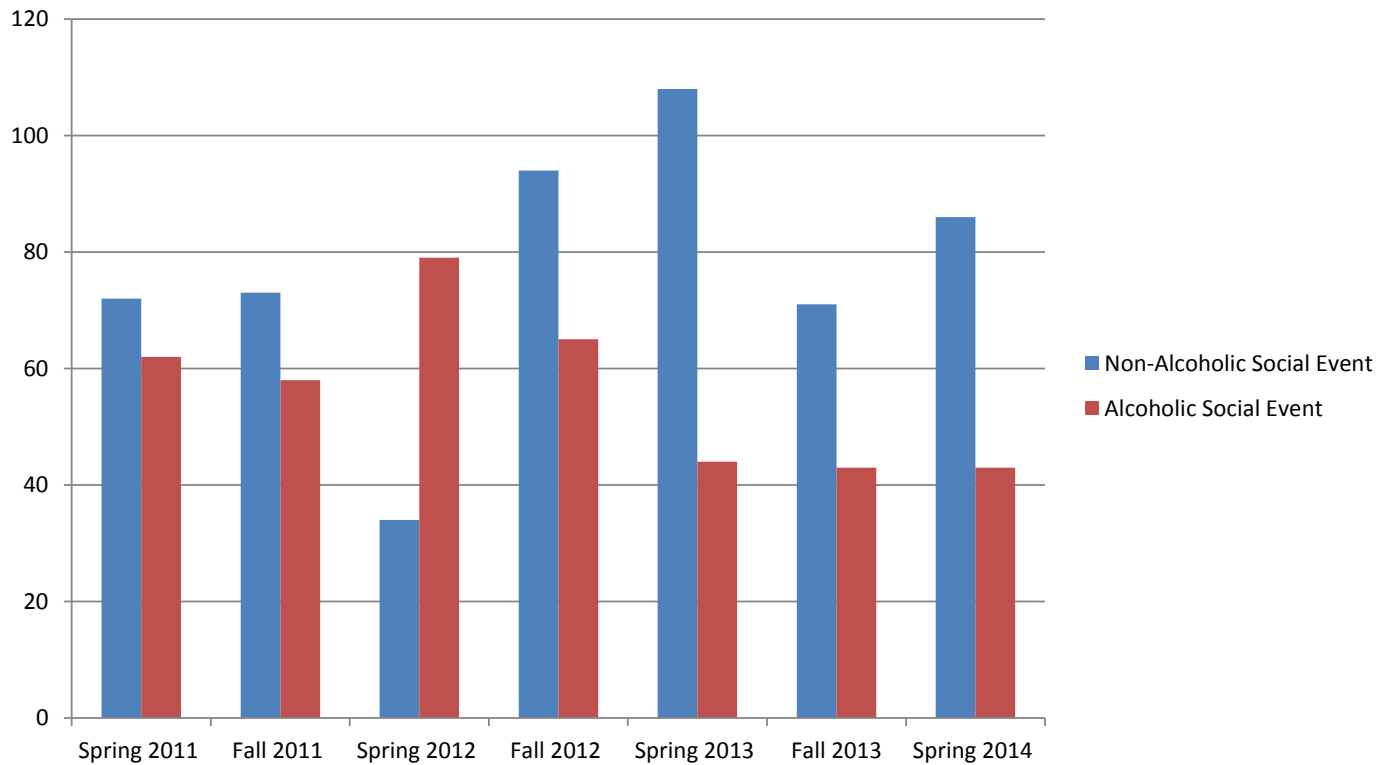
Students Choosing Accountability

Proactive Steps:

- 2011 – New social event policy created by IFC and Panhellenic
- Registration of Social Events Process: Risk Management Guidelines
- 3rd party vendor, transportation and enforcement

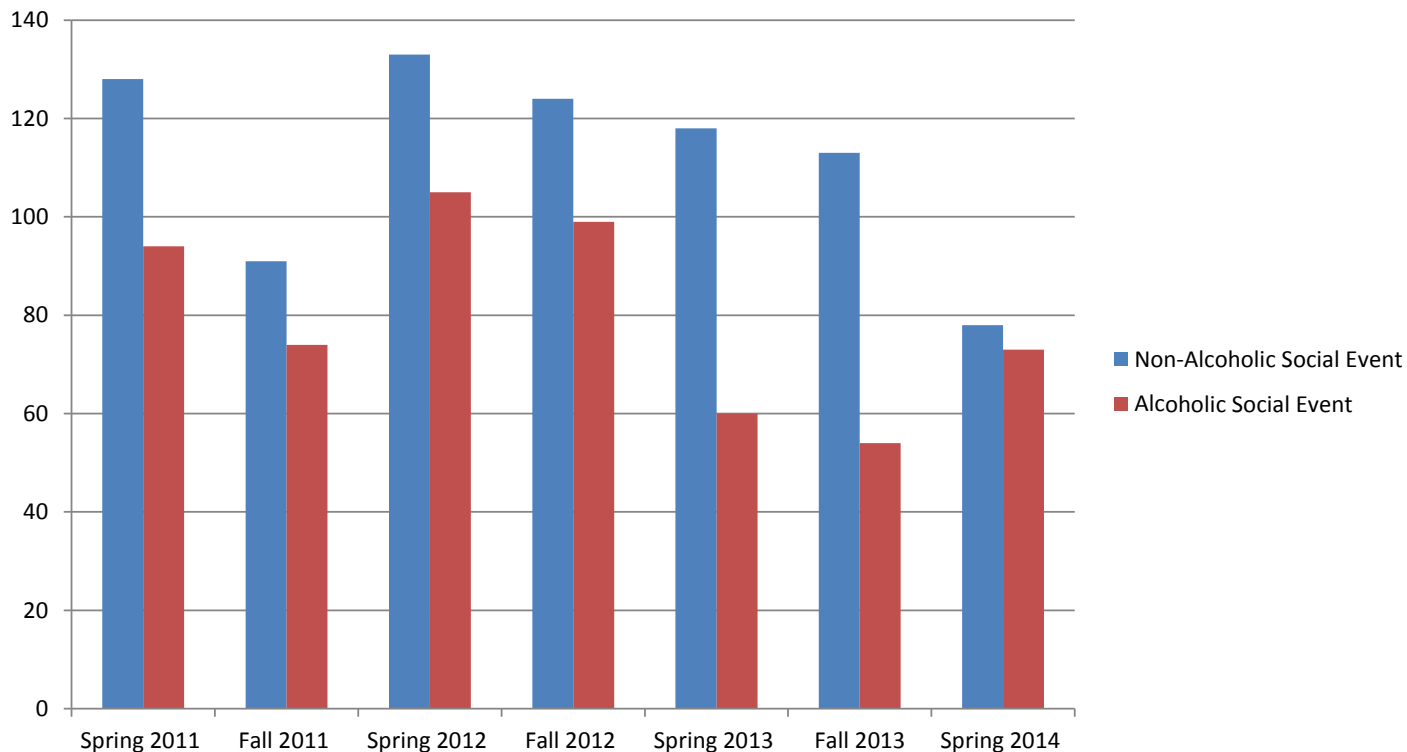
Students Choosing Accountability

IFC Registered Social Events



Students Choosing Accountability

PHA Registered Social Events



Students Choosing Accountability

Proactive Steps

- Education offered by the Cliff Alexander Office of Fraternity and Sorority Life and Leadership
 - Risk Management & Social Chair Training
 - New Member Training
 - House Manager
 - Sober Monitor Training
 - Choices: Alcohol responsibility
 - Acropolis and Advance – highlight risk management as primary curriculum for leaders
- Required National Education
 - Alcohol Edu
 - Annual Leadership training

Students Choosing Accountability

- Education offered by councils
 - Ongoing President Meetings
 - Risk Management outreach during high times of year: Formals, bid night
- Council enforcement and monitoring
 - Party Checks
- Self Reporting on the Rise
 - Relationship building with office and council leaders

Spring 2014 Judicial Cases

34 total incidents

Break ins, fighting, alcohol, hazing, serving to minors, alcohol transports, damage to property

22 chapters involved

Of the 34 allegations/violations many chapters had more than one.

