

**BOARD OF TRUSTEES**  
**MIAMI UNIVERSITY**  
**Minutes of the Academic and Student Affairs Committee Meeting**  
**May 5, 2016, 8:00 a.m.**  
**Room 302, Psychology Building, Miami University, Oxford Campus**

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on May 5, 2016 in room 302 of the Psychology Building on the Miami University Oxford campus. The meeting was called to order at 8:00 a.m. by Committee Chair Bob Shroder, a majority of members were present constituting a quorum. Attending were Chair Shroder, and committee members; Trustees David Budig, Dennis Lieberman and John Pascoe, National Trustees Terry Hershey and Diane Perlmutter, and Student Trustees Ciara Lawson and Alex Boster; along with non-committee member Trustees Jagdish Bhati, Mark Ridenour, and Steve Wilson, and National Trustee John Altman.

In addition to the Trustees, Phyllis Callahan, Provost and Executive Vice President for Academic Affairs; Jayne Brownell, Vice President for Student Affairs; and Michael Kabbaz, Vice President for Enrollment Management and Student Success, were in attendance. Also present to address agenda items or to provide support, were: Deedie Dowdle, Associate Vice President for Communications and Marketing; Chris Makaroff, Dean, College of Arts and Science; Jim Oris, Dean of the Graduate School; Mike Curme, Dean of Students; Jerome Conley, Dean and University Librarian; Carolyn Haynes, Associate Provost; Susan Schaurer, Assistant Vice President and Director of Admission; Brent Shock, Assistant Vice President for Enrollment Management and Director of Student Financial Services; Scott Walters, Assistant vice President for student Affairs; Yvette Harris, Professor and Chair of the Senate Executive Committee; Drew Reffett, Professor and Chair of the Senate Executive Committee (AY 2017); Tracy Hughes, Senior Director of University Marketing; Scott Sportsman, Director of Research and Analysis, EMSS; Jennifer McLaughlin, Acting Director of Career Services; Heather Christman, Senior Associate Director, Career Development and Employer Relations; Clair Wagner, Director of University News and Communication; Alexander Cary, ASG Secretary for Academic Affairs; Trent White, ASG Secretary for Academic Affairs (AY2017); Representatives from the Cincinnati Enquirer, and Ted Pickerill, Secretary to the Board of Trustees; as well as others attending to observe or assist.

**Public Business Session**

Chair Robert Shroder opened the public session and welcomed everyone to the meeting.

## **Approval of the Prior Meeting's Minutes**

National Trustee Perlmutter moved, National Trustee Hershey seconded, and by unanimous voice vote, the minutes of the previous meeting were approved.

### **Student Trustees**

The committee welcomed new student Trustee Alex Boster from Cincinnati, then Student Trustee Ciara Lawson relayed the following:

As spring semester comes to a close, we have a lot to reflect on from the 2015-2016 school year. We have seen Miami nationally recognized for its impressive post-graduation employment rate, high ranking graduate school programs, and student academic and athletic successes. The year of creativity and innovation does not end with classes this week, as students have worked hard and developed skills that will continue with them through their internships, careers, graduate schools, or study abroad programs.

#### Accomplishments:

Miami University Department of Art Professor Rod Northcutt was awarded the 2016 David Hoch Memorial Award for Excellence in Service. He is a co-founder of MAKETANK Inc. which hosts the Oxford Kinetics Festival you may have seen just a few weeks ago.

Student Rebekah Bolser was selected as a 2016 Newman Civic Fellow, and earned the Charles J. Ping student service award by Ohio Campus Compact. The Newman Civic Fellows Award honors inspiring college student leaders who have demonstrated an investment in finding solutions for challenges facing individuals and society through service and advocacy.

Pei Lin, a junior, single handedly captured 24th overall for Miami in the 2016 NCAA Division I Women's Swimming and Diving Championship, the best finish in school history. She placed 2nd overall in the 3-meter dive and 3rd overall in the 1-meter dive.

#### Opportunity and Community:

The Office of Community Engagement and Service partnered with the Social Work and Family Studies Department and Career Services to present the inaugural Social Work and Nonprofit Expo. Over 25 community partners were present for this event.

Miami Associated Student Government hosted an "Off-Campus Housing Fair" in February with over 21 different agencies / companies represented and about 325 students in attendance. The Housing Fair provided a way for students to connect with Oxford realtors in order to find subleases. We hope to see this successful event continued in the future.

Over the course of the spring semester, Rinella Learning Center has helped over 400 students through 1,313 individual tutoring appointments, along with 570 students attending several Supplemental Instruction sessions each. This form of support allows students to learn and ask questions to upperclassmen who did very well in the difficult class previously in a lecture type format among their peers.

While most college kids headed down to Florida for the week of March 19-26, many Miami students utilized opportunities to serve the community, country, and world. The student-led organization Justification of Youth (JOY) provided one alternative spring break option for Miami students. This service trip to the Dominican Republic had students engage with 150 orphaned and impoverished children in the town of Bani.

#### Courses and Careers:

Miami University's part-time MBA program was ranked the best in Southwest Ohio and 28th in the nation in a new ranking from U.S. News & World Report. This two-year program at the Farmer School of Business is available to professionals looking to acquire their degree during the evening.

The 2016 Spring Internship and Career Expo (ICE) drew 230 employers to campus. The FBI, a new organization recruiting on campus, held over 100 interviews and gave out 40 offers to students. With the success of the fall Career Fair, along with other Career Services programs connecting the Miami career community, more than 1,800 organizations have recruited Miami students this academic year.

Finally, 95.5% of Miami University students who graduated in 2014-2015 were employed or continuing their education by fall of 2015. 17.7% of those students had enrolled graduate or professional programs. All academic divisions held reported an employment and higher education rate above 90%.

### **Associated Student Government**

Associated Student Government Secretary for Academic Affairs, Alex Cary, provided an overview of the semester, and introduced Trent White, the ASG Academic Secretary for academic year 2016-2017.

### **University Senate**

Dr. Yvette Harris, Chair of the Executive Committee of the University Senate updated the Committee providing highlights of the most recent Senate meetings. She also introduced Dr. Drew Reffett, Chair of the Executive Committee of the University Senate for academic year 2016-2017.

Chair Shroder thanked Dr. Harris for her service, and expressed that the Committee greatly enjoyed working with her.

A written Senate update report is included as Attachment A.

## **Student Affairs Reports**

### **Vice President's Report**

Vice President Jayne Brownell updated the Committee, relaying the following:

It has been an eventful spring term, and walking around campus, you can feel the mood of students shifting as they start to buckle down to prepare for finals next week. I know that the topic of Greek life has gotten a lot of attention this spring, for both positive and negative reasons. Jenny Levering is going to bring you up to date on some of our challenges and future plans in a few minutes, so I won't spend time on that in my remarks this morning.

I'll just share a couple of updates today. We've just wrapped up our first full year of the Late Night Miami series. While none of us were sure of whether these programs would take off this first year, they have been a huge success. This term, we hosted 69 events, running each Thursday, Friday and Saturday night of the term. Those were attended by 12,480 students, for an average of 180 students per event. In addition, our 70<sup>th</sup> event of the term was our spring concert, All-American Rejects, who performed on Saturday night for about 1,800 students. Thursday night coffeehouses and Friday movies were consistent hits, along with all things crafty. If you give our students paint and let them be creative, they seem to be pretty happy! We have shown that there is a clear desire for weekend activities that provide an alternative to going Uptown, and planning is well underway for the fall.

Summer orientation is our next big focus, running June 1 to June 30. 81% of confirmed domestic students have already registered for one of our 16 summer orientation sessions. Registration continues throughout the month of June (closing one week before the start of each session). We expect that approximately 3,500 students to attend a summer orientation session in June. The remaining domestic and international students will attend orientation in August.

It is pretty typical that in Student Affairs, most of the attention is on our challenges, especially related to student safety, wellness and quality of life. Alcohol, Greek life, sexual and interpersonal violence, and mental health will always draw attention, as they should. However, I hope that you take the time to look over our "good news" report to see all of the positive things happening in our other 15 or 18 student affairs offices. There is lots of good to share.

## **Fraternity and Sorority Life**

Jenny Levering, Director, Cliff Alexander Office of Fraternity and Sorority Life, and student Cameron Synders, from the Interfraternity Council updated the Committee on fraternity and sorority matters.

Ms. Levering explained that the goal is to create a positive culture within Miami's Greek organizations. She explained that it is an ongoing effort and the difficulties encountered are not unique to Miami, but are experienced nationally. She explained that while this past spring saw some fraternities holding themselves less accountable, the increase in reports was also believed to be due to efforts in training fraternity and sorority members of unacceptable behavior, and encouraging students to report violations. In response to the increased reports involving several fraternities during spring 2016, the University directed that the initiation timeline for new members, be shortened to halt the pledging process.

Mr. Snyder highlighted some initiatives being considered, to create a positive culture within each fraternity, and fraternity house. He also highlighted some of the activities of fraternities, which include community service.

Their report and presentation are included as Attachment B.

## **Student Affairs Written Reports**

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

- Student Affairs "Good News" – VP Student Affairs, Attachment C
- Integrity (Joint with Academic Affairs), Brenda Quaye, Coordinator for Academic Integrity Initiatives, and Susan Vaughn, Director of Student Ethics and Conflict Resolution, Attachment D

## **Enrollment Management and Student Success Reports**

### **Vice President's Report**

Vice President Kabbaz introduced Susan Schaurer, who updated the Committee on Admissions.

### **Admission Update**

Assistant Vice President and Director of Admission Susan Schaurer updated the Committee on admissions. The profile of the entering class for fall 2016, is in many areas stronger than in fall 2015, including the percentage of domestic diverse students. She relayed that applications from domestic diverse have doubled since 2010 to over 4,600, and that first generation applicants have also grown significantly to nearly 6,000.

She then explained that Miami will be applying resources and cohorting to help these first generation students succeed.

Domestic diversity for the confirmed class of fall 2016 is 15.3%, up from 13.3% in 2015. The ACT average score for entering students is 28.5, up from 28.0 in 2015, and the percent of non-resident domestic students in 45.4%, compared to 45.0% in 2015.

The size of the incoming class exceeded the goal, and it is expected that 3,725 – 3,750 new students will enroll in the fall.

Ms. Schaurer's presentation is included as Attachment E.

### **Career Services**

Jennifer McLaughlin, Acting Director of Career Services and Heather Christman, Senior Associate Director, Career Development and Employer Relations updated the Committee on Career Services. They discussed the success of students following graduation, in finding employment or enrolling in graduate programs.

They discussed initiatives to re-imagine college, in order to better prepare for a career, specifically focusing upon those students whose major does not directly transfer into a career. They highlighted the Humanities Works program and the College of Creative Arts Works program, which have nearly doubled their interactions with students over the past two years.

They are also focused on expanding the employer base, and in connecting students with opportunities, highlighting Startup Cincy.

Their presentation is included as Attachment E.

### **Enrollment Management and Student Success Written Reports**

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

- Enrollment Management and Student Success “Good News” – VP Michael Kabbaz, Attachment G

### **Academic Affairs Reports and Resolutions**

#### **Provost Update**

The Provost provided an update on faculty demographics, for Oxford and the Regional Campuses. She also presented a proposed new Bachelor of Arts degree in English Studies. The degree would be offered on the Regional Campuses, stating that market analysis in the region supports creation of the degree.

National Trustee Perlmutter then moved, Trustee Lieberman seconded, and by unanimous voice vote, the Committee recommended approval by the full Board.

### **RESOLUTION R2016-37**

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new bachelor degree program; Bachelor of Arts with a Major in English Studies, College of Professional Studies and Applied Sciences.

*Note: The resolution and supporting material are provided as Attachment H.*

#### **Office for the Advancement of Research and Scholarship (OARS), and Graduate School**

Dean James Oris, Associate Provost and Dean of the Graduate School, updated the Committee on OARS, the Graduate School, and partnership initiatives, both internal and external.

Dean Oris stated they are assembling activity based faculty data. Once complete, this will allow for ease of report generation, with a productivity improvement of 83% expected, along with an estimated cost avoidance of over \$2,000,000.

He also stated that partnerships with corporations are being pursued, and could possibly include tailoring curriculum. He said perhaps the Regional Campuses have the greatest opportunities with this possibility.

Dean Oris' presentation is included as Attachment I.

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

Dean Chris Makaroff, Dean of the College of Arts and Science updated the Committee on efforts within the Division. He provided an overview of faculty hires, including the hiring of a lecturer in economics to assist the Framer School with the College of Arts and Science economics majors. He also stated that the class of 2019, includes 2183 Arts and Science majors.

Dean Makaroff also highlighted faculty accomplishments, and reviewed priorities which included the partnership between Liberal Arts and Career Services.

He also informed the Committee of the College of Arts and Science Dean's Scholarships, to support high ability and high need students in reducing their need to borrow funds to pay for college. These scholarships are funded by the College of Arts and Science and are in addition to any merit based scholarships offered by the University.

Dean Makaroff concluded by thanking the College's faculty, chairs, directors and staff for their efforts, work and assistance.

Dean Makaroff's presentation is included as Attachment J.

### **Academic Affairs Written Reports**

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

- Academic Affairs "Good News" – Provost Phyllis Callahan, Attachment K
- Integrity (Joint with Academic Affairs), Brenda Quaye, Coordinator for Academic Integrity Initiatives, and Susan Vaughn, Director of Student Ethics and Conflict Resolution, Attachment D

### **Other Items**

### **Adjournment and Tour**

With no other business to come before the Committee, the meeting was adjourned at 11:30 a.m. for a tour of laboratory facilities in Pearson Hall and Hughes Hall.



Theodore O. Pickerill II  
Secretary to the Board of Trustees



**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Yvette Harris, Chair

Andrew Reffett, Chair-elect

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

April 21, 2016

To: Board of Trustees, Academic and Student Affairs Committee  
 From: Yvette Harris, Chair, Executive Committee of University Senate  
 RE: University Senate Report to Board of Trustees – May 5, 2016 Meeting

The following summarizes items of University Senate Business conducted since the Executive Committee submitted to the Board of Trustees on February 19, 2016 Meeting.

- Minors, revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:
  - **February 22, 2016:** Pol – Master of Arts in Political Science
  - **April 4, 2016:** CSE – Master of Science in Computer Science
  - **April 4, 2016:** Military Duty Policy
  - **April 4, 2016:** Independent Work Project
  - **April 4, 2016:** Revisions to Curriculum Definitions
  - **April 11, 2016:** Credit Hour Requirement for Relocation
  - **April 11, 2016:** CEC – Humanitarian Engineering and Computing
  - **April 11, 2016:** EGM – Engineering Management
  - **April 11, 2016:** FSW - Family Science
  - **April 18, 2016:** PSY - Psychology
- Proposed New Degrees:
  - **April 18, 2016:** Proposed Bachelor of Arts with Major in English Studies (**SR 16-10**)
- New Business, Specials Reports and Updates delivered to University Senate:
  - **February 22, 2016:** Online Policy Library, University Counsel, Robin Parker
  - **February 22:** Benefits Committee Update, Melissa Thomasson, Chair of Benefits Committee, Dawn Fahner, Interim Associate VP of Human Resources
  - **February 22 and April 4, 2016:** Minors on Campus, University Counsel, Robin Parker
  - **April 4, 2016:** State Mandates Update, Chair, Fiscal Priorities, Amit Shukla
  - **April 4, 2016:** Fiscal Priorities Update, Chair, Fiscal Priorities, Amit Shukla
  - **April 4 & 18, 2016:** Preferred Name Project, Madelyn Detloff and Carolyn Haynes (**SR16-12**)
  - **April 4, 2016:** Credit Hour Reduction, Academic Policy Committee Chair, Bryan Ashenbaum
  - **April 11, 2016:** Budgetary Symposium Question Responses (SR 16-02), Provost and Executive Vice President for Academic Affairs, Phyllis Callahan
  - **April 18, 2016:** *MUPIM* 7.8.A - Promotion and Tenure Guidelines for Dossier Preparation, 2016-2017, Associate Provost, Maria Cronley (**SR 16-08**)
  - **April 18, 2016:** *MUPIM* Section 7.11.F.2 - Dossier & Evaluation Guidelines for Lecturers, Clinical & Professionally Licensed Faculty, Associate Provost, Maria Cronley (**SR 16-09**)

- Senate Resolutions:
  - **February 22, 2016, SR 16-07:** Proposed Revisions to *MUPIM*: Dual Appointments

**SR 16-07**

**April 18, 2016**

BE IT HEREBY RESOLVED that University Senate adopts proposed revisions to the *Miami University Policy and Information Manual (MUPIM)*, Sections 6.3, 7.1.C, 7.1.E, 7.5.A, and 7.11.F.3

SR 16-07 carried by voice vote (1 nay, 0 abstentions)

**April 18, 2016, SR 16-08:** Promotion and Tenure Guidelines for Dossier Preparation 2016-2017

**SR 16-08**

**April 18, 2016**

BE IT HEREBY RESOLVED that University Senate adopts revisions as amended\* to the 2016 – 2017 Promotion and Tenure Guidelines for Dossier Preparation

SR 16-08 carried by voice vote (2 abstentions)

**April 18, 2016, SR 16-09:** Dossier and Evaluation Guidelines for Lecturers, Clinical & Professionally Licensed Faculty 2016-2017

**SR 16-09**

**April 18, 2016**

BE IT HEREBY RESOLVED that University Senate adopts revisions as amended\* to the 2016-2017 Dossier and Evaluation Guidelines for Lecturers, Clinical & Professionally Licensed Faculty

SR 16-09 passed by voice vote

**April 18, 2016, SR 16-10:** Bachelor of Arts with a Major in English Studies, College of Professional Studies and Applied Sciences

**SR 16-10**

**April 18, 2016**

BE IT HEREBY RESOLVED that University Senate adopt the Bachelor of Arts with a Major in English Studies, College of Professional Studies and Applied Sciences;

AND FURTHERMORE, that the endorsement by University Senate of the proposed degree and major will be forwarded to the Miami University Board of Trustees for consideration

SR 16-10 passed by voice vote (1 abstention)

**April 18, 2016, SR 16-11:** Appointments to Standing and Advisory Committee of University Senate

**SR16-11**

**April 18, 2016**

BE IT HEREBY RESOLVED that University Senate confirm the 2016-2017 appointments to open seats of the standing and advisory committees of University Senate; and

BE IT FURTHERMORE RESOLVED that Senate authorizes Senate Executive Committee to confirm remaining 2016-2017 appointments to the standing and advisory committees of University Senate.