7 - National HQ

In these cases there was not enough evidence for the university to charge. We forwarded allegations/concerns to the national offices and allowed for them to investigate and sanction.

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The Interfraternity council created a streamlined judicial process over the past year. They have a mediation process where students can agree to a sanction or a formal hearing process where they are found guilty or not and then go through a sanctioning process. All cases this year were handled in mediation.

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The Panhellenic Association has a formal mediation process and an informal discussion process. The majority of Panhellenic Cases we handled through informal discussions and sanctions were agreed upon by both parties.

2 - Office of Ethics and Student Conflict Resolution

There were 2 cases that had high levels of evidence that went through the Office of Ethics and Student Conflict Resolution this spring. One chapter accepted responsibility and did not go to a hearing, the other chapter was closed prior to going to a hearing.

Spring 2014 Judicial Cases

3 - no evidence to move forward

In a few cases the university did not receive enough information to move forward either to a university hearing and or a council judicial procedure. This was the case in only 3 allegations this year.

Specific case follow up

Beta Theta Pi

- Multiple students reported hazing through investigation
- Closed for three years
- Partnership through the process with the national office was one of our best when it comes to closures.
- Initial reaction from students was inappropriate
- HQ and Student Affairs Staff pulled individuals in to reinforce appropriate behavior
- One student who felt harassed left school, took classes from home for remainder of semester but is still a Miami student.
- Individuals charged through the OESCR process for harassment of alleged student who reported hazing activities

Specific case follow up

Spring Bid Night for Panhellenic Sororities

- Initial reports: 5 of 17 organizations had intoxicated student reports
- Initial response: immediate social moratorium, issued by Panhellenic president (Student initiated)
- Chapter sanctions included punitive, educational and self imposed
- Partnerships with HQ, Alumni Advisors and Chapter leadership & OESCR were in place for follow up and compliance
- Results & Impact: plans, calendars, step up, education, reflection and ongoing oversight
- Pre-Bid Day Education of Standards Expectations for all potential new members – Required

Anti – Hazing Initiatives...moving forward

- Proactive anti-hazing marketing & education
 - It's OK to report
 - Step Up Miami (I am Miami) for educational intervention for chapters
- Proactive programming overview
 - Council based educational strategies
 - Community based educational strategies
- Enforcement overview
 - New approach with the Office of Student Conflict Resolution on addressing all allegations and investigating all reported and all anonymous reports
 - Partner with national organizations by sharing all information when appropriate.

Questions Comments Concerns

Contact:

Will Atkins, Associate Director

Cliff Alexander Office of Fraternity and Sorority Life and
Leadership

Jenny Levering, Director

Student Activities and Fraternity and Sorority Life



Cliff Alexander
Office of Fraternity and Sorority
Life and Leadership



Student wellness and alcohol use

JUNE 19, 2014

Efforts to date

- ▶ Alcohol.Edu for all incoming students
- ▶ Increased self-policing by fraternities and sororities
- ▶ More late night and weekend programming by MAP
 - ▶ 43 events attended by 31,360 students
- ▶ Emphasis on Recreation Center as alcohol-free alternative
- ▶ Step Up bystander training
- ▶ Good Samaritan Policy
- ▶ Partnering with faculty on research



Efforts to date- Weaknesses

- ▶ Siloed initiatives
- ▶ Lack of coordinated effort
- ▶ Lack of consistent message
- ▶ Lack of follow through after initial student education



Miami challenges



- ▶ Differing philosophies across campus
- ▶ Hard to define success- new group of students every fall
- ▶ Unclear power and authority among staff- no one “in charge”
- ▶ Low current staffing levels
- ▶ Lack of good data beyond first-semester use
- ▶ Students don’t buy into this being a problem

Community challenges

- ▶ Need to find win-win strategies to gain cooperation from bar owners, landlords
- ▶ High student visibility in a college town
- ▶ Enforcement agencies understaffed
- ▶ No place to take intoxicated students for care
- ▶ State and local laws
- ▶ Annex houses



Next steps

- ▶ Consultant to conduct environmental scan following “State of the University” address
- ▶ Formulation of a working group to act on consultant’s recommendations
- ▶ Ongoing additional standing committees
 - ▶ Student Affairs, students, faculty, athletics, MUPD
 - ▶ SCRC and Coalition for a Healthy Community Oxford
- ▶ Need to agree on a workable philosophy/ approach for the campus

Next steps



- ▶ Create new materials for students and parents for distribution at orientation
- ▶ Use Alcohol.Edu data to connect with non-drinkers early in the term
- ▶ Expand bystander education efforts
- ▶ Continue the rollout of “I am Miami”
- ▶ Create a plan to collect better data on student alcohol use beyond the first year

Overarching strategy

- ▶ Collaborate with partners across campus and Oxford for a comprehensive, planned approach to addressing high-risk alcohol use
- ▶ Work on “safe and smart” message
- ▶ Create a stronger sense of community for those who choose not to drink
 - ▶ Increase regular, predictable, high-quality late night programming



Board of Trustees Career Services Update

June, 2014



MIAMI UNIVERSITY

Employers are Facing a Serious Talent Gap



Growing Job Markets

Energy	Professional Services
Social Services	Healthcare
Cloud Computing	Smartphones and Tablets
Human-Computer Interaction	Robotics and 3D Manufacturing
Life Sciences	Data Management and Analysis
Water Security	Food

The Talent Gap is Skill-Based

Benefits of a Liberal Education, (AAC&U LEAP Report 2008)	Skills Required of Graduates (AAC&U LEAP Report 2008)	Skills Required of Entry Level Graduates (NACE, 2010)
Civic responsibility & engagement		
Foundations and skills for lifelong learning		
Human cultures & physical and natural world	Cultural Values and Traditions of US and Global World	
Human cultures & physical and natural world	Intercultural competence	
Intercultural knowledge & actions	Intercultural Knowledge	
Ethical reasoning	Ethics and Values	
Critical and creative thinking	Creativity and Innovation	
Quantitative literacy	Quantitative Reasoning	
Information literacy	Information Literacy	
Integration of learning	Applied Knowledge in Real-World Settings/Experience	Job-specific knowledge
Written communication	Written Communication	Written communication
Oral communication	Oral Communication	Oral communication
Inquiry and analysis	Complex Problem Solving	Problem solving skills
Critical and creative thinking	Critical Thinking/Analytical Reasoning	Analytical skills
Teamwork	Teamwork in Diverse Groups	Teamwork
		Strong work ethic
		Initiative
		Interpersonal skills
		Flexibility/adaptability
		Computer skills
		Detail orientation
		Leadership skills
		Organizational skills
		Self confidence



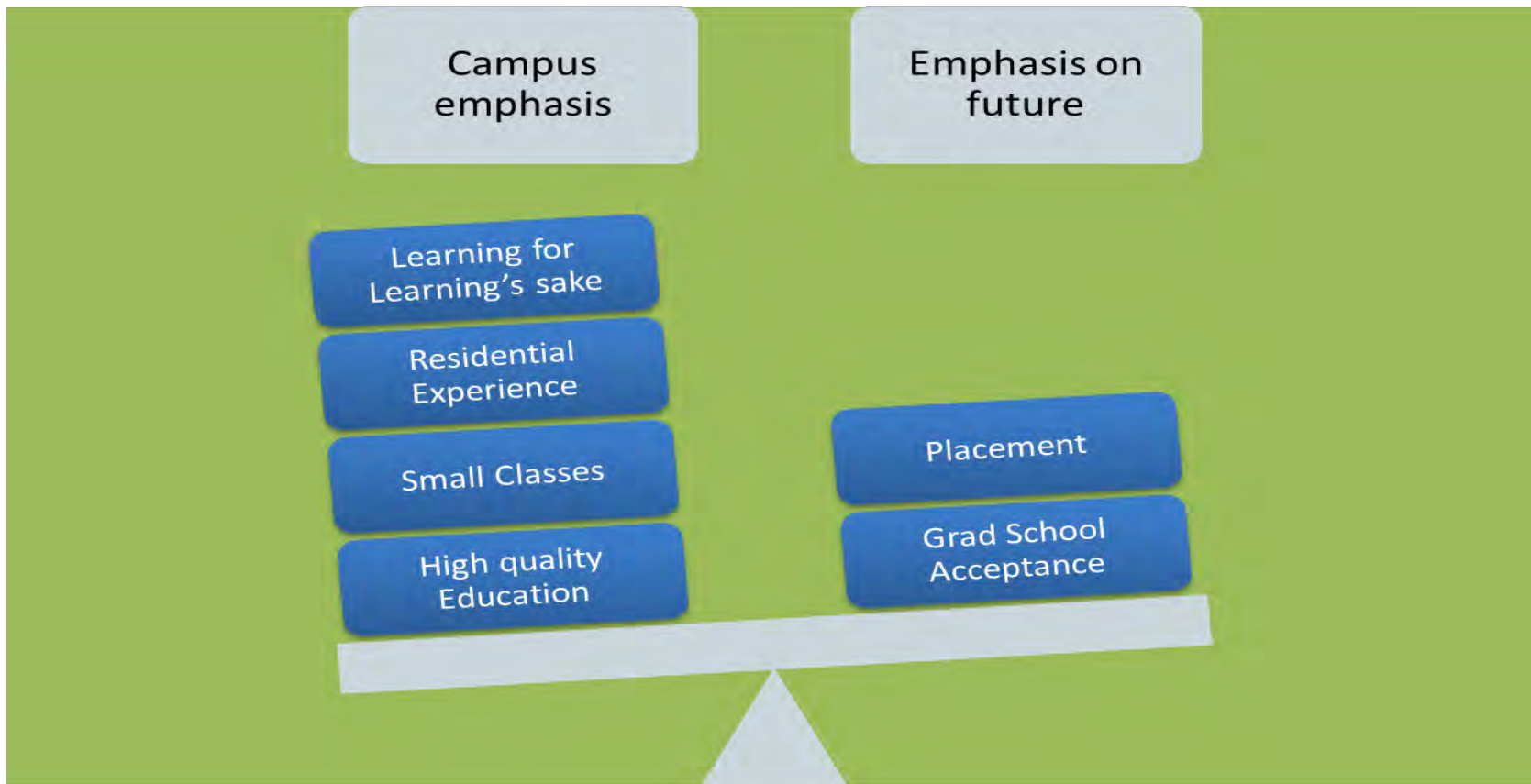
Miami Students Can Fill the Talent Gap

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

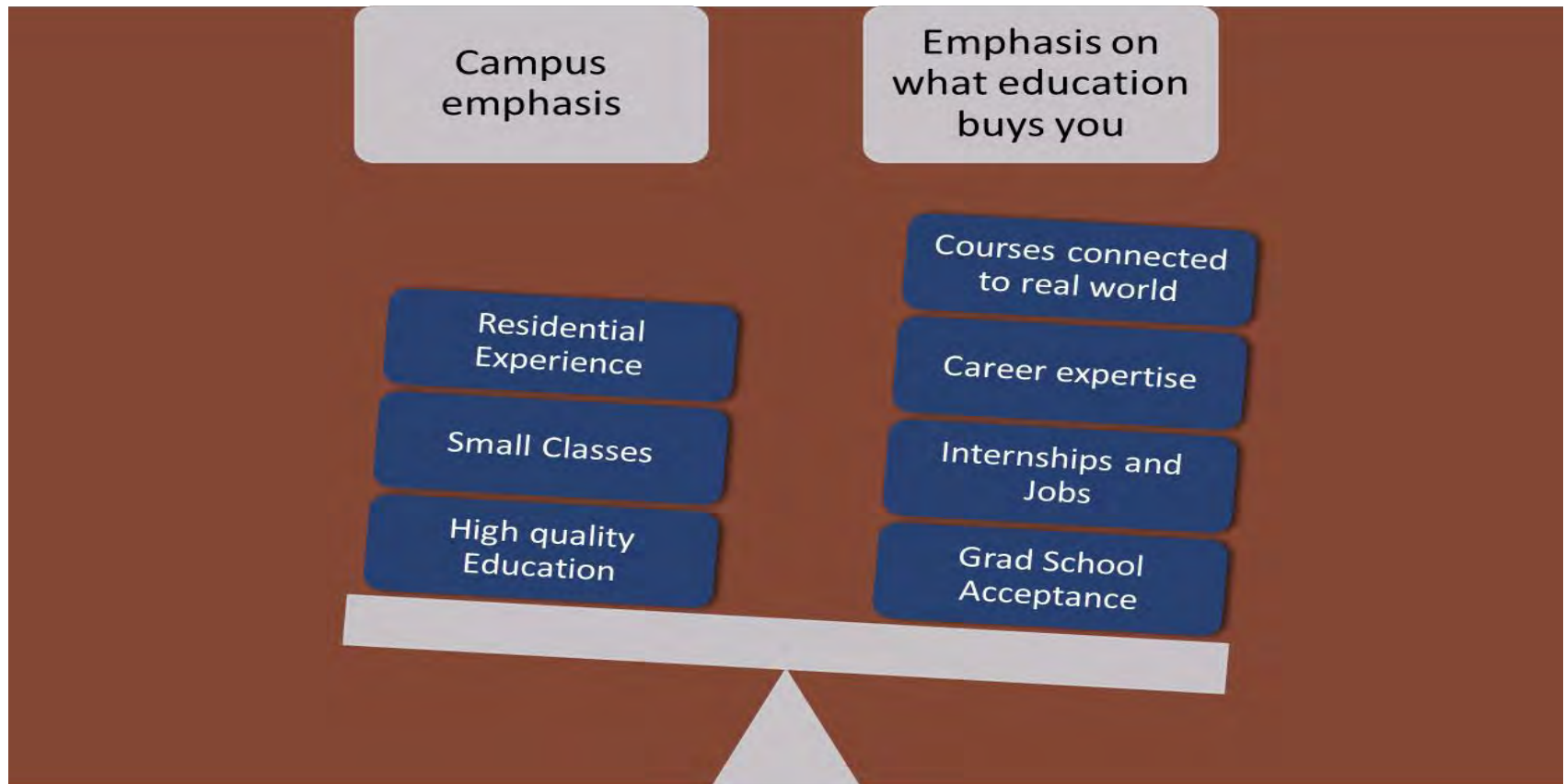
Disruptive Forces in Higher Education

- Competition
- Demographics
- Debt Loads
- Alternative technologies
- New value proposition for parents, students and employers