SR 16-11 carried by voice vote

**April 18, 2016, SR 16-12:** Sense of the Senate Resolution - Preferred Name Project Guidelines

**SR 16-12**  
**April 18, 2016**

BE IT HEREBY RESOLVED that University Senate supports the creation and implementation of the proposed Preferred Name Project Guidelines as presented to Senate on April 4 and 18, 2016.

SR 16-12 passed by voice vote (2 abstentions)

cc: Provost Phyllis Callahan, Chair, University Senate  
Yvette Harris, Chair, Executive Committee of University Senate  
Sr. Associate Provost, Maria Cronley, Secretary, University Senate

Prepared by: Stacy Kawamura, Recording Secretary, University Senate

## Cliff Alexander Office of Fraternity and Sorority Life and Leadership Board of Trustees Report May 2016

### 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 Fall 2015

4,031 Students in fraternities and sororities

24% of 16,150 undergraduates

11,471 community service hours (Average 260 hours per chapter)

### GPA Data

All Fraternity GPA 3.05

All Men 2.99

All Sorority 3.39

All Women 3.33

All Greek 3.26

All Campus 3.16

### By the Numbers Spring 2016

5,514 Students in fraternities and sororities

34% of 15,859 undergraduates

## 2016 Recruitment Statistics & 3 Year Comparison

<b>2016 Formal Recruitment Statistics</b>			
	<b>Community</b>	<b>Panhellenic Association</b>	<b>Interfraternity Council</b>
Total Number Registered	2220	1262	958
Did Not Meet Eligibility	149	51	98
Total Number of Students Participating	2023	1163	860
Number of Organizations Participating	40	17	23
Total Number Receiving Bids	1644	1038	606
% Matched	79.86%	89.25%	70.47%
<b>2015 Formal Recruitment Statistics</b>			
	<b>Community</b>	<b>Panhellenic Association</b>	<b>Interfraternity Council</b>
Total Number Registered	2157	1188	969
Did Not Meet Eligibility	162	48	114
Total Number of Students Participating	1985	1117	838
Number of Organizations Participating	41	15	26
Total Number Receiving Bids	1565	970	595
% Matched	78.92%	86.84%	71%
<b>2014 Formal Recruitment Statistics</b>			
	<b>Community</b>	<b>Panhellenic Association</b>	<b>Interfraternity Council</b>
Total Number Registered	2371	1364	1007
Did Not Meet Eligibility	167	43	124
Total Number of Students Participating	2209	1326	883
Number of Organizations Participating	43	16	26
Total Number Receiving Bids	1544	949	595
% Matched	69.90%	71.57%	66.13%

**Community Advancement Program and Chapter Status – As of April 15, 2016**

<b>Organization</b>	<b>Status</b>
Alpha Chi Omega	In Good Standing
Alpha Delta Phi	In Good Standing
Alpha Delta Pi	In Good Standing
Alpha Epsilon Phi	On CAP Improvement Plan
Alpha Epsilon Pi	On CAP Improvement Plan
Alpha Kappa Alpha	On CAP Improvement Plan
Alpha Omicron Pi	In Good Standing
Alpha Phi	In Good Standing
Alpha Phi Alpha	In Good Standing
Alpha Sigma Phi	In Good Standing
Chi Omega	On CAP Improvement Plan
Chi Psi	On CAP Improvement Plan
Delta Chi	In Good Standing
Delta Delta Delta	On CAP Improvement Plan
Delta Gamma	On Probation from National Organization
Delta Kappa Epsilon	On CAP Improvement Plan
Delta Sigma Phi	On CAP Improvement Plan ***
Delta Tau Delta	In Good Standing
Delta Upsilon	In Good Standing
Delta Zeta	On CAP Improvement Plan
Gamma Phi Beta	In Good Standing
Kappa Alpha Order	On CAP Improvement Plan
Kappa Alpha Theta	In Good Standing
Kappa Delta	In Good Standing
Kappa Kappa Gamma	On CAP Improvement Plan
Lambda Chi Alpha	On CAP Improvement Plan ***
Phi Beta Sigma	On CAP Improvement Plan
Phi Delta Theta	In Good Standing ***
Phi Gamma Delta	On CAP Improvement Plan
Phi Kappa Tau	Suspended by University – Spring 2016
Phi Mu	In Good Standing
Phi Sigma Sigma	New in 2016
Pi Beta Phi	On Probation from National Organization
Pi Kappa Alpha	Probation by University – Spring 2016
Pi Kappa Phi	Suspended by University – Spring 2016
Sigma Alpha Mu	In Good Standing
Sigma Alpha Epsilon	On a CAP Improvement Plan
Sigma Lambda Beta	On CAP Improvement Plan
Sigma Lambda Gamma	In Good Standing
Sigma Phi Epsilon	In Good Standing
Sigma Pi	On CAP Improvement Plan ***
Tau Kappa Epsilon	On CAP Improvement Plan
Theta Chi	In Good Standing
Zeta Beta Tau	On CAP Improvement Plan
Zeta Phi Beta	In Good Standing
Zeta Tau Alpha	On CAP Improvement Plan

**Definition of Status**

CAP Improvement Plan:  
Chapters on a CAP improvement plan did not meet chapter programming standards for the Fall 2015 semester and are working to meet programming standards before the end of the Spring 2016 semester.

\*\*\* Pending Judicial Hearing this spring. Results may or may not be determined before May Board of Trustees Meeting.



# Cliff Alexander Office of Fraternity and Sorority Life

Board of Trustees Report  
May 2016



# *Reflection*

## A community in transition

- » The Cliff Alexander Office is clear in our mission and values
- » Staff focused on student learning. Leadership development & programming aim to teach students that their personal and organizational values should be in alignment
- » Despite all efforts the fraternity community has created a counter culture





# *Reflection*

## My Perception

- » Changes over the past 5 years
- » Spring of 2010 – new expectations for social accountability
- » Varying levels of buy in over past few years
- » Current student leadership not taking ownership of issues in the same way as in the past



# *Spring 2016 Summary*

- » Hazing reports came into the university following recruitment
- » Mandated all chapters initiate their new members after only 4 weeks of a new member program
- » The action was the right thing to do



# *Investigation Process*

We have a report...so now what?

- » OESCR and Dean of Students Office consult with our office
- » Determine if Summary Suspension is needed based on concerns of safety
- » Investigation begins (interviews of leadership and new members, national involvement)
- » Charges Issued



# *Investigation Process*

We have a report...so now what?

- » Hearing Scheduled
- » OESCR determines responsible/not responsible
- » Our offices work together on sanctioning
- » Appeals Process
  
- » Individual Accountability and Process



# *Chapter Statuses*

## Case Review & Chapter Closures

Phi Kappa Tau – Suspended through May 2019

Pi Kappa Phi – Suspended through January 2017

Delta Tau Delta – Probation through May of 2017

Sigma Pi – Probation through May of 2017

Delta Upsilon – Probation through May of 2016



# *National Perspective*

## Conversations at leadership level

- » Our campus is a reflection of what is happening on a national scale
- » Current National Interfraternity Conference changes in leadership and structure – NIC 2.0
- » National conversations and where we fit in



# *Semester in Review*

## Challenges

- » Purpose and Values are consistent
- » Programming stronger than ever before
- » Students not buying in to values and leadership at same levels as in the past
- » Tout vision and leadership – not all students want that
- » Do students of 2016 want a true fraternal experience?



# *Current Progress*

- » Women's groups are having positive conversations around holding men's groups accountable
- » Community Service Week this spring was a huge success
- » Students and advisors are stepping up – re-visioning conversations have already taken place
- » Partnerships with National Headquarters to improve chapters on a chapter by chapter basis





# *Future of Fraternities at Miami*

## Everything is being considered

- » October Elections of Officers
- » GPA increase to join
- » Live in National HQ Staff/Advisors
- » IFC Alumni Advisory Board
- » Assessing and advancing current programming – potentially not requiring for all
- » Renewed partnership with students



# Questions & Comments



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[MiamiOH.edu](http://MiamiOH.edu)

## Student Affairs Good News May 2016

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### Spring Highlights (through April 18)

#### Community Engagement and Service

- There are 41 Service-Learning course sections on the Oxford campus for Spring 2016. Total enrollment is 731. Enrollment in Office of Community Engagement & Service (OCES) coordinated courses is 268.
- 38 reading and math tutors were hired through the America Reads/Counts work study program for the spring semester. These students are serving at 12 local schools and after-school sites.
- February 27<sup>th</sup> was the first Service Saturday of the semester. More than 70 students participated in the service day at three community agencies in the Oxford area.
- During March OCES partnered with the Social Work and Family Studies Department and Career Services to present the inaugural Social Work and Nonprofit Expo. Over 25 community partners were present for the Nonprofit Expo.
- OCES partnered with the Provost's Office to nominate a student and a faculty member for the Campus Compact national and state awards. Both were selected as recipients.
  - Miami University Department of Art Professor Rod Northcutt was awarded the 2016 David Hoch Memorial Award for Excellence in Service. Professor Northcutt is a member of the university's Service-Learning Designation Committee and utilizes Service-Learning pedagogy in his sculpture courses. He's also a co-founder of MAKETANK Inc. which organizes the Oxford Kinetics Festival.
  - Student Rebekah Bolser was selected as a 2016 Newman Civic Fellow, and was awarded the Charles J. Ping student service award by Ohio Campus Compact. The Newman Civic Fellows Award honors inspiring college student leaders who have demonstrated an investment in finding solutions for challenges facing communities throughout the country. Through service, research, and advocacy, Newman Civic Fellows are making the most of their college experiences to better understand themselves, the root causes of social issues, and effective mechanisms for creating lasting change.

#### Diversity Affairs

- Spectrum Awareness Week took place February 29 - March 5. Events included two days of pronoun awareness raising, free HIV testing, ally education/training, a well-attended panel on masculinity, an annual corn-hole tournament, and a guest performance by award winning poetry duo Sister Outsider.
- Diversity Week was sponsored by the Office of Diversity Affairs and the Diversity Affairs Council March 5-12. Events included the Unity Day march to Uptown Oxford which included spoken word performances and a luncheon, a Poetry Slam, Students of Color Abroad narratives coordinated by the Study Abroad office

#### Harry T. Wilks Leadership Institute

- Thirty-nine Miami students attended the 6-day LeaderShape Institute retreat over spring break at Higher Ground Conference and Retreat Center in West Harrison, Indiana. The students were joined by 5 Miami staff members who served as facilitators for the discussions and activities surrounding values, power, privilege, vision, communication, and leadership styles.
  - 100% of students created a bold, challenging vision statement for themselves and a group they care about (i.e. access to education, eradicating world hunger, ending sexual assault and interpersonal violence, etc.).
  - 90% of students feel empowered to make positive change in the world after attending the LeaderShape Institute.
  - An important lesson learned as a result of participation in the LeaderShape Institute:

- “Dream big and take steps to actually achieve your goals.”
- “Leadership is often just as much about the process as it is about the end result, and that we should never compromise our values to achieve any goal.”
- “We all have underlying stories that influence who we are and what we say.”
- “To live uncomfortably and to push out of your comfort zone on a daily basis.”
- On April 3, 29 students were inducted into the Miami chapter of Sigma Alpha Pi, the nation's largest leadership honor society. Additionally, three formally inducted members received the National Engaged Leader Award for their ongoing commitment to society values of leadership, success, and service.
- The current Scholar Leader Living Learning Community received over 230 applications for undergraduates to join next year's cohort of Scholar Leaders, twice the number we received last year. We selected 77 students to join the community and were able to be more selective with a competitive and diverse applicant pool.
- On April 15, the Institute hosted its annual High School Leadership Conference. Over 100 high school students and 20 high school faculty from 20 different schools participated in leadership workshops presented by Miami staff, faculty and students (undergraduate and graduate).
- Dr. Maura Cullen presented the annual Wilks Leadership Lecture on April 13<sup>th</sup>. Dr. Cullen, known nationally as “The Diversity Speaker” is the author of the book, “35 Dumb Things Well-Intended People Say” and a co-founder of the Social Justice Training Institute.
- The Wilks Leadership Institute completed the Departmental Review process this year. The review began with a comprehensive self-study that was drafted by Institute staff in the fall term. In February, a two-person external review team, from the University of Delaware and the University of Wisconsin-Madison, visited campus for two days and met with over 50+ stakeholders and partners. In March, the external review team provided its report which will be used in an upcoming comprehensive strategic planning process for the Institute. This report focused on six key areas: Mission and Purpose, Shared Leadership Language, Programs and Services, Under-represented Populations, Collaboration, and Facilities.

### Myaamia Tribe Relations

- There are 25 Myaamia students receiving the Heritage Award this semester, with one studying abroad at the Luxembourg campus. Two additional Myaamia students are active with our group, a 2<sup>nd</sup> year graduate student and a non-traditional Hamilton student who plans to be full time on the Oxford campus in the fall.
- The research project continues with documenting interviews of the Myaamia students at Miami looking for impacts that the Miami Nation’s language and cultural revitalization efforts have on student experiences at Miami and their evolving identity. The first years and seniors were interviewed individually and the sophomore and juniors were interviewed in small groups. In addition this year, several graduates at the conference joined a discussion with the researchers about their Miami experiences.
- Eight Myaamia high school seniors have been accepted to Miami and confirmed their enrollment for Fall 2016. The Myaamia student group will increase to 31 students, the highest level yet.
- January 28-31, 2016 was the annual trip to Oklahoma to participate in the Miami Tribe’s Winter Gathering and Stomp Dance. 49 individuals were part of the weekend trip this year. There were 13 student participants, 8 Myaamia students, 2 RAs, 2 Miami Student reporters and an IES major. The group also included 2 ORL Resident Directors, 10 faculty/staff from the School of Education, Health, and Society and two Vice Presidents.
- April 2, 2016 was the 7<sup>th</sup> biennial Myaamiaki Conference and Stomp Dance and 17 Myaamia graduates returned to campus to attend the event. One session, about a project to create an outdoor tribute to the Miami Tribe on the Oxford Campus, included 3 current Myaamia students who are part of the planning team for this initiative. Five additional sessions involved Myaamia graduates as presenters, 3

who earned Miami undergraduate degrees, one who has 2 Miami degrees and one who did his PhD at Miami.