Liberal Arts Matriculation Factors: The Past



Liberal Arts Matriculation Factors: The Present



Miami 2020 Plan

Unifying Goal: Learning and Discovery

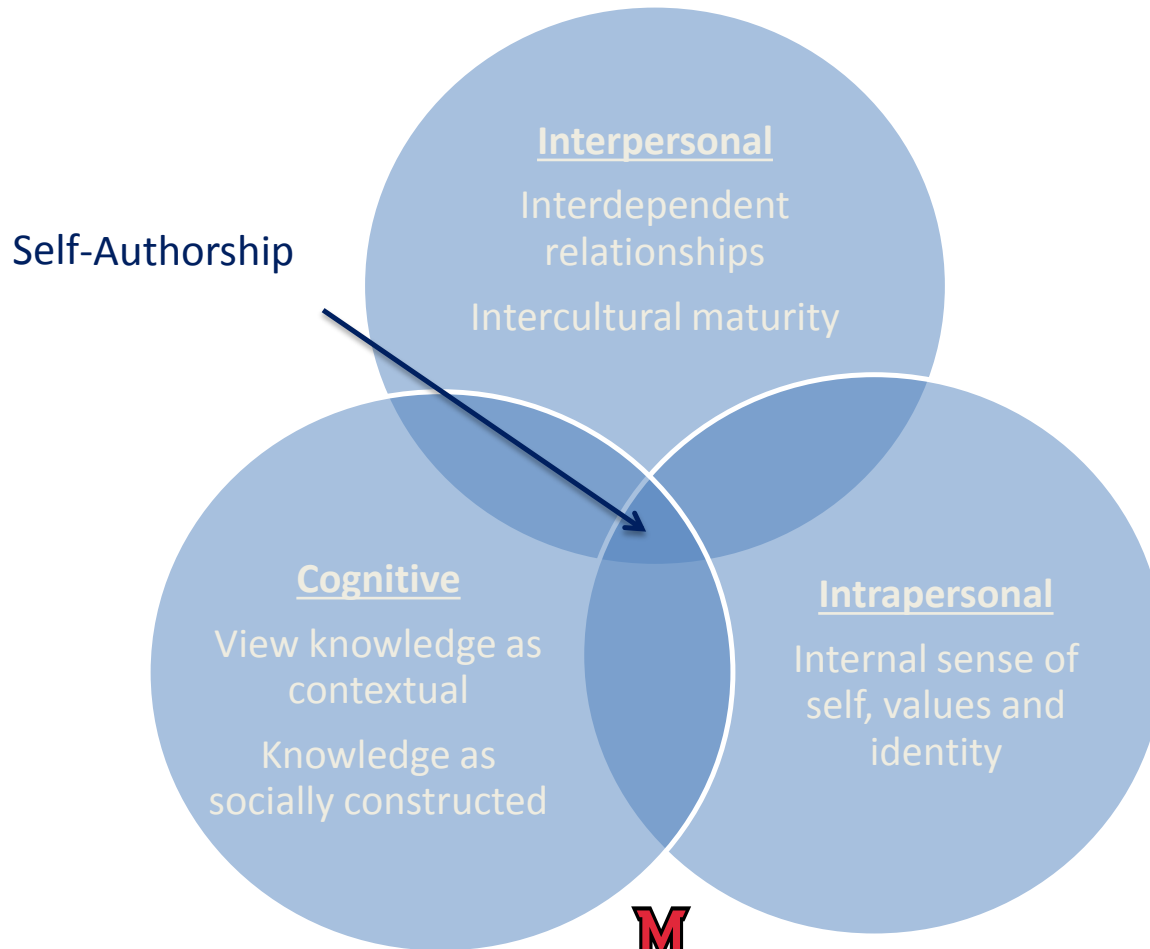
Promote a vibrant learning and discovery environment that produces extraordinary student and scholarly outcomes.

Objective 1: Prepare students for success at Miami and beyond through a liberal and applied education emphasizing inquiry-based experiential learning that integrates many disciplines.

Metrics:

- Retention and Graduation
- Full-Time Employment Within One Year of Graduation
- Graduate and Professional School Admission
- Experiential Learning Activities and Internships

College Student Development



MIAMI UNIVERSITY

2012-2013 Post-Graduation Survey

- First six month post-graduation survey. Conducted in collaboration with Institutional Research.
- All 2012-2013 graduates were contacted
- 100% response rate students in graduate school, nearly 60% for those in the workforce
- In total, 91.1% of responding students were either employed or in graduate or professional school vs. 86.1% for CCA, 89% for EHS, 90.4% for CAS, 93% for FSB and 98% for CEC.