### Off-Campus Outreach & Communication

- OCOC created a new student position "Student Associate for Social Media" and hired three students to increase social media capacity for the division.
- Student Affairs now has a blog: <http://blogs.miamioh.edu/student-life/>. Content will be driven by the Student Associates for Social Media.
- With ASG, we held a spring "Off-Campus Housing Fair" on February 22 with about 45 property managers representing 21 different agencies / companies and about 325 students in attendance.
  - Offered section of the Housing Fair for subleases this year for the first time as well.
  - 100% of property managers surveyed agreed or strongly agreed that the event was worth their time and that they would be back for future events.
- With the Alcohol Coordinating Committee and the City of Oxford, we started a process in which off-campus students now receive a letter from Miami University and the City of Oxford when they receive noise or litter citations off-campus. The letter informs students that the citations are public record, and reminds them about their responsibilities as community members and about Miami University values.

### Orientation and Transition Programs

- As of March 2016, we have changed our office name from New Student Programs to Orientation and Transition Programs. The new name aligns more closely with our mission and work and makes our office more recognizable to public audiences seeking out information about Miami's orientation programs. The transition portion of the name reflects the office's mission to support student transitions through a variety of resources and programs, including Welcome Week, UNV 101 first-year and transfer courses, the UNV 101 undergraduate associate program, and the Student Orientation Undergraduate Leader (SOUL) program.
- Registration for summer orientation opened on March 30. Since then (through April 17), 1,834 students, or 75% of currently confirmed domestic students, have registered for one of our 16 first-year sessions, which take place in June.
- Registration for our new transfer one-day orientations opened on April 5. So far, 16 students have registered for one of our 12 transfer one-day sessions, which span May through August.
- We have completed our selection process and begun training for the 2016-17 Student Undergraduate Orientation Leaders (SOULs). Targeted recruitment efforts led to a 24% increase in applicants this year – our largest applicant pool in the last three years.
- OTP staff have been participating in Miami's Year of Creativity and Innovation. Director Buffy Stoll Turton has served on the university steering committee, and Assistant Director Elizabeth Walsh is a member of the "Introduce" subcommittee, whose work aims to creatively introduce new students, faculty, and staff to Miami. As part of the Introduce subcommittee work, alumna Kimberly Quindlen ('12) will visit campus on April 21-22 with a colleague from Chicago's Second City Improv School, to facilitate workshops and class visits focused on utilizing improv techniques in student leadership. An additional session will be offered for faculty and staff, focused on how to incorporate improv skills into teaching and student leader trainings.

### Parent and Family Programs

- The Miami University Parents Council held its Spring Meeting on March 11-12. The Council discussed progress on their three areas of focus and established goals for the 2016-2017 academic year. The Health & Wellness Focus Team will continue to help Miami engage parents in conversations surrounding high-risk alcohol use by students, while also partnering with Miami to address sexual and interpersonal violence in the Miami University Community. The Career Development Focus Team will conduct an audit of career-related communication to parents throughout their student's time at Miami, while continuing

to encourage additional companies to recruit Miami students for internships and full-time jobs. The newly created Greek Life Focus Team will assist Miami with developing ways to engage families in conversations about preventing hazing and other inappropriate conduct within some chapters, as well as the continued excellence of sororities and fraternities on campus.

- Year to date, the Miami Family Fund has distributed approximately \$150,000 to various student organizations and department initiatives, as well as student travel for study abroad and professional conference attendance. Over 600 students have directly benefited from Family Fund support.

### Residence Life

- In February-March, 2016, ORL staff:
  - o Offered 525 programs/initiatives/events supporting the four goals of the Residential Curriculum
  - o Conducted 240 meetings with students to talk about their conduct in the residence halls and on campus
  - o Responded to 117 crisis, emergency, and mental health situations
  - o Resolved 88 roommate conflicts
  - o Taught 22 credit-bearing courses
  - o Provided 283 hours of training to Residence Assistants
- 32 residence hall student leaders have been inducted into Miami's Richard L. Nault Chapter of the National Residence Hall Honorary (NRHH).
- The Financial Cents & Entrepreneurship Living Learning Community (LLC) attended a Cincinnati Reds game and met with Reds personnel about business opportunities and internships with the ball club.
- 22 Dodds Hall residents as part of the Computing Scholars LLC went to Columbus to COSI (Center of Service and Industry) where they had a tour and had discussions with COSI staff.
- The Community Leadership Team of Clawson Hall coordinated the Potato Game. Operating under a strict set of "potato" rules, a single potato was hidden in one of the residence hall corridors, and residents of that corridor had to find the potato and hide it in another corridor. Each corridor was also assigned one of the building's common areas as additional hiding places. The corridor that had the potato for the least amount of time during the week-long event was declared the "winner" of the event. The @Clawsonpotato Twitter handle got created, so residents could "follow" the potato. The culminating event was a dinner – made exclusively of 10 potato-based recipes – which residents of the hall made for other residents. As one Clawson resident stated "This event truly demonstrated the possibilities for community engagement in our residence halls!"

### Rinella Learning Center

- Since the start of spring semester, the Rinella Learning Center has served over 400 students through individual tutoring for a total of 1,313 tutoring appointments.
- The Supplemental Instruction program has served 570 students for a total of almost 1,500 unique visits to supplemental instruction sessions; supplemental instruction targets courses that have a high fail and/or withdrawal rate.

### Student Activities and Cliff Alexander Fraternity and Sorority Life and Leadership

- Attendance at Late Night Miami events continues to increase. We have had over 5,560 students in attendance at events so far this Spring. Average attendance is 275 per event. The most popular and consistent with attendance are the movies, craft nights and coffee houses. We see smaller attendance numbers at student org sponsored events.

### Student Counseling Service

- The Student Counseling Service (SCS) received a \$3,000 grant from the Eating Recovery Center, LLC, to support bringing The Body Project to Miami next year. The Body Project is an evidence-based, psycho-educational, peer-delivered program designed to assist students in developing healthy body image, self-

esteem, and eating patterns. The grant will support training 8 staff to provide training and supervision to up to 12 student peer educators in providing the program to other Miami students.

- SCS staff and the Suicide Prevention Team coordinated and collaborated with a wide range of university offices and student organizations to produce Stress Less Week, April 11-15. This week is filled with a variety of activities designed to provide students with information and experiences in developing and maintaining a healthy balance of stress and responsibility as well as how to develop and apply resilience and coping strategies in managing difficult emotions.

### Student Wellness

- BACCHUS, a student organization focused on health through the Office of Student Wellness, attended the Associated Student Government Green Beer Day Forum. Approximately 650 students engaged in an interactive presentation about social hosting responsibilities and awareness around high-risk drinking.
- BACCHUS hosted a pancake breakfast from 6am-12pm on Green Beer Day. Over 300 students, staff and faculty visited the Student Wellness gazebo for breakfast and games. The purpose of this event was to remind students of legal, low-risk behaviors regarding alcohol consumption and to provide students with food and time as a risk reduction strategy. This was advertised as a Late Night Miami event.
- Free HIV testing at the Office of Student Wellness was launched in March. This pilot project was co-sponsored with BACCHUS and the Ohio AIDS Resource Center. More dates are being planned for next academic year.

### Women's Center

- Patron Traffic: 900 visits to the Women's Center February through March
- Eight programs sponsored or co-sponsored with a total attendance of 450
  - Among these programs were two signature events:
    1. Celebrating Global Sisterhood, featuring student testimonials and the presentation of the Jennie Elder Suel Distinguished Woman of Color Award to two students and one alumna
    2. "Makerspace," a collaboration with University Libraries focusing on the theme of creativity & innovation
- Three of the eight programs, organized by the Miami Masculinities Committee, involved outreach to male students and focused on college men's identity development and creating healthy masculinities

### Collaborative efforts

- Student Wellness and the Cliff Alexander office worked together to present the Greeks Step Up! Bystander Intervention program to 1,436 new Greek members. Greeks Step UP! is a program that teaches the skills to intervene in problem situations safely and effectively. Topics such as hazing, alcohol poisoning, and sexual assault are discussed.
- The Myaamiaki conference concluded with a Stomp Dance at the Armstrong Student Center as a Late Night Miami offering, cosponsored by Residence Life and the Center for American and World Cultures. Shawnee tribe members traveled from Oklahoma to perform. Many Myaamia current students and graduates got to participate in an authentic stomp dance for the first time.
- During April approximately 400 students participated in Greek Spring Clean, a partnership between OCES and Cliff Alexander Office of Fraternity and Sorority Life.

### Staff Achievements and Accomplishments

- The Lavatus Powell Diversity Awards Banquet honored Chelsea Appiah with the Outstanding Student Diversity Award, Tammy Brown Faculty Diversity Award, Jacqueline Rioja Outstanding Staff Diversity Award and Gerald Yearwood Lifetime Achievement Award approximately 90 people attended the program.

- Kathy Jicinsky (Assistant Director of the Wilks Leadership Institute) and Becky Carlson (Career Development Specialist at Saint Louis University) presented an educational session titled “Maximizing Student Learning and Career Readiness with High Impact Practices” at the 2016 NASPA Annual Conference in Indianapolis, Indiana on March 14.
- Kathy Jicinsky, Assistant Director of the Wilks Leadership Institute, completed the 11-part Supervisor Development Series on March 8, 2016. This series is offered through Miami’s Human Resources Staff Development and is a curriculum-based program designed to develop essential skills to be a successful supervisor.
- Dr. Eric Buller, Director of the Wilks Leadership Institute, also serves as the Vice President of the National Collegiate Boxing Association (NCBA) as well as the advisor and coach of the Miami University Boxing Club. From April 7 through 9, the club participated in the NCBA Collegiate Boxing National Championships earning three bronze medals and All-American designation status for three Miami boxers. Additionally, Dr. Buller was selected as the NCBA National Coach of the Year.
- Jane Goettsch has assumed the co-chair role of the Council on Diversity and Inclusion (CODI), a committee of University Senate.
- The Orientation and Transition Programs team attended the regional conference of NODA: The Association for Orientation, Transition & Retention in Higher Education. We sent five total attendees: two professional staff members (Director Buffy Stoll Turton and Assistant Director Elizabeth Walsh), three graduate practicum students (Jaymee Heineke, Tricia Sherrard and MyTresa Taylor), and one of our two undergraduate student coordinators (Jordan Corral). Buffy and Elizabeth served on the conference planning committee, and each attendee also presented at the conference.
- Dr. Vicka Bell-Robinson, Associate Director in Residence Life, completed her Ph.D. in Educational Leadership this semester. Her dissertation is entitled: Exploring the Relationship between Self-Efficacy and Dissent among College Student Organizational Leaders: A Mixed-Method Study.
- Our Division was well represented as presenters at our two national student affairs conferences:
  - ACPA
    - Buffy Stoll Turton and Christina Carrubba-Whetstine: Holistically validating low-income and first-generation students: A reflective programming approach
    - Jayne Brownell: Want to Impact Your Division? Manage Up...Up...Up
  - NASPA
    - Kathy Jicinsky: Maximizing Student Learning and Career Readiness with High Impact Practices
    - Angie Cook: Effective Training Strategies Using Adult Learning Theory and the Learning Partnerships Model
    - Angie Cook: Your Own Path: Applying Learning Partnership Model to Advising Chinese International Students
    - Steven Sajkich, James Wu, and Sarah Thompson: Tell Me More: Inspiring Customer Service in a Developmental Student Affairs World
    - Stephen Henninger: Beyond the Survey: Integrating Assessment into New Professionals and Graduate Student Experiences
    - Katie Wilson: Exploring Research Opportunities from the College Union/Student Activities Lens
    - Jaymee Lewis-Flenaugh: The First 6 Months: Personal Foundations Toward Self Care in Job One
    - Gwen Fears: Creating a Common Department Review Cycle with Purpose
    - Jenn Phillips: Late to the Starting Line: Challenges to Fulfilling the RD Role as a Mid-year Hire





### **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 Ethics and Student Conflict Resolution

Submitted on: April 14, 2015

#### **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 Association 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)
- 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

- Use of an online integrity seminar as a sanction for dishonesty offenses
- Increased use of personalized academic integrity seminar for students found Responsible for committing academic dishonesty or found Not Responsible but in need of education (2014-present)
- Participation in the AAC&U Personal and Social Responsibility Inventory
- Faculty development workshop series about academic integrity and university policies (2013-present) including the creation of an Academic Integrity Studies Certificate for those who participated in a 2-day workshop during Winter Term 2016
- Inclusion of academic integrity information at New Faculty Orientation (2013-present)
- 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)
- Inclusion of academic integrity material in UNV 101 (initiated in fall 2015)
- Academic integrity presentations given to a variety of department, classes, and organizations by request
- A faculty survey regarding their knowledge of the academic integrity policy and experiences with the academic integrity process or situations encountered in their classes

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 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 seven 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	258	10
2014-2015	317	12
2015-2016*	336	7
* 2015-2016 Details (as of 4/13/16- Additional cases resulting from the end of the semester or summer classes are likely to be reported.) Responsible - 240 (71.4%) Not Responsible – 78 (23.2%) Pending – 18 (5.4%) 7 Suspensions due to two acts of dishonesty; 1 Dismissal due to three acts of dishonesty		

We have seen a steady increase in cases (with the exception of 2012-2013) over the last several years. The increase is due to a combination of two primary reasons. First, we have worked with our faculty to emphasize the need to report suspected dishonesty cases. Faculty are increasing their rates of reporting due to our emphasis on reporting as well as increased use of technology that makes potential academic dishonesty easier to detect. Also, as our International student population has increased, we have seen an increase in the numbers of International students reported for academic dishonesty. Often there is a large cultural component to why International students commit academic dishonesty and the types of dishonesty committed by International students are often easier to detect than those committed by

domestic students (which often go undetected and therefore not reported). We are working in conjunction with the Office of International Student and Scholar Services, the ACE program, and the Coordinator of the EDL 151 class to increase the amount of education on academic integrity for the International student population as well as working with faculty on how to help and support International students around these issues.

### **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:

- A monthly lunch series for faculty and staff to discuss various topics related to academic integrity
- Increased information and activities related to academic integrity for students taking UNV 101
- Increased information provided to incoming students and families during Orientation and Welcome Week
- 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.
- A Faculty Learning Community (FLC) for 2016-2017 on academic integrity in the online environment



# ADMISSION UPDATE

## Board of Trustees Meeting

May 5, 2016

**Susan K. Schaurer**

Assistant Vice President for Enrollment Management

and Director of Admission

Enrollment Management & Student Success



MIAMI UNIVERSITY



# Key Enrollment Goals

## *Fall 2016*

### **First-Year Objectives**

- » 3,650 first-year target
- » Manage divisional enrollment targets
- » Maintain quality
- » Increase selectivity
- » Increase non-resident enrollment
- » Increase ethnic/racial diversity

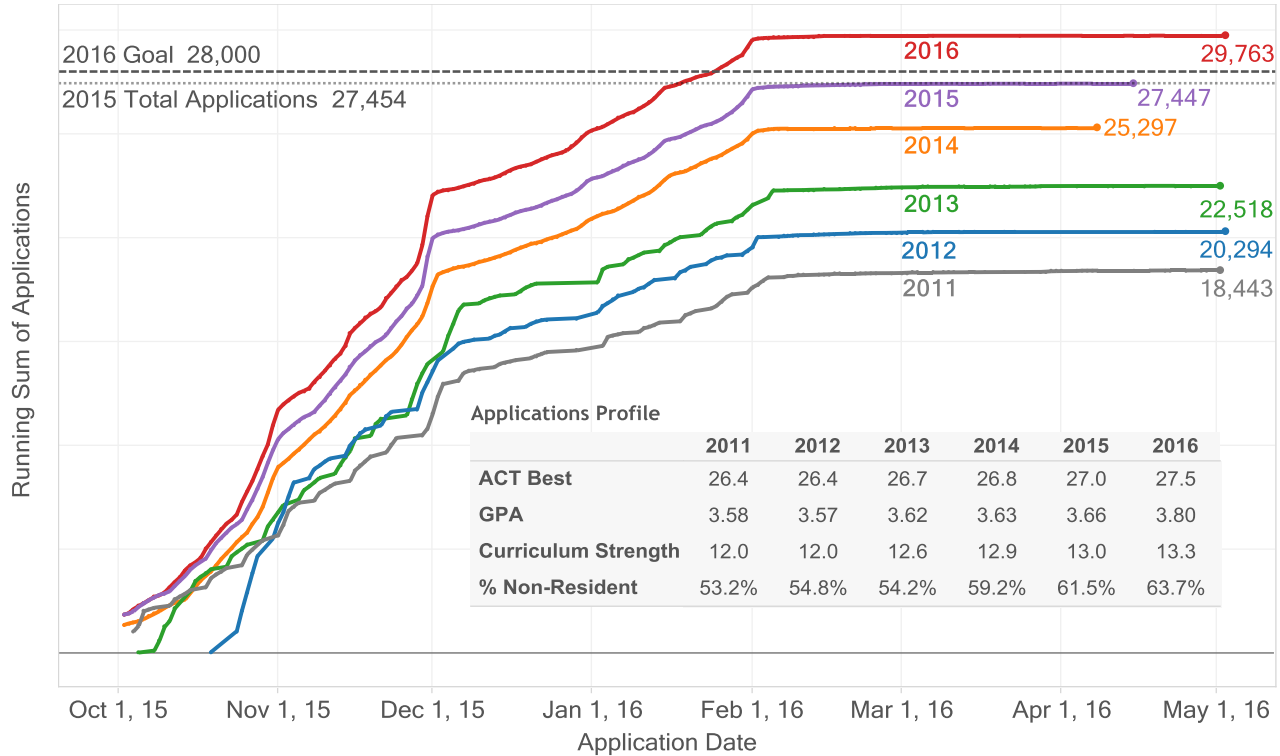
### **Other Enrollment Objectives**

- » Maintain ACE Program enrollment
- » Maintain transfer enrollment
- » Increase Spring Admit and Pathways
- » Meet Net Tuition Revenue targets



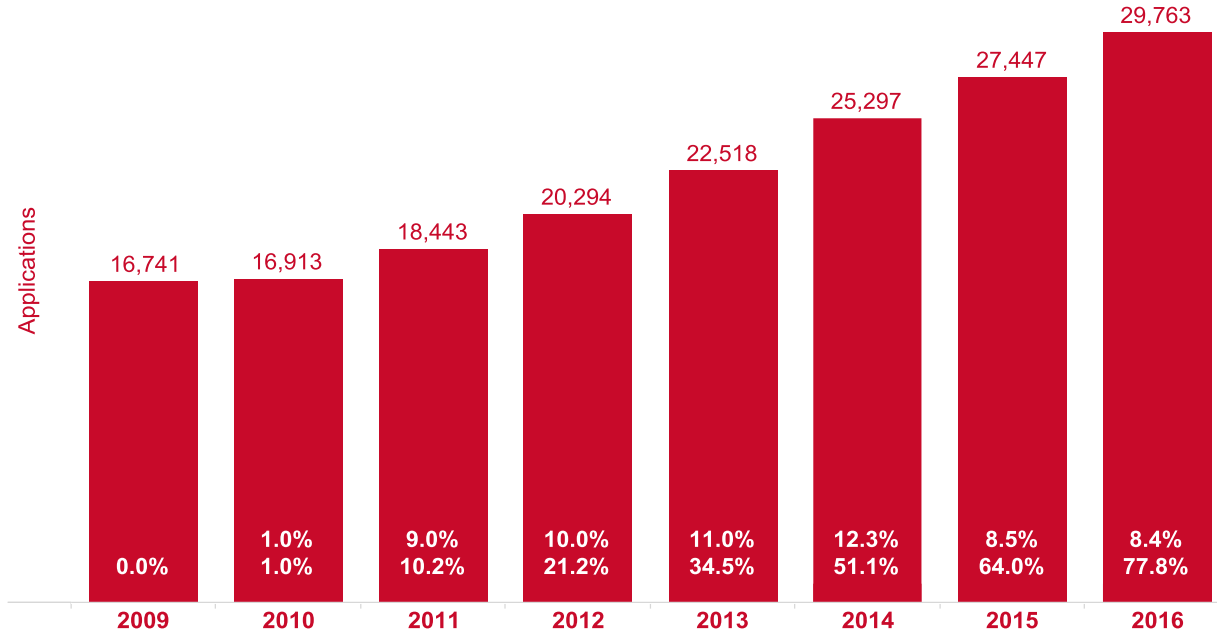
# Applications and Key Indicator History

Data as of 5.4.2016



# Application Trends

Data as of 5.4.2016



Enrollment Research and Analysis



# Fall 2016 Applications

## *Key Indicators*

	Applications	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
<b>2013</b>	22,518	26.7	3.62	12.6	54.2%	14.5%
<b>2014</b>	25,297	26.8	3.63	12.9	59.2%	15.2%
<b>2015</b>	27,447	27.0	3.66	13.0	61.5%	14.9%
<b>2016</b>	29,763	27.5	3.80	13.3	63.7%	15.6%



Data as of 5.4.2016

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# Fall 2016 Applications

## *by Residency*

	2014	2015	2016	Δ 2014 to 2016	Δ 2015 to 2016
Non-Resident	11,307	12,308	14,047	24.2%	14.1%
Domestic Non-Resident	11,307	12,308	14,046	24.2%	14.1%
International	3,678	4,571	4,904	33.3%	7.3%
Ohio Resident	10,312	10,568	10,813	4.9%	2.3%
<b>Grand Total</b>	<b>25,297</b>	<b>27,447</b>	<b>29,763</b>	<b>17.7%</b>	<b>8.4%</b>



Data as of 5.4.2016

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# Fall 2016 Applications

## *by Division*

	2014	2015	2016	△ 2014 to 2016	△ 2015 to 2016
CAS	10,816	11,446	12,843	18.7%	12.2%
FSB	7,782	8,596	8,866	13.9%	3.1%
CEC	3,330	3,700	4,131	24.1%	11.6%
EHS	2,321	2,639	2,766	19.2%	4.8%
CCA	1,048	1,066	1,157	10.4%	8.5%
<b>Grand Total</b>	<b>25,297</b>	<b>27,447</b>	<b>29,763</b>	<b>17.7%</b>	<b>8.4%</b>



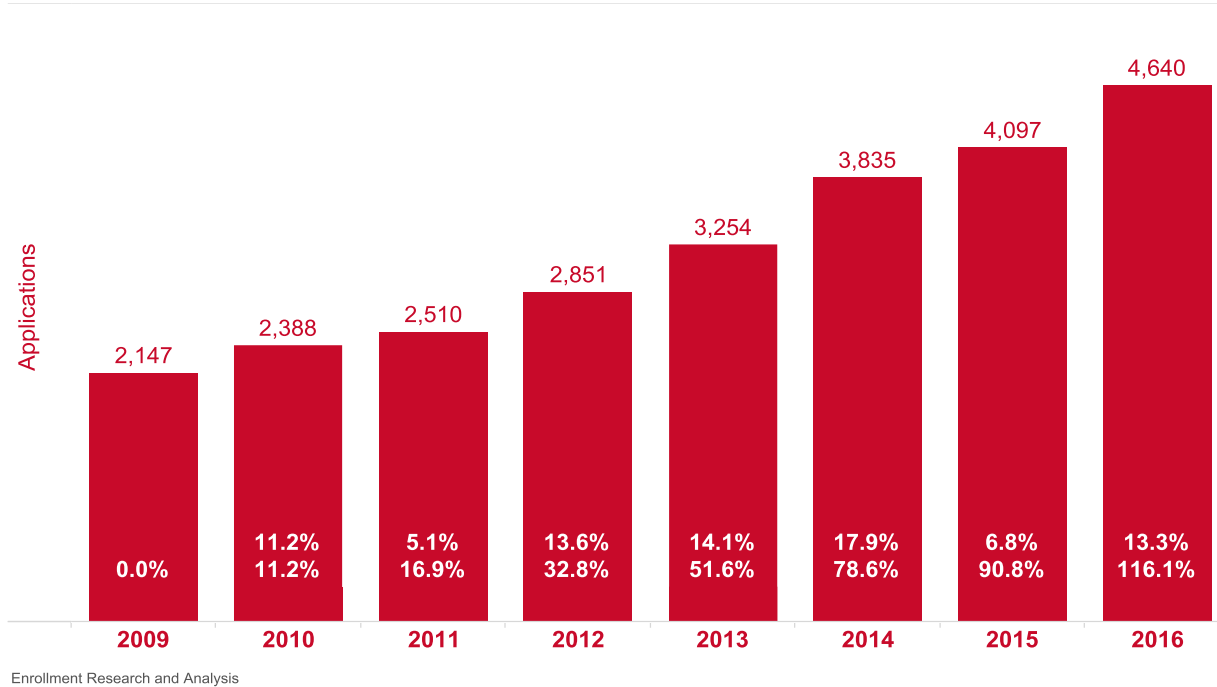
Data as of 5.4.2016

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# Application Trends

## Students of Color

Data as of 5.4.2016



# Fall 2016 Applications

## *Students of Color*

	Applications	ACT Best	GPA	Curriculum Strength	Non-Resident
<b>2013</b>	3,254	25.2	3.53	12.4	44.1%
<b>2014</b>	3,835	25.5	3.52	12.7	49.1%
<b>2015</b>	4,097	25.7	3.58	13.0	51.3%
<b>2016</b>	4,640	26.1	3.60	13.6	53.0%



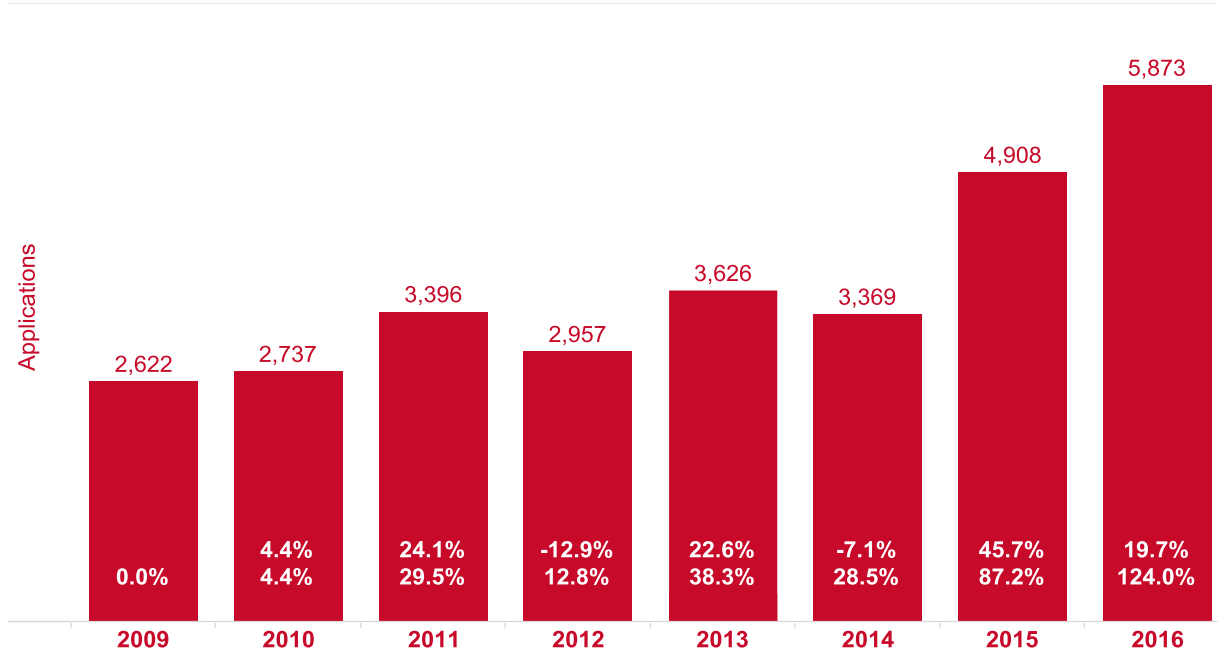
Data as of 5.4.2016

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# Application Trends

## First Generation

Data as of 5.4.2016



Enrollment Research and Analysis



# Fall 2016 Applications

## *First Generation*

	Applications	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
<b>2013</b>	3,626	24.8	3.53	11.2	40.2%	28.7%
<b>2014</b>	3,369	24.5	3.48	11.7	57.5%	28.9%
<b>2015</b>	4,908	25.1	3.54	11.8	57.4%	27.6%
<b>2016</b>	5,873	25.1	3.53	11.9	56.9%	27.1%



Data as of 5.4.2016

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# Fall 2016 Applications

## *First Generation*

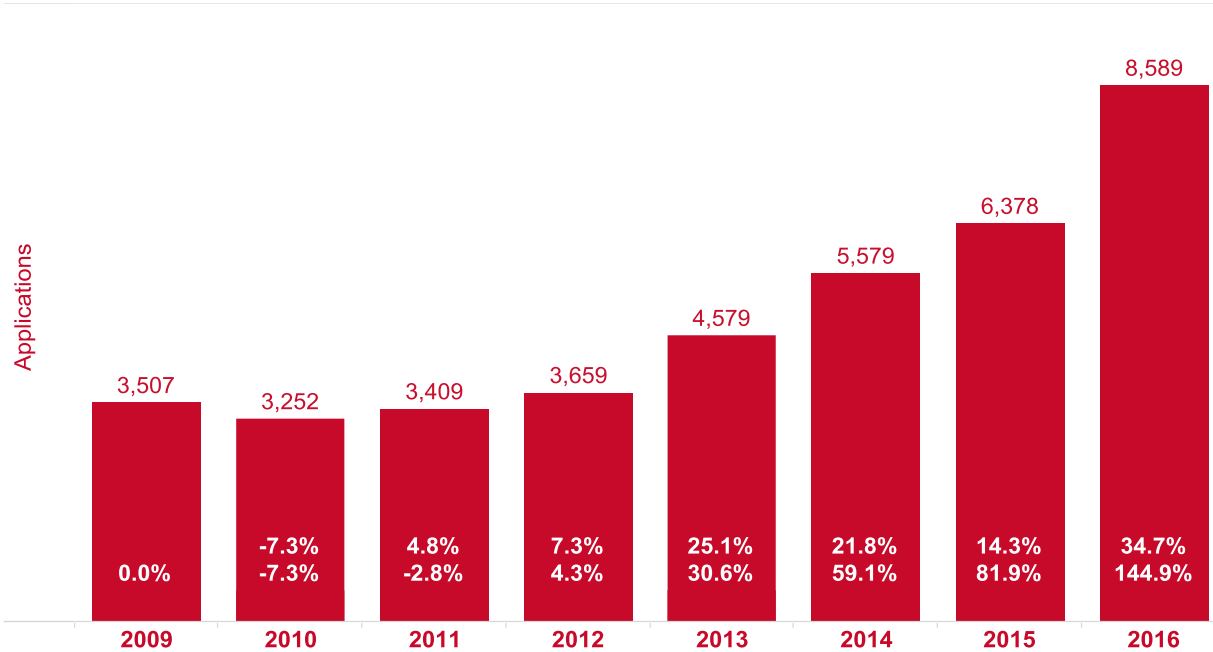
- Historical Data: Degree Attainment (5,873)
- New Question on Application: Self-Identified (4,557)
- Combined: Degree Attainment or Self-Identified (6,370)



# Application Trends

## ACT 30+

Data as of 5.4.2016



Enrollment Research and Analysis





# Fall 2016 Applications

## ACT 30+

	Applications	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
<b>2013</b>	4,579	31.6	3.97	16.6	53.7%	11.6%
<b>2014</b>	5,579	31.7	4.00	16.6	58.4%	12.2%
<b>2015</b>	6,378	31.7	4.00	16.7	60.2%	11.4%
<b>2016</b>	8,589	31.9	4.02	16.8	63.5%	12.9%



Data as of 5.4.2016

MiamiOH.edu

# Fall 2016 Applications

## *Scholarship Bands*

	2013	2014	2015	2016
32, 33, 34, 35, 36	2,187	2,728	3,147	4,797
30 - 31	2,392	2,851	3,231	3,792
28 - 29	3,617	4,009	4,363	4,649
26 - 27	4,059	4,556	4,706	4,823
Below 26	7,249	7,826	8,007	7,822
Null	3,014	3,327	3,993	3,880
<b>Total</b>	<b>22,518</b>	<b>25,297</b>	<b>27,447</b>	<b>29,763</b>