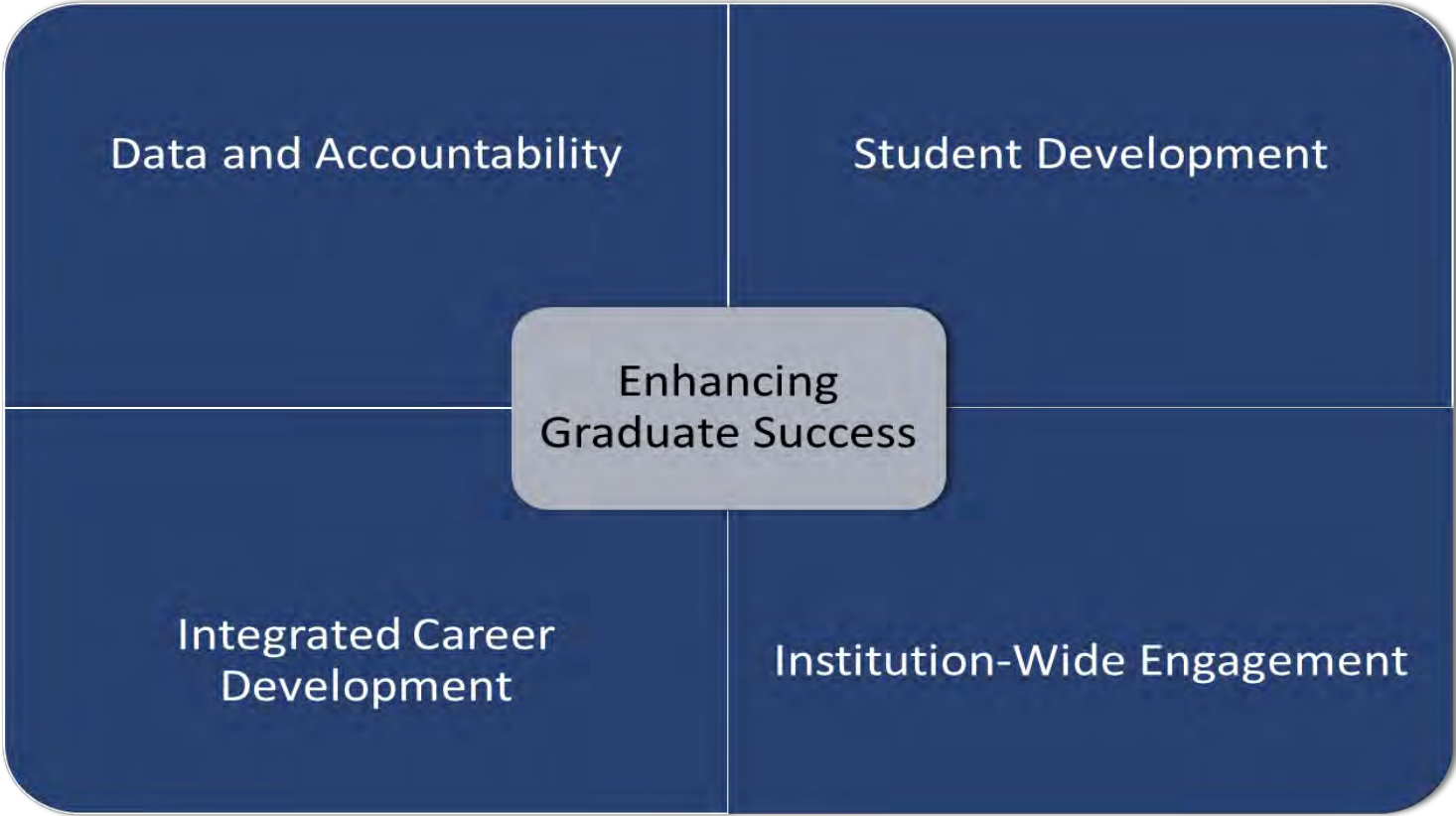
2012-2013 Post-Graduation Survey

- In total, 69.3% of those employed were working full time in their field of study, while 15.4% were not vs. 56.5% who planned to work in their field of study and 18.1% who planned to work outside of their field of study
- 10.9% earn from \$30,000 - \$39,999 per year
19.6% earn from \$40,000 - \$49,999 per year
32.2% earn from \$50,000 - \$59,999 per year

2012-2013 Post-Graduation Survey

- Nearly 19% of graduates were enrolled in graduate or professional school. The highest enrollment rates were in CAS and EHS at 25.3% and 21.2%, respectively
- 8.0% did not plan to work or attend graduate school

The Career Community Strategy



Integrated Career Development: New NACE Professional Competencies

Brokering, Connecting and Linking

- Consulting with employers, faculty and external stakeholders
- Sourcing and planning for experiential learning
- Fostering global and diverse connections
- Building and managing advisory boards

Marketing, Promoting and Performing Outreach

- Needs assessment and goal setting
- Relationship development and management
- Sales and closing techniques

Data and Accountability

Monthly Career Services Scorecard

- 23 Employer Relations, Advising and Programming Metrics
- Post-Graduation Survey with Institutional Research
- Annual Learning Outcomes Assessment Plan
- Priority Project Plans

Data and Accountability

- Over 1,400 employers recruited Miami students, including over 500 at career fairs and 207 who conducted on-campus interviews, involving more than 5,000 students
- Employers posted 4,000 internships and jobs on **Miami's career recruitment site**
- \$748,566 Ohio Means Internship Grant awarded to develop 83 new internship placements in Ohio and new Cincinnati Digital Innovation Center

Data and Accountability

- Career Services prepares students for every phase of the career planning and recruitment process. In total, career services programming achieved over 28,000 student touches
- Redesigned career services Website provides resources to students, faculty, parents and employers and utilizes video, mobile application and social media technologies
- Alumnus established \$361,000 career service endowment

Institution-Wide Engagement: Expanding Development and Employment Opportunities

- Focus on early career exploration with first and second year students to reinforce Miami degree premium [Career Success Certificate](#) and new FYE Program modules
- **Follow “PIE” strategy, with expanded focus on non-business and engineering majors**
 - reinforce employer [value proposition](#)
 - Differentiated internship job search strategies and career events
 - Leverage career community
- Expand major-specific [internship and job search resources](#)
- Provide industry and market specific resources [Stay Informed](#)
- Create new *Telling Your Story* workbook to help students articulate transferrable skills acquired under the Miami Plan

Institution-Wide Engagement: Expanding Development and Employment Opportunities

- Deploy CareerSpots and Vault and utilize Web Ex and social media to deliver integrated career development content
- Hold career services boot camps with CAS, CCA and CEHS faculty [Faculty Page](#)
- Create alumni/parent mentorship and employment community, utilizing [LinkedIn](#)
- Sponsor Alumni-in-Residence, Executive-in-Residence, career panels and related employer events
- Increase employer sponsored projects and revenue through the new [Career Partners Program](#)

Institution-Wide Engagement: Expanding Development and Employment Opportunities

- Bay Area
- Los Angeles
- Seattle/Portland
- Denver
- Boston/New York Corridor
- Chicago
- Columbus
- Washington, D.C.

Institution-Wide Engagement: Partnerships

CAS Transportation Jobs Expo	Alumni and Executive-in-Residence Program
“Help I’m Graduating and Need a Job” Program	\$tart\$mart Program
Career Community Practicum Program	“Sexual Orientation, Gender Identity and Your Job Search” Booklet
Career Partners Program	Suncorp Virtual Internship Program
Nutrition Conference	dunnhumby Professional Writing Program
Social Psychology Speaker Series	Association of Educational Publishers Partnership
LEAP Summer Program for University Studies Students	Digital Newsletters to Alumni in Bio-Health and Government Relations



Institution-Wide Engagement: Partnerships

Ohio Means Internship Grant	Western Program LLC
Community Engagement and Service Scholars Awards	Social Work and Mental Health Career Weeks
Students with Disabilities Career Planning Program	Digital Career Development Workbook Series
FYE Program Design Team	How to Get a Government Job and GovLoop Program
West Coast Virtual Career Fair	EDL 100 Redesign Project
Faculty Boot Camps and Faculty Page on Career Services Website	First Year Friendly Employer Program
Student-Athlete Career Services Microsite	EY Recruitment Project



Institution-Wide Engagement: Partnerships

Consumer Psychology Capstone Course- Employer Sponsored Project	Humanities Works Project
Excellence in Career Advising Faculty Award	Academic Advisor Career Services Microsite
Miami University Vendor Recruitment Project	Alumni Career Services
History Department Career Services Project	Backpack to Briefcase Employer Site Visits
University Scholars Career Services Grants	Consulting Careers Workshop
International Student Office Career Services Project	Women in Leadership Symposium Career Panel
Cleveland Summer Networking Event	Virtual Student Information Session with Amazon

The Future of Career Services

Questions

Student Affairs Good News June 2014

Student Affairs is shifting the format of our “Good News” reports in order to highlight more of our work with and on behalf of students. This report includes highlights from the Spring 2014 term.

Spring Accomplishments and Highlights

Armstrong Student Center

- The Armstrong Student Center opened its doors on the first day of the spring semester, and instantly became the “living room” of the campus that we hoped it would.
- With graduation, the Armstrong Student Center Board said farewell to 9 departing inaugural Board Members. Several new members have been appointed and the selection process for additional new members will launch at the beginning of fall semester.
- Armstrong Student Center was reserved for 817 events in Spring Semester with estimated attendance between 100,000 and 125,000 (number based upon program planners' anticipated numbers not actual attendance).
- During finals week, all group meeting rooms as well as the Pavilion were utilized as study space. Small rooms were reservable by individuals and small groups, and rooms that could hold more than 4 people were set up with multiple individual desks to be used first-come, first-served. 368 reservations were made for Sunday through Friday, and the rooms were at 85% occupancy from 9am to 11pm, Sunday through Thursday.

Career Services

- Over 1,400 employers recruited Miami students in 2013-2014 and over 500 firms attended career fairs. Nearly 5,500 on campus interviews were conducted and total student touches through advising and programming were over 28,000.
- Implemented a new HumanitiesWorks committee with the Humanities Center and worked with departments in the humanities to develop 4 year career development plans for students within each program.
- Hosted a new “Backpack to Briefcase on the Move” program for diverse students to discuss jobs and opportunities with a variety of employers in Cincinnati; the group also met with the Chamber of Commerce to discuss diversity initiatives the city is taking to attract diverse talent.
- During the pilot of the Career Success Certificate (partially funded by the Parent’s Council) five students completed the program and over 100 more registered and are in process.
- Hosted a "Help, I'm graduating and I don't have a job!" event for anyone wanting last minute career help. Nearly 40 students attended for job search, resume, and cover letter help.
- Garry Killian, a Miami alumnus and Foundation Board member, created a \$360,000 career services endowment to support campus programming.
- The new Career Partners Program attracted 10 corporate sponsors, with sponsorships ranging from \$2,500 to \$10,000 per year. Sponsors include Macy’s, Key Bank, A&F, David J. Joseph and Tata.
- Ten stipends for not-for-profit internships were awarded to students; the stipends were funded by the Horrell Family and Career Services.

- The state of Ohio awarded a \$750,000 2-year grant to the Oxford and Regional Campuses to fund internships and co-ops, a new Cincinnati Digital Innovation Center, employer/faculty development committees and internship mobile apps.

Community Engagement and Service

- Community Engagement and Service, in collaboration with Second Year Programs, hosted our largest community attended K'nexion's Dinner at the Chi Psi fraternity house. Fourteen community members and 14 sophomores were in attendance. Community residents and Miami students, who plan to move off campus next year, shared dinner and conversation focused on fostering healthy campus community relations.
- The Office of Community Engagement and Service brokered 21 new community-based partnerships, bringing our total community partnerships to 152.
 - The Works of Mercy, Inc.
 - Focus on Youth, Inc.
 - The Joe Nuxhall Miracle League
 - Twisted Pretzel Bicycle Tour
 - One Way Farm
 - End Slavery Cincinnati
 - Butler County Family & Children First Council
 - Junior Achievement of OKI Partners – Butler County
 - The First Tee of Greater Miami Valley
 - Heart Animal Refuge
 - Oasis Center
 - Boys & Girls Club of West Chester/Liberty
 - Manna Food Pantry
 - Santa Maria Community Services
 - Lit Center West
 - Lower Price Hill Community School
 - Imago
 - Price Hill Will
 - Fairfield Food Pantry
 - Women Helping Women
 - The Women's Connection
- We also brokered four new K-12 partnerships within the Cincinnati, College Corner, and New Miami School Districts - bringing our total K-12 school partnerships to 17.
 - Hamilton City School District - Crawford Woods, Fairwood, Garfield, Highland
 - Talawanda - Kramer, Bogan, Marshall, Talawanda Middle School, Talawanda High School
 - Cincinnati - Ethel M. Taylor, Shroder High, Roll Hill
 - Middletown - Wildwood, Rosa Parks
 - New Miami Local School District - New Miami Elementary and New Miami Middle School
 - Union County / College Corner Joint School District - College Corner Union Elementary
- The Office facilitated Miami's first urban plunge to Price Hill (Cincinnati) in April. Plunges also occur in Over-the-Rhine, Hamilton, Middletown, Dayton, and Cleveland. Eight students spent a Friday afternoon and Saturday in Price Hill learning about the people, its history and current concerns from community leaders and residents. Our students served alongside community members at the Price Hill Annual Spring Health Fair. 89 community residents participated.

- 12 Community Engagement and Service vehicles logged 67,077 miles of service this term.
- 26 graduating seniors were awarded the U.S. President's Volunteer Service Award for their years of service completed at Miami. Five students received the bronze level award for completing over 100 hours of service, two students received the silver level award for completing above 175 hours of service, and 19 received the gold level award for completing more than 250 hours of community service during their undergraduate career.

Diversity Affairs

- The Office of Diversity Affairs conducted two end of the year events that celebrated the academic journey of our multicultural students. The Lavender Graduation Celebration took place on Sunday May 11th at the Sesquicentennial Chapel honoring eight GLBTQ students. The Horizon Graduation Celebration was held at the Shriver Center, Multipurpose Room on May 17th. Approximately 68 students participated including undergraduate and graduate students.
- The Diversity Affairs Council elected a new executive board to serve for the 2014-15 school year.

Ethics & Student Conflict Resolution

- Since the Good Samaritan policy was introduced at the start of the fall 2013 term, we received 58 Good Samaritan calls, primarily regarding first-year students.
- All new Greek members were given information about this program during the CHOICES program, and it was promoted across campus with posters and on social media.

Harry T. Wilks Leadership Institute

- The 2014 [LeaderShape Institute](#) was held May 18-23, 2014 at Camp Joy in Clarksville, Ohio. Thirty Miami University students participated in this 6-day, intensive, transformational leadership experienced focused on leading with integrity and vision.
- Sigma Alpha Pi (the National Society of Leadership and Success) has had a robust and aggressive recruitment effort during 2013-2014, resulting in a record-breaking 604 new members: 419 students joined in Fall 2013, and 185 students joined in Spring 2014. Of the 604 new members, 80 completed the necessary steps to be fully inducted into Sigma Alpha Pi this spring, a record for the chapter. This is more than double than previous years.
- We rechartered the Miami Alpha Sigma Circle of Omicron Delta Kappa, The National Leadership Honor Society, in February and inducted 11 charter members. A second induction ceremony was held in April for 9 additional members. Miami had an ODK circle from 1934-1998.
- Wilks Leadership Institute planned and hosted the first in a series of four new and innovative leadership workshops. The first workshop, Authenticity and Growth, focused on development as authentic leaders and the importance of reflection of critical life experiences, known as crucible moments. The other workshops will be developed and offered in the next academic year.
- The Scholar Leader and Miami University Hillel Communities collaborated to offer the 2014 Winter Immersion Service Experience (WISE) trip to Pittsburgh, Pennsylvania on January 22-25, 2014. The WISE trip is an annual collaborative effort with overarching themes of exploring ideas of power, privilege, and social justice. This year, 25 undergraduate students and 4 staff advisers participated in the trip.
- On April 25th the Wilks Leadership Institute hosted the seventh annual High School Leadership Conference at Miami University. Approximately 100 high school students and 20 guidance counselors from 19 area high schools attended for a day of leadership-related workshops, presentations, and activities.

- The first annual Wilks Leadership Essay contest attracted 30 submissions that answered an “I am Miami” themed question about the importance of value statements, ethos or belief statements in organizations. One first place prize was awarded along with five honorable mentions. The essays will be uploaded on the Student Leadership webpage.

New Student Programs

- The spring semester is always a busy one for New Student Programs as we kick off with January Orientation, hire and train our Student Orientation Undergraduate Leaders (SOULs), and prepare for summer orientation and Welcome Week.
- Our January orientation program welcomed 189 new and transfer students, 65% of whom were international students. 90 guests also attended January orientation.
- For summer orientation 2014, we expect to welcome over 3,400 first-years and their families to campus – totaling about 8,500 guests at sixteen orientation sessions from June 5 to July 3.
- We’ve worked with colleagues across campus to make some important changes in our orientation schedule, including a new daily orientation schedule, extended interactions between Student Orientation Leaders (SOULs) and their groups of new students, and the addition of an “I am Miami” vignette during our evening session. We will also offer Freedom Summer tours at each of the sixteen summer orientation sessions.
- In the interest of student safety and fulfilling federal requirements under Title IX, the Violence Against Women Act, and the Campus Safety Act, we have redesigned orientation content related to alcohol and other drugs as well as sexual assault. New features include two new one-page publications for new students and family members addressing alcohol and sexual assault/sexual violence.