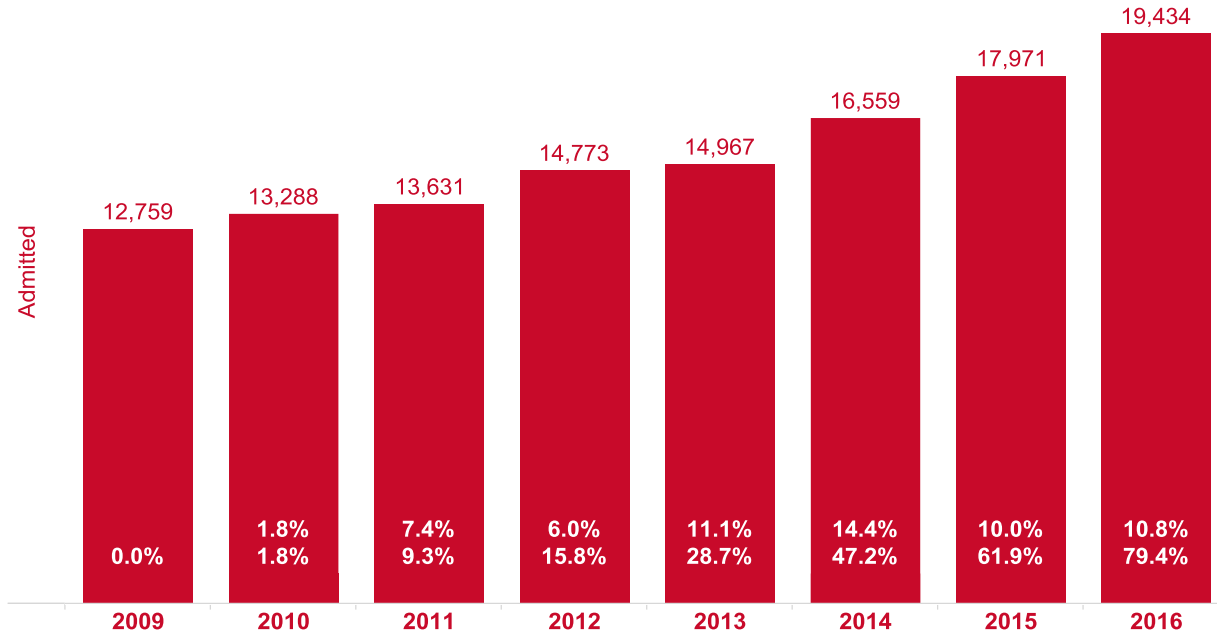


Data as of 5.4.2016

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# Admitted Student Trends

Data as of 5.4.2016



Enrollment Research and Analysis



# Fall 2016 Admits

## *Current Admits*

	Applications	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
<b>2013</b>	14,967	27.9	3.77	13.9	53.6%	13.4%
<b>2014</b>	16,559	28.3	3.79	14.2	58.4%	13.6%
<b>2015</b>	17,971	28.4	3.81	14.3	60.1%	13.4%
<b>2016</b>	19,434	29.0	3.86	14.7	62.2%	14.1%



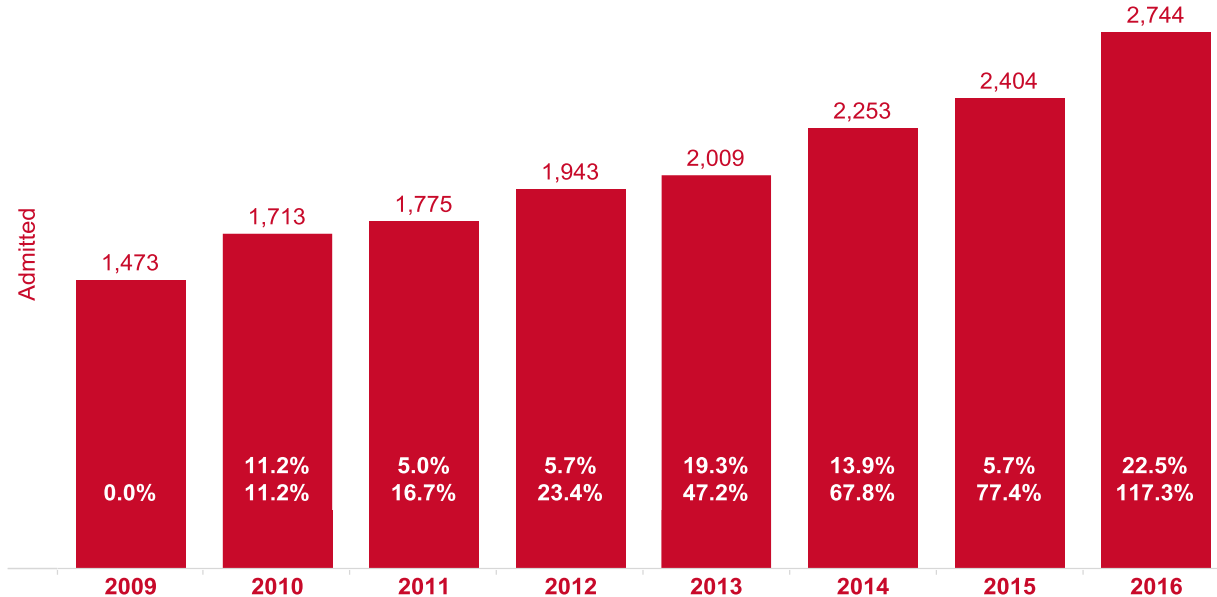
Data as of 5.4.2016

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# Admitted Student Trends

## *Students of Color*

Data as of 5.4.2016



Enrollment Research and Analysis



# Fall 2016 Admits

## *Students of Color*

	Applications	ACT Best	GPA	Curriculum Strength	Non-Resident
<b>2013</b>	2,009	26.9	3.73	14.0	45.1%
<b>2014</b>	2,253	27.5	3.77	14.7	50.8%
<b>2015</b>	2,404	27.6	3.77	14.5	52.3%
<b>2016</b>	2,744	28.4	3.86	15.5	53.7%



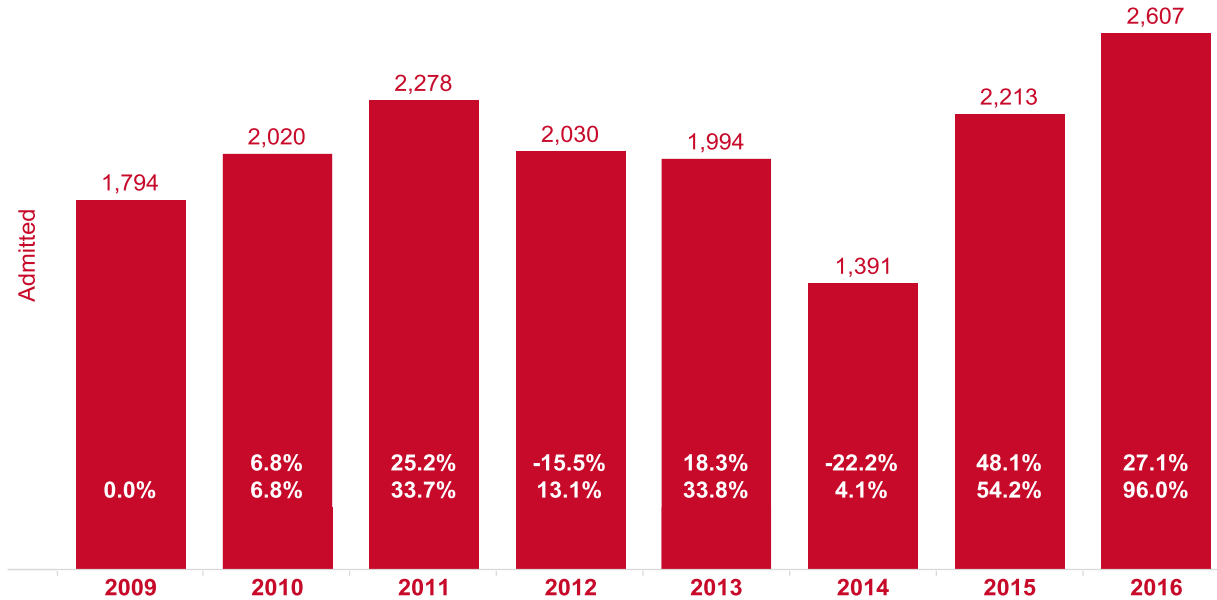
Data as of 5.4.2016

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# Admitted Student Trends

## First Generation

Data as of 5.4.2016



Enrollment Research and Analysis



# Fall 2016 Admits

## *First Generation*

	Applications	ACT Best	GPA	Curriculum Strength	Non-Resident
<b>2013</b>	1,994	26.6	3.74	13.0	38.8%
<b>2014</b>	1,391	26.8	3.71	13.3	51.3%
<b>2015</b>	2,213	27.1	3.74	13.4	52.2%
<b>2016</b>	2,607	27.4	3.79	13.8	52.6%



Data as of 5.4.2016

MiamiOH.edu



# Fall 2016 Admits

## *First Generation*

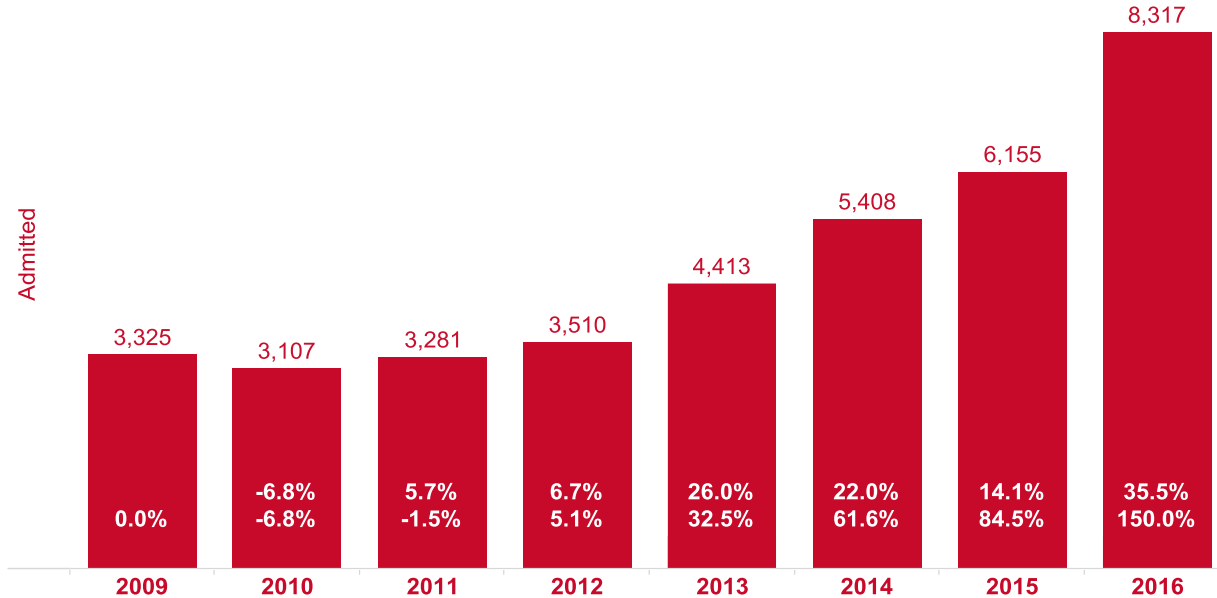
- Historical Data: Degree Attainment (2,607)
- New Question on Application: Self-Identified (2,110)
- Combined: Degree Attainment or Self-Identified (2,848)



# Admitted Student Trends

## ACT 30+

Data as of 5.4.2016



Enrollment Research and Analysis



# Fall 2016 Admits

## ACT 30+

	Applications	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
<b>2013</b>	4,413	31.6	3.99	16.6	53.2%	11.6%
<b>2014</b>	5,408	31.7	4.01	16.7	58.0%	12.2%
<b>2015</b>	6,155	31.7	4.02	16.7	59.3%	11.5%
<b>2016</b>	8,317	31.9	4.03	16.8	62.8%	12.9%



Data as of 5.4.2016

MiamiOH.edu

# Fall 2016 Admits

## *Scholarship Bands*

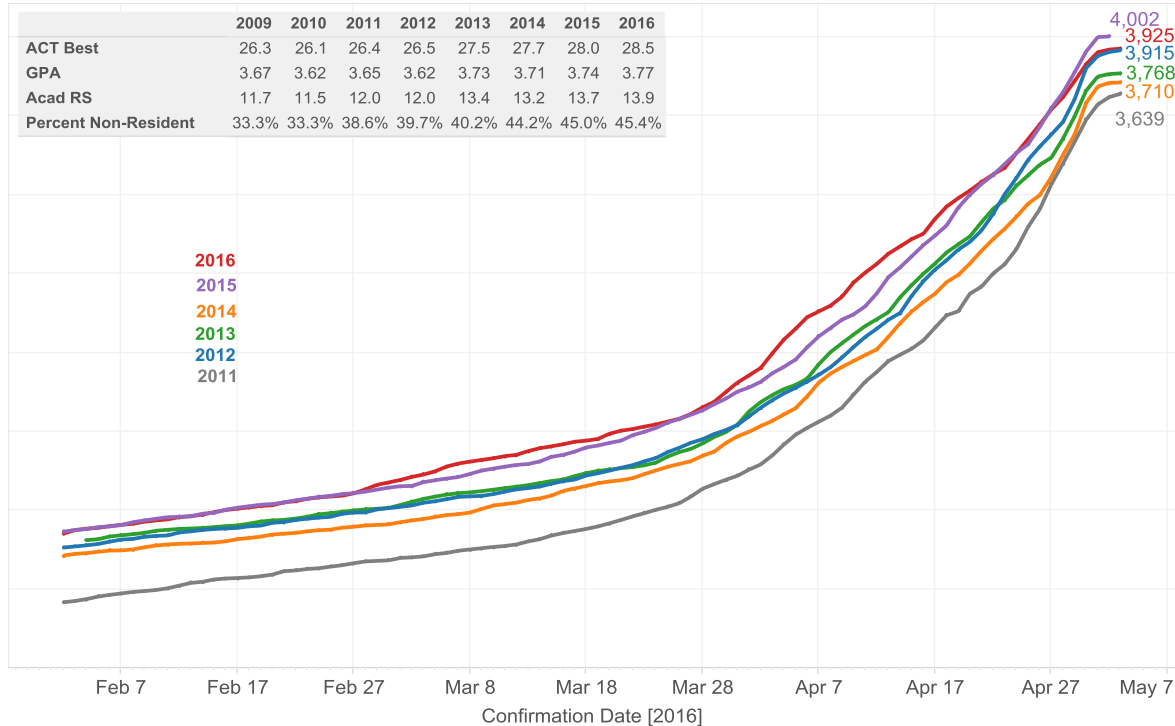
	2013	2014	2015	2016
32, 33, 34, 35, 36	2,122	2,666	3,065	4,678
30 - 31	2,291	2,742	3,090	3,639
28 - 29	3,351	3,759	4,163	4,199
26 - 27	3,497	3,871	4,263	3,764
Below 26	3,181	2,887	2,760	2,444
Null	525	634	630	710
<b>Total</b>	<b>14,967</b>	<b>16,559</b>	<b>17,971</b>	<b>19,434</b>