Parent Programs

- The Parent Office hosted the Parents Council on campus in March, and participated in the first “Family Fellows” weekend.
- In collaboration with Admissions and Advancement, the Parent Office hosted four “Make it Miami” receptions for admitted students and their parents: one in Denver, one in CT, and two in Chicago.

Residence Life

- 88.4% of students reported having an overall positive experience living in the residence halls.
- 97% of first year students completing the ALL survey reported meeting with their First Year Adviser.
- 4,800 contacts with first year students were entered into the AdviserTrac note system by First Year Advisers.
- 1,020 students were contacted regarding mid-term academic interventions; 381 of these students met with their First Year Adviser.
- 209 students received academic interventions due to academic probation status for Spring semester.
- 221 students served on Community Leadership Teams [residence hall student governance groups] during 2013-14.
- For 125 vacant RA positions, 325 students applied and 284 interviewed for these positions; interest in the RA position continues to be strong.

Rinella Learning Center

- 53 Scholastic Enhancement Program students graduated in May 2014.
- 4 Undergraduate Research Option students presented at the National Conference for Undergraduate Research.
- We served 1,744 students through Supplemental Instruction.
- Tutors completed over 4,500 hours of individual and group tutoring.
- We offered 28 study strategies workshops that served 325 students.
- The Center played a leadership role in implementing a university wide intervention protocol with 1st and 2nd year students in academic jeopardy.

Second Year Programs

- 39 students attended the Second Year Retreat, a 3-day trip to Washington D.C. This was our most successful retreat so far. The group visited Howard University, the Holocaust Museum, and the Smithsonian. Students also worked with a community service organization, helping to package over 40,000 lbs. of food for local agencies.
- Second Year Programs recognized 14 students from the Oxford and regional campuses for outstanding leadership, service to the community and academic engagement at the 4th annual Second Year Celebration.
- Approximately 350 students attended the Second Year Send-Off on May 9. This event was created to celebrate the completion of the first two years of college and to provide some resources for students for when they return next year and live off-campus.

Student Activities and Cliff Alexander Fraternity and Sorority Life and Leadership

- Student Activities and programming numbers are up overall. Specifically late night program attendance has increased 400% from last semester. We're seeing an average of 650-700 students at our late night events this semester compared to 150-200 last semester.
- The new Miami Activities & Programming Board (MAP) sponsored 43 events this term, for 31,360 students.
- Fraternity and sorority life revamped the recruitment counselor program for students going through recruitment process.
- The InterFraternity Council conduct board has begun holding member chapters accountable through peer governance structure. This semester they heard 10 cases of individual chapter conduct through their new process.
- Fraternity and sorority members logged 19,694 hours of service this term, averaging about 4 hours per person.

Student Affairs Advancement

- Overall, the "For Love and Honor" campaign raised over \$535M; Student Affairs specifically raised over \$16.5M, exceeding our goal of \$11M, closing gifts for all departments of the division except the Office of Ethics and Student Conflict Resolution. More than \$5M of the funds raised came from parents. For FY'13, Student Affairs raised \$2.5M.

Student Counseling Service

- The counselors in the Student Counseling Service had approximately 3,800 student appointments during the spring term.
- The Miami University Student Counseling Service is using an innovative approach to preventing prescription drug abuse among students. Under the guidance of Dr. Josh Hersh a new prescription drug abuse prevention program has been implemented. The program is getting national attention, and has been highlighted in an article via the Partnership for a Drug-Free America: <http://www.drugfree.org/join-together/prescription-drugs/college-takes-innovative-approach-to-fighting-prescription-drug-abuse>; <http://medication-assisted-treatment.drugfree.org/>.
- Dr. John Ward, Assistant Director for Clinical Services of the Student Counseling Service, provided an 8-hr Mental Health First Aid (MHFA) training to 15 Chinese international students and members of the Confucius Institute in advance of his upcoming invited trip to China this summer to train Chinese educators on a culturally-sensitive version of the MHFA.
- Over 400 students took advantage of the "pet therapy" opportunity to take a relaxing break and de-stress during "Furry Finals" offered two days during Finals week by the staff of the Student Counseling Service and 11 volunteer certified therapy dogs and their handlers/owners.

Student Wellness and Education

- Miami and Oxford community members attended a Community Forum Addressing High Risk Alcohol Behavior on May 1st at the Lane Public Library. Attendees shared perspectives and concerns about high risk alcohol behaviors and shared alcohol related data and environmental prevention strategies.
- This year the Office of Student Wellness launched Step Up, a bystander education program. 345 students attended sessions over the year with representation from athletics, fraternities and sororities.

Women's Center

- The Women's Center recorded over 1,800 student visits during the spring semester.
- The Women's Center interns raised awareness of women's and gender issues by promoting positive body image through a "Better Than Barbie" booth at Spring Fest. The interns also volunteered at the Girls Inc. Conference at the Hamilton YWCA in April.
- The Women's Center's annual student-created publication *The Femellectual* provided students with an opportunity to raise awareness about and give voice to women's and gender issues through essays, poetry, photography, and art.
- We provided financial support for student attendance at the Young Feminists Conference in Arlington, VA, in March. The Center also provided financial support for the student organization Black Women Empowered to host a student conference. Finally, the Women's Center supported a pilot program by students in ESP 464 (Social Entrepreneurship) to raise funds for scholarships for young women in Kosovo.
- Our spring signature events -- Celebrating Global Sisterhood, Women's Read-In, and Women's Leadership Luncheon and Awards -- provided students with opportunities to speak and learn about global women's issues, women's contributions to literature, and challenges and opportunities facing women in leadership.

Collaborative Efforts

- The Miami Masculinities Committee, made up of members of the Wellness Center, the Women's Center, Student Counseling Services, and OESCR, held its second regional conference on Men and Masculinities in the college setting. The conference featured a series of presentations to help engage us in a conversation about men and masculinities on our campuses. The keynote speaker was Michael Kimmel, a leading researcher and writer on men and masculinity in the world today.

Staff Achievements and Accomplishments

- University Psychiatrist Dr. Josh Hersh presented a paper entitled 'The Prevention and Treatment of Prescription Drug Abuse among College Students' at the annual American Psychiatric Association convention in New York on May 5, 2014.
- Shamika Johnson, Assistant Director of New Student Programs, has recently published a chapter in the new text, *Job One 2.0: Understanding the Next Generation of Student Affairs Professionals*, edited by Peter M. Magolda, Jill Ellen Carnaghi. Shamika's chapter, titled, "There's No Place Like Home," recounts the challenges and successes of her experience transitioning from graduate studies into her first professional position at Miami.
- Buffy Stoll Turton, Director of New Student Programs, was named to the conference planning team for the 2016 Annual Conference of NODA: The Association for Orientation, Transition, and Retention in Higher Education.
- Buffy also received national recognition from the ACPA (College Student Educators International) Commission for Admission, Orientation, and the First Year Experience, who named her their grant winner for 2014. The grant will support Buffy's dissertation research on the experiences of first-generation students at Miami and how they navigate tension between school and home.
- Katie Shoemaker, RD/FYA in ORL was awarded one of three outstanding academic adviser awards for the University.
- Jerry Olson, Director of Residence Life, will be a senior student affairs professional for the American College Personnel Association's Institute for New Professionals.



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Student and Academic Affairs Construction Activity Report

June, 2014

Projects completed:

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

2. Projects added:

Two major projects and five projects under \$500,000 were added this reporting period. Middletown Campus Pavement Repairs will address both concrete and asphalt pavement repairs in various locations across the regional campus. The work is necessary to provide safe passage throughout the campus and protect the existing investment in pavements. The Wartsila Peaking Engine Controls Upgrade project combines regular scheduled maintenance overhauls with a new hardware and software based controls system upgrades to ensure reliable operation of these critical units. The units provide a mechanism to control the fluctuation in the price the University pays for electricity and provides electricity to critical university functions during area-wide electrical outages.

3. Projects in progress:

The renovations of Anderson and McFarland residence halls received their certificate of occupancy in May. The next several weeks will be spent commissioning the building's systems and equipment and accepting furniture deliveries. The East Quad Renovation is now underway. Renovations to the five residence halls, an addition to Symmes for a new dining facility, and significant site infrastructure work is all occurring on the site. The addition to Goggin Ice Center is now being used while some final graphics changes are being completed. The area around the Hub – the quad surrounded by Upham, Kreger, Stoddard, Elliott, and Roudebush – is now under construction with installation of new tunnel tops. The renovation of Kreger Hall is quickly nearing completion. Laboratory equipment and casework is being installed throughout the building. Outside the building, changes to the loading dock and service drive are complete. The three Western Campus Residence Halls are also nearing completion. Around the site, service drives and adjoining sidewalks are being installed. Inside the buildings, punch list items are being addressed, final inspections are occurring, and commissioning has begun. The Western Campus Site Improvements and Landscape project is making great progress. The new Western Walk is taking shape along with the footbridges in two separate locations. Much activity is occurring with the improvements along Spring Street. This will be quickly followed by the improvements on Patterson Avenue and the intersection to enhance the safety of students. The north end of Yager Stadium is looking much different as Indoor Sports Center site is beginning to take shape.

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.

Final inspections took place the week of May 19, culminating in a certificate of occupancy for both buildings on May 22, seven weeks ahead of the contract completion date. Furniture deliveries, punch list completion, commissioning, and landscaping continued through the end of May. The final installation of owner-provided equipment will continue through June with the Residence Life Advisors expected to move into their apartments in early July. **This will be the last report.**



The **East Quad Renovation** project will renovate Collins, Dennison, Dorsey, McBride and Symmes Residence Halls. Erickson Dining Hall will be converted into residence hall space as a continuation of Dennison Hall, and a new dining hall will be constructed as an addition to Symmes Hall. The project also includes renovating a portion of the North Chiller Plant at Billings Hall. In addition, the work will include related site utilities and infrastructure, landscaping and site improvements for the identified buildings. These renovations will be comprehensive upgrades of all buildings systems, addition of fire suppression, accessibility improvements, energy efficiency improvements, and new finishes throughout. Additional beds beyond what was expected in the Long Range Housing Master Plan have been designed into the project.

The contractor has mobilized. Abatement is occurring in multiple buildings throughout the site. Foundations for the dining hall addition have begun.

The **HDRBS Improvements – 2014** project provides various upgrades to systems and finishes in thirteen halls over the summer to keep the halls safe and operating efficiently in the short term as they are not scheduled for full renovation until a later phase in the Long Range Housing Master Plan. Dodds, Emerson, Hamilton, Havighurst, MacCracken, McKee, Minnich, Morris, Porter, Richard, Scott, Stanton and Tappan Halls will receive operational, maintenance and cosmetic improvements at this time. The project will include kitchen and bath upgrades, mailbox replacements, interior and exterior door replacements, floor replacements as well as some exterior upgrades. This project also includes replacement of the bouldering cave within the Outdoor Pursuit area at the Recreational Sports Center. The projects will all be completed during the summer of 2014.

Construction is in progress.

The **HDRBS MEP Improvements – Summer 2014** project includes multiple mechanical, electrical and plumbing upgrades to several residence halls and recreational facilities throughout campus. These projects will be combined into one package to be accomplished during the summer of 2014.

Water softeners at Dodds and Peabody are being replaced. New back-up domestic water heater at Havighurst is being installed.

The **Hub Quad Tunnel Top Replacement** project will replace the utility tunnel top pavements through the “Hub Quad” area, as well as the area in front of Kreger Hall to Armstrong Student Center. Deteriorating sections of the concrete tops for the tunnel sections built in 1938 and 1948 will be replaced.

Construction has begun. Existing tunnel top is being cut from the sidewalls. Shoring work inside the tunnel is being completed.



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.

The exterior masonry is complete. Roof flashing and installation is being completed. All MEP systems are tested and operational. Interior finishes on all levels are being completed. Lab equipment and casework is installed. Data cabling is complete and the communication room has been turned over to the University for final connections. Final site work has begun. **This will be the last report.**



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.

All three residence halls are in the process of obtaining final inspections. Commissioning is ongoing for the HVAC systems. Building associated landscaping is being completed, including the plaza between Buildings B and C. Interior punch list and final cleaning are underway. Furniture delivery will begin soon. **This will be the last report.**



The **Western Campus Site Improvements and Landscape** project will restore the grounds surrounding the new Western Campus Residence Halls and Dining Hall construction sites as part of the Long Range Housing Master Plan. Work will include storm water management, site grading, fire lane construction, pedestrian lighting, sidewalks, and landscaping. Work will also include pedestrian improvements at the Spring Street and Patterson Avenue intersection with the installation of a new traffic signal and widened sidewalks from the Shriver Center driveway entrance north to Bishop Circle, along the west side of Patterson Avenue.

Hardscape elements, concrete sidewalks, building service areas, fire lanes, and the Western Walk, are well underway. Site lighting rough-in is ongoing with fixtures installed in select areas of the site. The steel bridge beams are installed and preparations are being made for the walking slab and railing. Structural concrete work for the stone arch bridge is nearing completion with preparations for the walking surface being made. Spring Street/Patterson Avenue hardscape improvements are underway with work on Spring Street nearly complete.



Respectfully submitted,

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

**University Advancement report
for BOT Academic and Student Affairs Committee
June 2014**

We are pleased to report that we have surpassed the FY14 fundraising goal of \$37.2 million, with a tally, to date, of \$41.2 million. We have now focused our development strategy and planning on our FY15 goal of \$40.9 million.

Advancement's attention is also fully engaged with the execution of our post-campaign stewardship plan. President and Mrs. Hodge have met personally with many of our top donors to express Miami's gratitude and deliver personalized gifts, and remain on track to properly steward all by the end of the year. Our development staff is also doing the same with donors at a lower level with an executed "thank you tour". Finally, we are developing a post-campaign survey for donors with gifts between \$1 and \$25,000.

We have also completed 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 working to effectively partner with the new dean of the Farmer School of Business, Dr. Matthew Myers; the new Vice President for Student Affairs, Dr. Jayne Brownell; and the new dean of the College of Creative Arts, Dr. Elizabeth Mullenix. All have been visiting top donors in their respective areas, and as predicted, they are very 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
- Ongoing IT consolidation

Finally, our division has continues to push forward on new initiatives. They include:

- Revamping our parent programming with the addition of a Family Fellows program is moving ahead nicely
- A comprehensive review of our alumni programming
- Further development and involvement of the Foundation Board through new additions, stewardship involvement and hosting events has head steady progress
- A new "Women's Initiative" had a successful launch in early April with a keynote address by Geena Davis.