Data as of 5.4.2016

MiamiOH.edu

# Confirmations and Key Indicator History

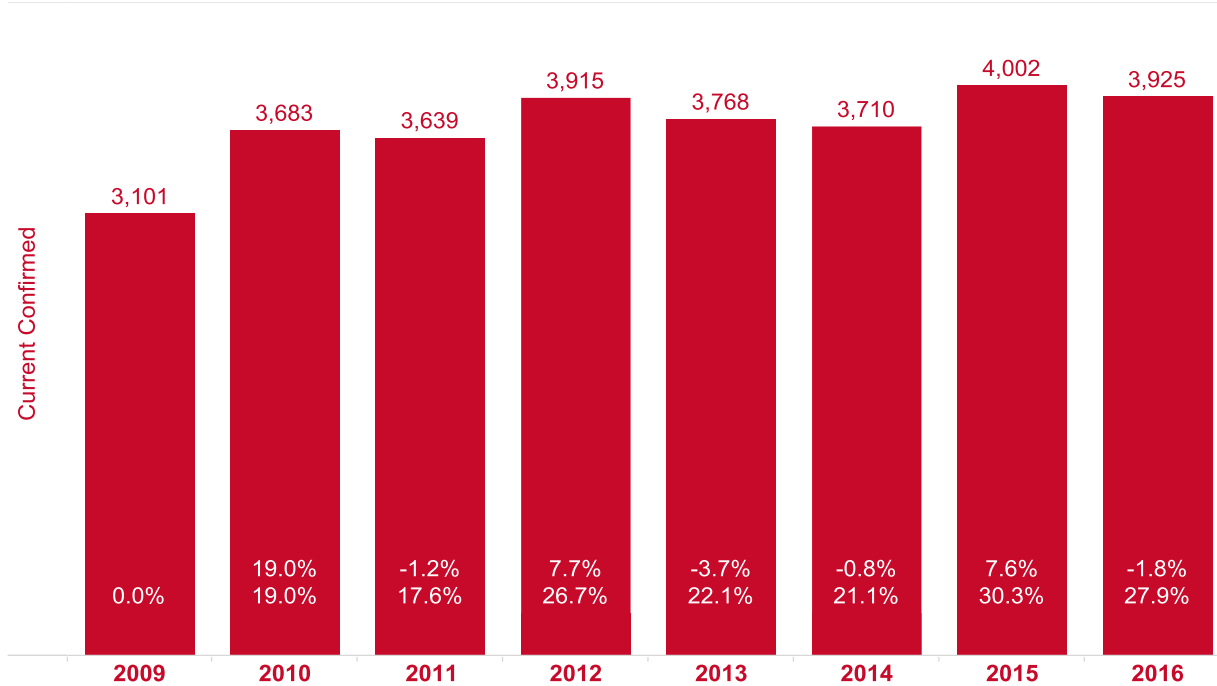


Data as of 5.4.2016



# Confirmation Trends

Data as of 5.4.2016



Enrollment Research and Analysis



# Fall 2016 Confirmations

## *Current Confirms*

	Applications	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
<b>2013</b>	3,768	27.5	3.73	13.4	40.2%	13.2%
<b>2014</b>	3,710	27.7	3.71	13.2	44.2%	12.6%
<b>2015</b>	4,002	28.0	3.74	13.7	45.0%	13.3%
<b>2016</b>	3,925	28.5	3.77	13.9	45.4%	15.3%



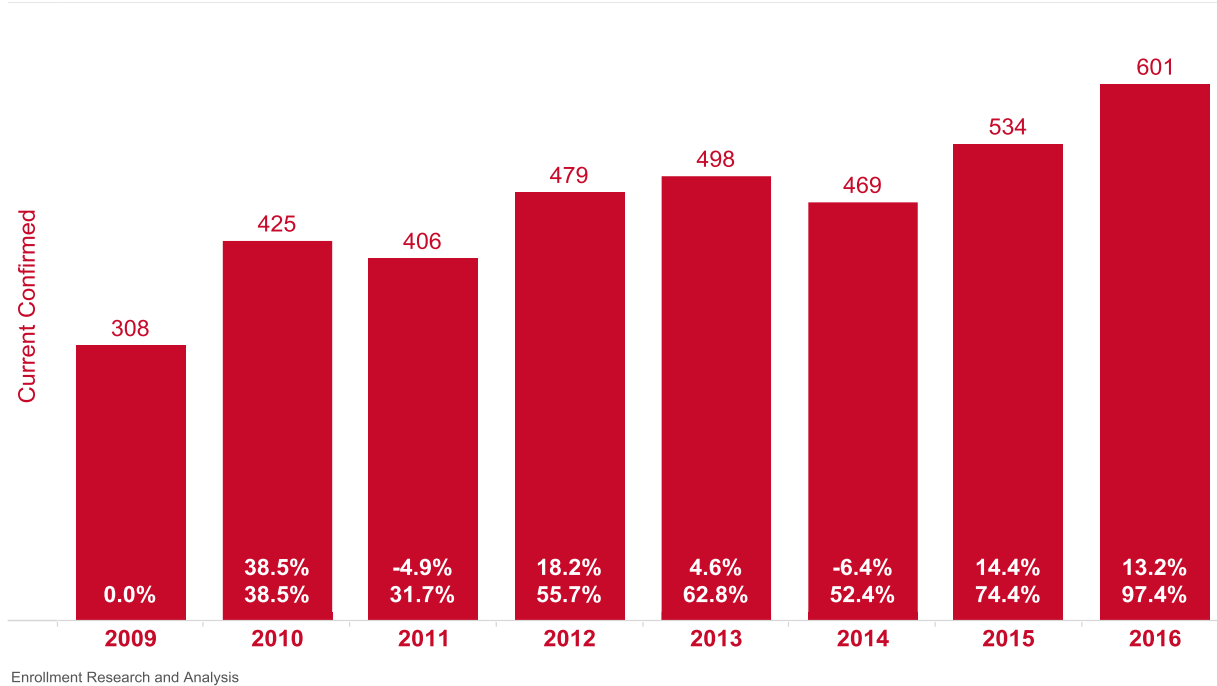
Data as of 5.4.2016

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# Confirmation Trends

## Students of Color

Data as of 5.4.2016





# Fall 2016 Confirmations

## *Students of Color*

	Applications	ACT Best	GPA	Curriculum Strength	Non-Resident
<b>2013</b>	498	26.3	3.62	13.2	36.5%
<b>2014</b>	469	26.9	3.65	13.7	35.8%
<b>2015</b>	534	26.9	3.67	13.3	35.2%
<b>2016</b>	601	27.4	3.71	13.9	33.4%



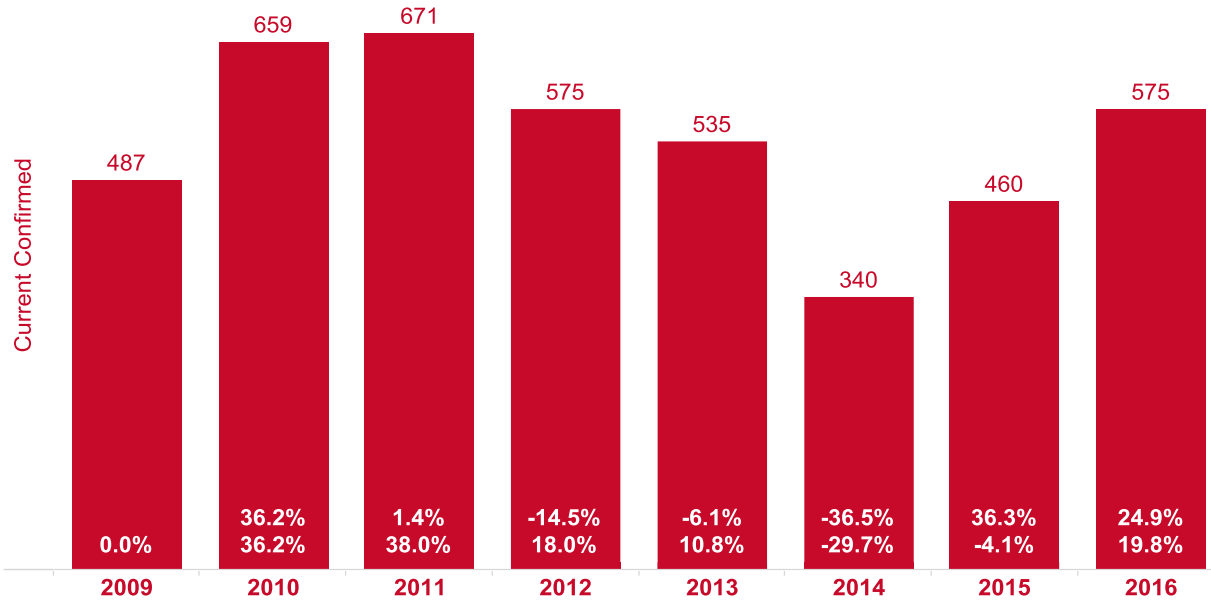
Data as of 5.4.2016

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# Confirmation Trends

## First Generation

Data as of 5.4.2016



Enrollment Research and Analysis



# Fall 2016 Confirmations

## *First Generation*

	Applications	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
<b>2013</b>	535	26.6	3.69	12.9	25.2%	22.6%
<b>2014</b>	340	26.8	3.66	12.6	35.3%	17.9%
<b>2015</b>	460	27.0	3.69	13.2	38.9%	23.0%
<b>2016</b>	575	27.2	3.74	13.2	31.5%	25.9%



Data as of 5.4.2016

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# Fall 2016 Confirmations

## *First Generation*

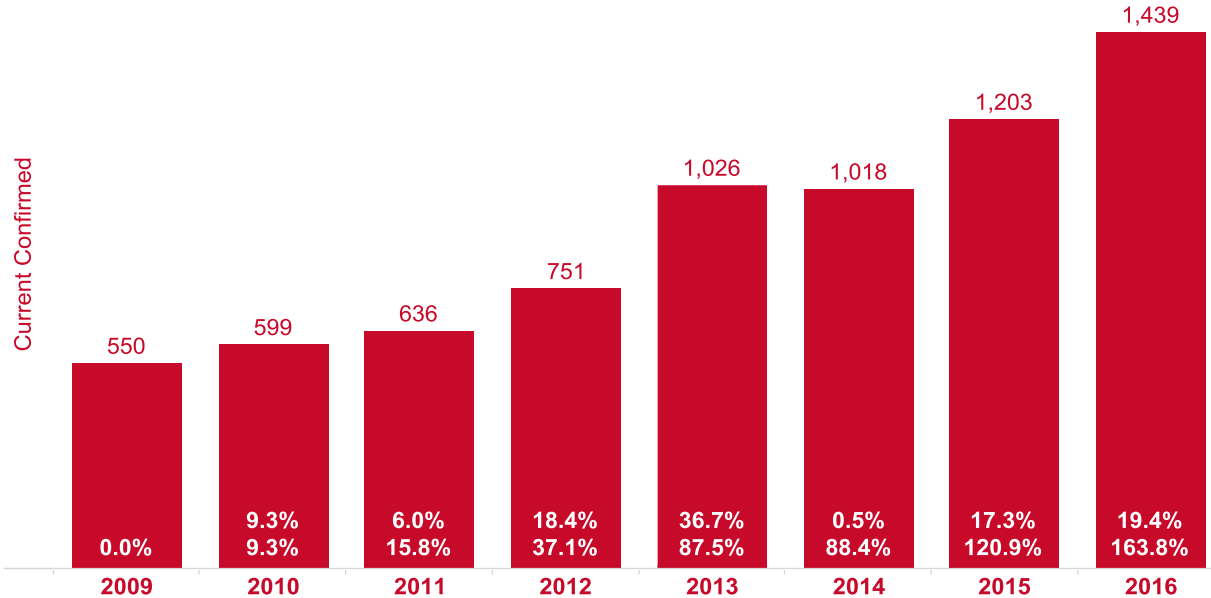
- Historical Data: Degree Attainment (575)
- New Question on Application: Self-Identified (466)
- Combined: Degree Attainment or Self-Identified (624)



# Confirmation Trends

## ACT 30+

Data as of 5.4.2016



Enrollment Research and Analysis



# Fall 2016 Confirmations

## ACT 30+

	Applications	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
<b>2013</b>	1,026	31.7	3.99	16.7	45.6%	10.6%
<b>2014</b>	1,018	31.7	3.98	16.2	44.1%	10.1%
<b>2015</b>	1,203	31.6	3.98	16.5	47.5%	10.3%
<b>2016</b>	1,439	31.9	3.98	16.3	48.3%	11.5%



Data as of 5.4.2016

MiamiOH.edu

# Fall 2016 Confirmations

## *Scholarship Bands*

	2013	2014	2015	2016
32, 33, 34, 35, 36	566	544	567	784
30 - 31	460	474	636	655
28 - 29	713	731	852	826
26 - 27	883	921	1,008	854
Below 26	1,050	896	774	682
Null	96	144	165	124
Total	3,768	3,710	4,002	3,925



Data as of 5.4.2016

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# First-Year Key Metrics

## 2016 vs. 2015

ACT Best: 28.5 vs. 28.0

Honors: 469 vs. 512

GPA: 3.77 vs. 3.74

Academic Scholars: 254 vs. 240

Curriculum Strength: 13.9 vs. 13.7

Bridges: 280 vs. 258

Non-Resident: 45.4% vs. 45.0%

Summer Scholars: 126 vs. 80

International: 8.2% vs. 8.7%

Alumni Connection: 30.6 % vs. 31.4%

Domestic Diversity: 15.3% vs. 13.3%

Countries: 37 vs. 33

Pell Eligible: 440 vs. 410

States: 43 vs. 39

First Generation: 575 vs. 460

High Schools: 1,421 vs. 1,406



Data as of 5.4.2016

MiamiOH.edu



# Fall 2016 Projected First-Year Enrollment

## *October 15*

Projected Total Confirmations: 4,025

Current active confirmations: 3,925

- Resident: 2,142 (vs. 2,203)
- Non-Resident: 1,463 (vs. 1,452)
- International: 320 (vs. 347)

Expected first-year class range on October 15, 2016:

@ 7.0% melt: 3,743

@ 7.25% melt: 3,733

@ 7.5% melt: 3,723

Note: Fall 2015 melt was 6.9%; growth in quality and diversity will likely increase Fall 2016 final melt.



Data as of 5.4.2016

MiamiOH.edu

# Other Enrollment Goals

## *Fall 2016*

### **Oxford Pathways Program**

- Spring 2017 enrollment goal is 40 first-year Oxford students
- 48 confirmed students or a 29.7% YTD increase versus Fall 2015

### **Spring Admit Program**

- Spring 2017 enrollment goal is 50 first-year Oxford students
- 24 students have expressed interest or a 14.3% YTD increase versus Fall 2015

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

- Fall 2016 enrollment goal is 300 students
- 304 confirmed students or a 4.4% YTD decrease versus Fall 2015

### **Transfers**

- Fall 2016 enrollment goal is 225 students
- 99 confirmed students or a 19.3% YTD increase versus Fall 2015



Data as of 5.4.2016

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# QUESTIONS?



MIAMI UNIVERSITY





# CAREER SERVICES UPDATE

## Board of Trustees Meeting

May 5, 2016

Jennifer McLaughlin, M.S.  
Heather Christman, Ph.D.

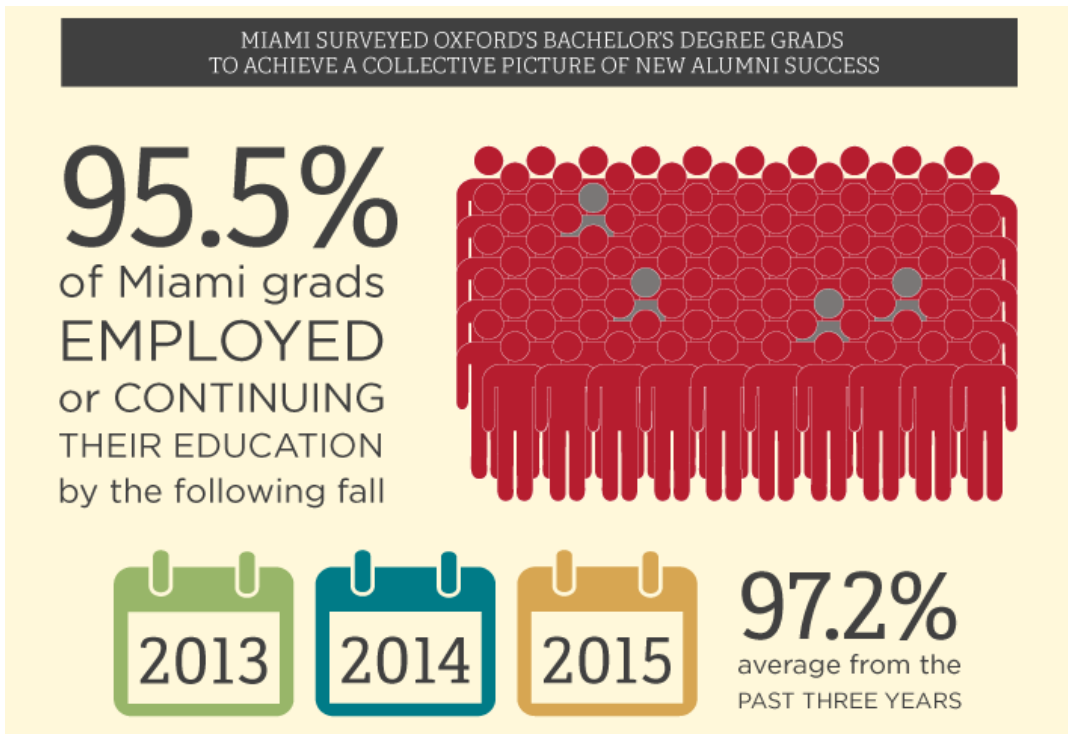


MIAMI UNIVERSITY



# Graduate Employment Outcomes

## 2014-2015



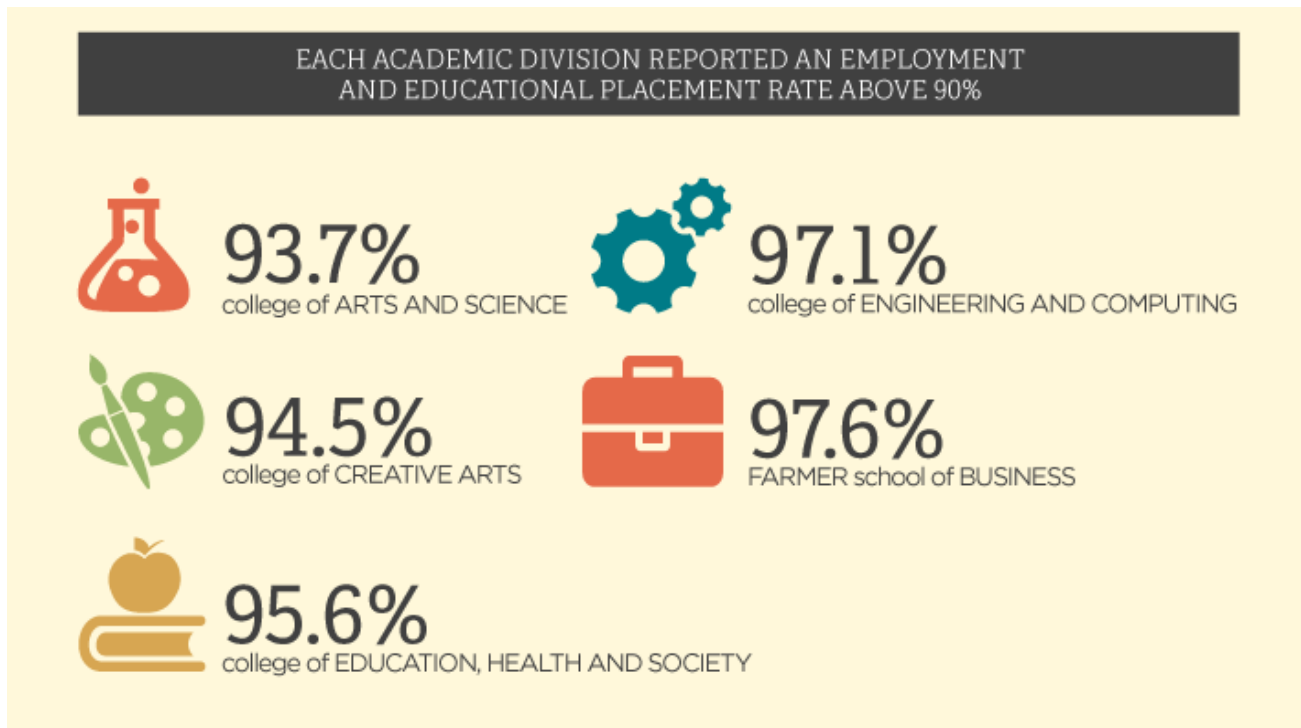
Source: Institutional Research, New Alumni Success Project (2015)



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# Graduate Employment Outcomes

## 2014-2015



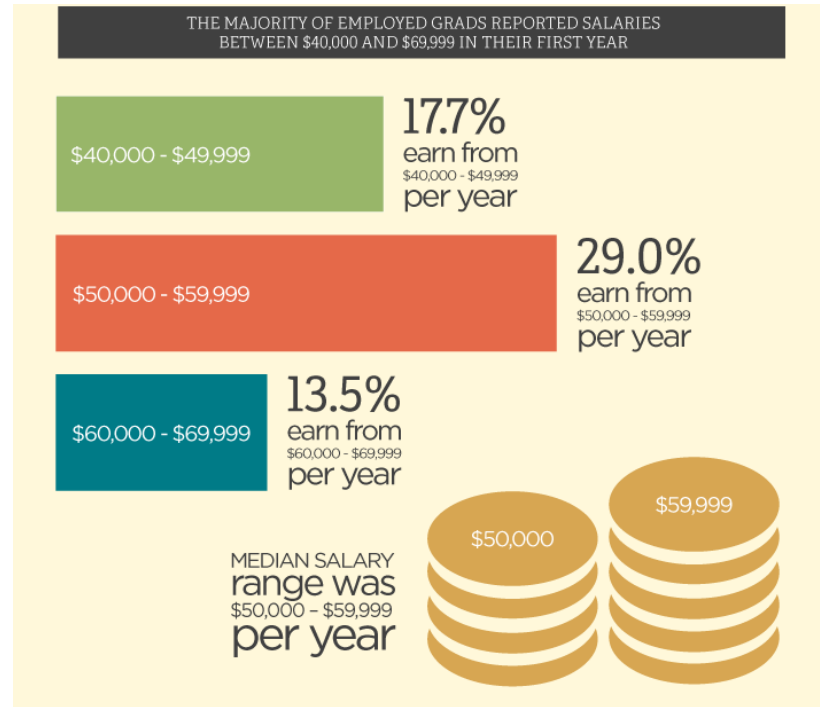
Source: Institutional Research, New Alumni Success Project (2015)

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# Graduate Starting Salaries

## 2014-2015



Source: Institutional Research, New Alumni Success Project (2015)

MiamiOH.edu



# The Miami University Career Community

*Expanding partnerships to support student career opportunities*

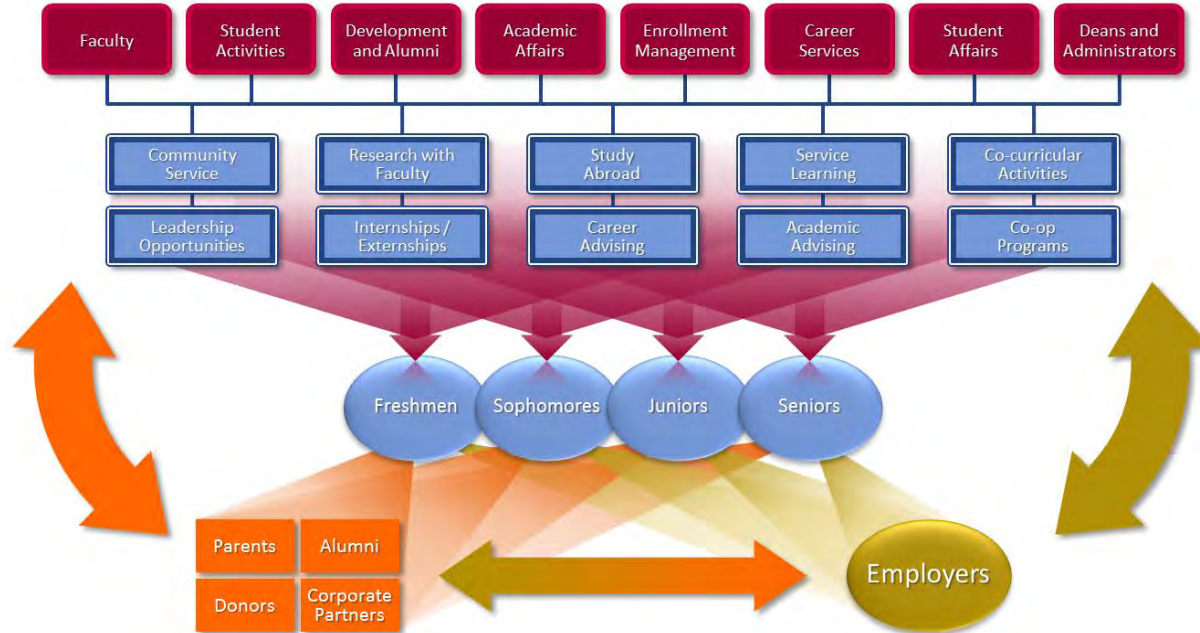
- » Began implementation in 2013
- » Expanding collaboration efforts
- » Student career outcomes as a focus
- » Institutional implementation goal
- » Re-imagining college to career





# The Miami University Career Community

*Our Miami University community at work*



# The Miami University Career Community

*Growing engagement and creating student opportunities*

- » Expanded Career Exploration Efforts
- » Humanities/College of Creative Arts
- » Miami #StartupCincy
- » Expanded Employer Outreach



# Career Exploration Efforts

*Development – Student Affairs – College of Arts and Science – College of Creative Arts – College of Education Health and Society -*

- » Killian Gift – Chicago & Indianapolis
- » UNV 100 for University Studies Students
- » Sports Leadership and Management
- » Career LEAP – NYC Edition
- » Career After College – Denver & Cleveland
- » Inside Cleveland & Chicago

CAREER EXPLORATION PROGRAMS



# Humanities Works/CCA Works

*College of Arts and Science – Humanities Center – College of Creative Arts –  
Ohio Board of Regents – Cincinnati Chamber of Commerce – Alumni*

## Overview & Charge

- » Started Spring 2013 (Humanities Works) & Spring 2014 (CCA Works)
- » OMIC Grant Funded
- » Integration of Career Development into Student Experience

## Outcomes

- » Increased faculty/employer engagement
- » Increased alumni engagement
- » Increased student engagement

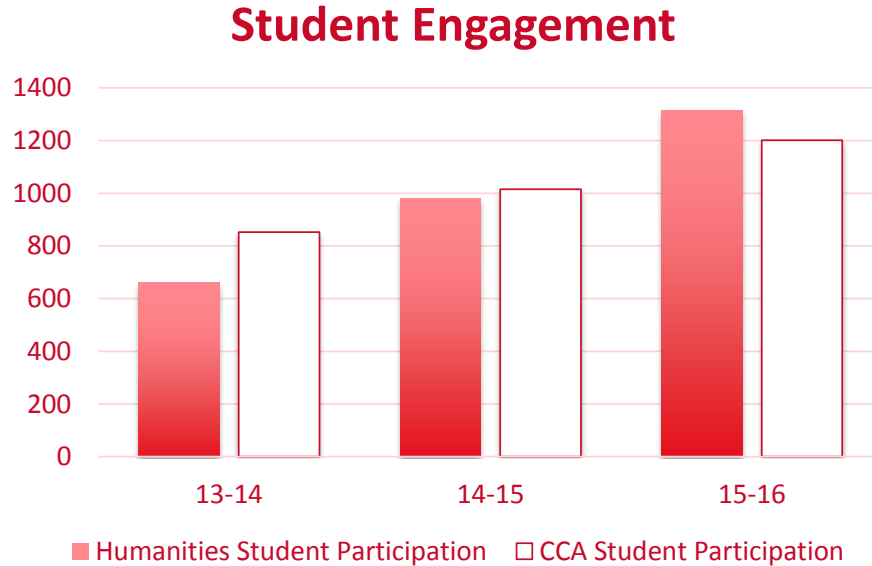


Love. Honor. *Success.*



# Humanities Works/CCA Works

## *Student Engagement Shifts*



# Miami University #StartupCincy

*AIMS - Entrepreneurship - University External Communications -  
Cintrifuse - Ohio Board of Regents – Brandery*

- » Expanded Altman Internship program
- » Cincinnati Digital Innovation Center
- » 46 new internships over 2 years
- » #StartupCincy Immersion Day
- » Entrepreneurship panel
- » Startup Weekend
- » Foundercon – October 2016



# Expanded Employer Engagement

*University Advancement – Ohio Board of Regents – University External Communications - BioOhio – REDI Cincinnati – Student Affairs*

## National Outreach Efforts

- » Careers after College
- » Parent's Council Efforts
- » BioOhio Conference
- » New part-time positions
  - » Chicago
  - » Washington DC

## Notable Outcomes

- » Increase in employers at fair recruiting across all majors.
- » New relationships to note:
  - » FBI
  - » WhiteWave Foods
  - » Denver Broncos
  - » DigitalGlobe





# QUESTIONS?



MIAMI UNIVERSITY







**MAY 2016**  
**EMSS WRITTEN REPORT**  
Michael S. Kabbaz, Vice President

### **Admission and Enrollment Communication**

Key updates included in the presentation.

### **Career Services**

As of April 1st, the Career Services staff has delivered 351 career programs and workshops. Fall and spring career fairs brought 536 organizations to Miami, an increase of 14% over last year. To date, more than 5,000 on-campus interviews have been conducted.

The Killian Family Gift to Career Services supported two student career exploration trips this semester. Student participants went through pre-trip career preparation programs to learn about networking, LinkedIn, and résumé preparation.

- **College of Creative Arts Scholars Trip:** A group of 11 students from the College of Creative Arts Scholars program traveled to Indianapolis on an all-expenses paid trip and spent two days networking with alumni and visiting the Indianapolis Symphony Orchestra, the Indianapolis Children's Museum, the Indianapolis Museum of Art, and the Indiana Repertory. At each of these locations, students met with artists and staff to discuss their careers and future employment opportunities.
- **Career Academy Trip:** A group of 17 self-identified diverse, low-income, and first generation college students went on an all-expenses paid, career exploration trip to Chicago for three days to network with alumni and learn about careers. The students visited Groupon, the United Way of Metropolitan Chicago, the Chicago Children's Museum, and Second City and attended an alumni panel on careers in communication and entertainment. In addition, there was a networking reception for students and alumni.

The first Humanities Career Week took place April 4-8th in collaboration with the Humanities Center and the College of Arts and Science. Nearly 200 students, 20 faculty, and 10 alumni participated in the Humanities Week activities which included an elevator pitch workshop for foreign language majors, a humanities networking night for students and alumni, and a luncheon to help faculty identify opportunities for integrating career development into their classrooms and the student experience.

### **Enrollment Operations and One Stop**

The One Stop, in partnership with the Office of Student Financial Assistance, is beginning a financial literacy effort in order to provide students with the necessary tools, knowledge, and support to make educated financial decisions during their time at Miami and beyond. Over time, these efforts will include: opportunities for staff to become certified personal financial managers; creation of financial awareness seminars and workshops for students; individual counseling with students; and events and programs hosted on- and off-campus.

### **Research and Analysis**

Civitas' initial implementation of Miami Student Information System data is complete and verification is currently underway. Miami's Canvas data will be the next source incorporated into the platform. Once fully implemented, Civitas' data science processes will help identify student success and risk factors, evaluate the efficacy of outreach initiatives and policies, and provide a comprehensive picture of how to boost student learning and persistence at Miami.

## Student Financial Services

### *Student Financial Assistance*

Last fall, the Office of Student Financial Assistance undertook a project to redesign the financial aid and scholarship award notifications and materials for admitted first-year students. Working closely with Enrollment Communication and UCM, both were redesigned to better represent bottom line costs to our families and to conform to benchmarked best practices. The redesigned pieces complemented the acceptance packets students previously received and clearly conveyed the Miami brand. Key messages regarding Miami's Tuition Promise and the value of a Miami education were also included. Nearly 17,000 of these packets were mailed in mid-March.

### *Bursar*

Continuous improvements by the Bursar's Office to better the experience for Miami's international student population were recently highlighted in the *International Student Barometer* study. The study measures international student satisfaction regarding many facets of on-campus living and then benchmarks those results with other universities. Last year's report highlighted several action points where the Office of the Bursar could make improvements. These included issues around banking, returned checks, and a lack of a general understanding on how to pay semester invoices. To make improvements, staff from the Office of the Bursar met with local banks to better understand the issues and jointly developed documentation that better explained bank account and routing number information. Instructions on how to make bill payment was then translated into Arabic, Chinese, Korean, and Vietnamese. As a result of these and other changes, the Office of the Bursar achieved a 94.7% satisfaction on the survey, which represents a 10% increase over the prior year and the second highest satisfaction rating on campus.

## Student Success Center

Nearing the end of its inaugural year, the Student Success Center continues to develop strategic and data-driven initiatives to ensure the success of all Miami students. These outreach efforts include:

- Completion of a spring midterm outreach to 440 first-year students and 220 seniors with a cumulative GPA of 2.5 or lower and two or more midterm grades of C- or lower.
- Identification of an infrastructure for military-affiliated students (veterans, active military and benefit-eligible dependents) on the Oxford campus.
- Establishment of a foster care alumni support network as part of a statewide collaboration with Ohio Reach and other universities throughout the state; an Oxford-based community of care network is also in place and discussions are occurring regarding housing and food insecurity issues.
- Creation of a Peer Advocate and Student Success (PASS) Mentors program in partnership with the Office of Residence Life which will be piloted in 8-10 residence halls for Fall 2016. The PASS Mentors will be supervised, trained, and paid by the Student Success Center and will serve as an in-residence resource for students who have questions about how to navigate the University, use e-Tools (Degree Audit Report, Banner Web, One Stop website), and access academic support resources.
- Development of a First Generation Learning Community for self-identified Fall 2016 first-year students.
- Implementation of *Campus*, Education Advisory Board's student success collaborative. The effort is being coordinated by John Harrelson, Assistant Director, and is on-schedule to be launched in August 2016.

## University Registrar

Multiple term registration continues for students as the spring semester draws to a close. Students can now register for three upcoming terms – Summer 2016, Fall 2016, and Winter Term 2017 – as they work with their academic advisors to create succinct and strategic educational plans.

The Miami University Academic Calendar extends through 2021-22, reflecting start and end dates for the upcoming years. This extended calendar enables incoming students and their families to know significant dates throughout their four-year Miami experience.

Serving veterans, active military, and benefit-eligible dependents continues to be a priority across the University. Monitoring federal and state legislation has resulted in a succession of meetings across EMSS to insure certification, service, and communication to these critical populations is seamless and proactive.



BOARD OF TRUSTEES  
ROUEBUSH HALL ROOM 212  
OXFORD, OHIO 45056  
(513) 529-6225 MAIN  
(513) 529-3911 FAX  
WWW.MIAMIOH.EDU

May 6, 2016  
Academic and Student Affairs

RESOLUTION R2016-37

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new bachelor degree program; Bachelor of Arts with a Major in English Studies, College of Professional Studies and Applied Sciences.

*Approved by the Board of Trustees  
May 6, 2016*

T. O. Pickerill II  
Secretary to the Board of Trustees



## EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Yvette Harris, Chair

Andrew Reffett, Chair-elect

University Senate Website: <http://community.miamioh.edu/senate/>

May 3, 2016

To: David C. Hodge, President  
 From: Maria Cronley, Secretary of the University Senate  
 Re: Degree Program Approval  
 SR 16-10 Bachelor of Arts with Major in English Studies, College of Professional Studies and Applied Sciences

The Miami University Policy and Information Manual, Section 11.1.E, Adding a New Degree, states that a proposal for any curriculum or program leading to a new undergraduate or graduate degree shall be submitted to the President, the Board of Trustees, and the Ohio Board of Regents/Ohio Regents' Advisory Committee on Graduate Study for approval following approval by the department or program, the academic division, the Council for Undergraduate Curriculum/Graduate Council, the Council of Academic Deans, and University Senate.

On April 18, 2016, University Senate adopted SR 16-10:

**BE IT HEREBY RESOLVED** that University Senate adopt the Bachelor of Arts with a Major in English Studies, College of Professional Studies and Applied Sciences;

**AND FURTHERMORE**, that the endorsement by University Senate of the proposed degree and major will be forwarded to the Miami University Board of Trustees for consideration

**Approval of the President**

I, David C. Hodge, President of Miami University, approve/do not the Bachelor of Arts with Major in English Studies, College of Professional Studies and Applied Sciences

<input checked="" type="checkbox"/>	Approve Forward to the Board of Trustees for action (copy to Secretary of University Senate)
<input type="checkbox"/>	Do Not Approve

  
 \_\_\_\_\_  
 David C. Hodge, President

5/4/2016  
 \_\_\_\_\_  
 Date

cc: Yvette Harris, Chair, Executive Committee of University Senate  
 Phyllis Callahan, Provost, Chair University Senate  
 Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President



Board of Regents

John R. Kasich, Governor  
Jim Petro, Chancellor

University System of Ohio

**REQUEST FOR APPROVAL**

**SUBMITTED BY  
MIAMI UNIVERSITY REGIONAL CAMPUSES**

**ESTABLISHMENT OF A  
BACHELOR OF ARTS WITH A MAJOR IN ENGLISH STUDIES**

**[date of submission]**



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## REQUEST

**Date of submission:** [date]

**Name of institution:** Miami University Regional Campuses

**Degree/degree program title:** Bachelor of Arts, Major in English Studies

**Primary institutional contact for the request** Whitney Womack Smith

**Department chair/program director** H. Louise Davis

**Delivery sites:**

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

**Date that the request was approved by the institution's governing board:**

Approved by the Miami University Senate on [date], and the Board of Trustees on [date]

**Proposed start date:** Fall

**Date Institution established:** 1809

**Institution's program:**

- Associates: 12
- Bachelor: 129
- Master: 65
- Specialist: 1
- Doctoral: 15
- Total -- 222 degrees as of September 2015

**Educator Preparation Programs:**

Indicate the program request leads to educator preparation licenses or endorsements.

<b>Licensure</b>	Yes	X No
<b>Endorsement</b>	Yes	X No



## SECTION 1: INTRODUCTION

### 1.1 Brief summary of the request

#### General Description

A Bachelor of Arts with a major in English Studies prepares students to be critical and creative readers, thinkers, and writers. The major will develop students' ability to acquire, analyze, evaluate, and communicate knowledge in multiple mediums. Students develop these powers of argument and analysis by working with diverse texts and examining the impact of gender, sexuality, race, ethnicity, nationality, class, and ability on the production and reception of texts. Graduates will possess the analytical and communication skills that are critical to long-term professional success in many career fields and to contribute to their communities as responsible, informed citizens. The BA in English Studies will reflect the rich and varied nature of the discipline, allowing students to draw on courses in literature, creative writing, professional writing and rhetoric, cultural studies, and linguistics.

#### Demand

Unlike the more specialized Oxford campus-based degrees in Creative Writing, Linguistics, Literature, and Professional Writing, this degree offers a broad overview of English studies. Students are required to complete coursework in multiple areas of English, giving them broad exposure to the discipline and providing them with transferable skills that are valuable in a variety of workplace settings. The regional campus English Studies degree will be offered in a flexible format to enable more people in the southwest Ohio region and beyond to complete a bachelor's degree. Ohio currently ranks 44<sup>th</sup> in the nation for residents over 25 holding a four-year degree. According to the 2013 *Chronicle's Almanac of Higher Education*, 24.6% of Ohio's adults have a bachelor's degree, lower than the national average of 28.5%. Statistics indicate an even greater need in our particular region: only 15.1% of Middletown residents and 14.4% of Hamilton residents hold bachelor's degrees.

#### Career Information

The American Association of Colleges and Universities (AAC&U) study "It Takes More Than a Major" (2013) reports that 93% of employers surveyed agreed that "a candidate's demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major." The AAC&U also notes that employers in today's global economy want students who demonstrate the ability to be creative and innovative. The English Studies major focuses on the cultivation of these transferable skills, which prepare students to pursue career opportunities and professional advancement in a variety of sectors, including education, government, business, law, libraries, communications, market research, writing and editing, publishing, non-profit organizations, and many others. The degree will also prepare them for a variety of graduate and professional programs. Research suggests a strong market demand for the skills that English Studies majors possess. The Bureau of Labor Statistics' *Occupational Outlook Handbook, 2014-15 Edition* projects higher than average job growth in 2012-2022 in many fields that traditionally hire English majors, including technical writing (10.2% increase in job openings), public relations (11%), training and development (12%), fundraising (15.5%), and market research (19.4%).

#### Regional Campuses

Miami University's regional campuses are well positioned to offer a Bachelor of Arts with a major in English Studies. The regional campuses have a robust faculty in English, with 17 full-time faculty members with expertise in literatures, critical theory, creative writing, professional writing, rhetoric, cultural studies, ethnic studies, and gender studies. The regional campuses also have extensive experience advising nontraditional, transfer, and returning students, who we believe will be drawn to this degree. The degree will help increase our retention and graduation rates by giving place-bound regional students interested in English studies a path to degree completion.

### Student Learning Outcomes

Students completing this major will:

- analyze complex texts within their social, historical, and political contexts using the technique of close reading;
- demonstrate in writing their ability to evaluate, synthesize, and cite information and ideas from sources and modes of inquiry typically used in the discipline or in professions;
- communicate effectively in multiple genres with attention to the needs of multiple audiences and contexts.

## SECTION 2: ACCREDITATION

### 2.1 Regional accreditation

Original date of accreditation: 1913  
 Date of last review: 2015  
 Date of next review: 2025

### 2.2 Results of the last accreditation review

Miami University is accredited by the [Higher Learning Commission](#) (HLC) of the North Central Association of Colleges and Schools. HLC accredits degree-granting post-secondary educational institutions in the North Central region of the United States. Miami's most recent accreditation review was in 2015 (see Appendix A), while the next accreditation review will occur in 2025.

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

### 2.3 Notification of appropriate agencies

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

An initial inquiry was submitted to the Ohio Board of Regents on December 8, 2015. The acknowledgement that the inquiry was submitted can be found at the Ohio Board of Regents website: <https://www.ohiohighered.org/academic-program-approval/preliminary-requests>.

## SECTION 3: LEADERSHIP—INSTITUTION

### 3.1 Mission statement

*Insert/describe the institution's mission statement.*

The stated mission of Miami University Oxford is:

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

Miami provides the opportunities of a major university while offering the personalized attention found in the best small colleges. It values teaching and intense engagement of faculty with students through its

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

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

-- June 20, 2008 (<http://MiamiOH.edu/about-miami/leadership/president/mission-goals/>)

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

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

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

### **3.2 Organizational structure**

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

The Division of Academic Affairs includes six academic divisions (College of Arts & Science; College of Creative Arts; College of Education, Health and Society; College of Engineering and Computing; Farmer

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 School of Business; College of Professional and Applied Studies (until July 1, 2016) / College of Liberal Arts and Applied Science (effective July 1, 2016)), the Graduate School, University Libraries, and the Miami University Dolibois European Center (MUDEC).

The administrative leadership of Miami University can be found at: <http://miamioh.edu/about-miami/leadership/president/pec/index.html>. Organizational charts for the university can be found in **Appendix B**.

## SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

### 4.1 Organizational structure

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

The Bachelor of Arts with a major in English Studies will be housed in the Department of Integrative Studies (until July 1, 2016) and then in Department of Languages, Literatures, and Writing (effective July 1, 2016), which is solely located at Miami's regional campuses.

The Department of Integrative Studies (until July 1, 2016) / Department of Languages, Literatures, and Writing (effective July 1, 2016), an academic unit with its own chair, reports to the Dean of the College of Professional and Applied Studies (until July 1, 2016) / College of Liberal Arts and Applied Science (effective July 1, 2016). The department's budget, workload assignments, annual evaluation, salary increments, and tenure and promotion review of faculty all occur through recommendation/ negotiation of the chair and faculty and the college dean. Tenure and promotion occurs through a process that involves evaluation by the Department of Integrative Studies (until July 1, 2016) / Department of Languages, Literatures, and Writing (effective July 1, 2016) faculty, the department chair, the divisional dean, the departmental promotion and tenure committee, the divisional promotion and tenure committee, the University promotion and tenure committee, Provost, President, and Miami University Board of Trustees.

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

The Department of Integrative Studies (until July 1, 2016) / Department of Languages, Literatures, and Writing (effective July 1, 2016) is led by the chair, Dr. H. Louise Davis (LLW chair to be determined), who is responsible for faculty evaluation and recruitment, curriculum, budget, student affairs, scheduling, representing the program both internally and externally, and all other administrative responsibilities. The chair reports to the Dean of the College of Professional and Applied Studies (until July 1, 2016) / College of Liberal Arts and Applied Science (effective July 1, 2016). The department chair CV and the degree development team CVs are included as **Appendix C**.

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

- *Department of Integrative Studies (until July 1, 2016) / Department of Languages, Literatures, and Writing (effective July 1, 2016) Faculty* - The entire faculty, full-time and part-time, meets regularly. The entire full-time faculty decides curriculum and other issues as a committee of the whole.

- *Department of Integrative Studies (until July 1, 2016) / Department of Languages, Literatures, and Writing (effective July 1, 2016) Assessment Committee* – This committee, chaired by a faculty member from the Integrative Studies works with faculty members to assess learning outcomes and other programmatic elements, using that data to improve or change curricular elements such as assignments and other course components. This committee collects, analyzes, reports, implements, and archives assessment material.
- *College of Professional Studies and Applied Sciences (until July 1, 2016) / College of Liberal Arts and Applied Science (effective July 1, 2016) Curriculum Committee* – This committee, which includes faculty from all departments within the college, reviews and approves curricular changes within the college. Departmental representatives are chosen and serve according to departmental policy. The committee is chaired by an associate dean or other designee of the dean.
- *College of Professional Studies and Applied Sciences (until July 1, 2016) / College of Liberal Arts and Applied Science (effective July 1, 2016) Promotion and Tenure Advisory Committee* – This committee, which includes faculty from all departments within the college, serves in advisory capacity to the dean on promotion and tenure issues. Departmental representatives are chosen according to departmental policy and serve staggered three-year terms. The committee is chaired by an associate dean or other designee of the dean.
- *Miami University Council for Undergraduate Curriculum* - This committee is selected by the Executive Council of University Senate, Miami University. It is composed of six (6) faculty members, one (1) from each of five academic divisions and one (1) from either the Hamilton Campus or the Middletown Campus. At least one (1) of these faculty members shall be a member of University Senate and at least one (1) shall represent the graduate faculty. Additionally, there are two (2) undergraduate students and one (1) graduate student, and seven (7) ex-officio, nonvoting members also serve - one (1) representative of the Office of Academic Affairs, one (1) representative of the Office of the University Registrar, five (5) divisional representatives – one (1) from each of the divisional academic deans' offices (typically, an associate dean). Meetings are held several times a semester depending on the quantity of curricular items to be reviewed. Terms of appointments are two (2) years (except for ex-officio members who may serve longer).
- *Miami University Council of Academic Deans* - The council consists of the Provost of Miami University, the deans of each of the six (6) academic divisions, the dean of the graduate school and secretary of the university. Meetings are held twice a month (every-other-week). There are no terms of appointments as members serve during their administrative appointments.
- *Miami University Senate* - This body consists of elected and appointed faculty, staff and students who represent constituencies from the entire university. Term of appointment is typically two (2) years. Meetings are held twice a month (every other week). This body provides explicit final approval of new degrees and majors by vote.
- *Miami University Board of Trustees* - The members of this body are appointed by the Governor of the State of Ohio. They provide final Miami approval of new degree programs. There are nine (9) voting members, each of whom is nominated by the

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Governor of the State of Ohio with the advice and consent of the Senate. They serve nine (9) year terms. In addition to the voting members, there are two (2) student representatives and national trustees.

## 4.2 Program development

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

The proposed program advances the mission of offering open and affordable access to higher education to residents of Southwest Ohio that the Oxford Campus does not offer and providing academic programs that meet the needs of the region. Unlike the more specialized Oxford-based degrees in Creative Writing, Linguistics, Literature, and Professional Writing, this degree offers a broad overview of the field of English studies. Students are required to complete coursework in multiple areas of English, giving them broad exposure to the discipline and providing them with transferable skills that are valuable in a variety of workplace settings. The English Studies major will position graduates for entry into high-demand occupations in Ohio (see needs assessment/market analysis below).

The regional campus English Studies degree will be offered in a flexible format that will enable more people in the southwest Ohio region to complete a bachelor's degree in order to pursue a variety of career opportunities. Ohio currently ranks 44<sup>th</sup> in the nation for residents over 25 holding a four-year degree. According to the 2013 *Chronicle's Almanac of Higher Education*, 24.6% of Ohio's adults have a bachelor's degree, lower than the national average of 28.5%. Statistics indicate an even greater need in our particular region: only 15.1% of Middletown residents and 14.4% of Hamilton residents hold bachelor's degrees.

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

The degree development team assessed the employment needs of our region. This research suggests a strong market demand for the skills that English Studies majors possess.

The Bureau of Labor Statistics' *Occupational Outlook Handbook, 2014-15 Edition* projects higher than average job growth in 2012-2022 in many fields that traditionally hire English majors, including technical writing (10.2% increase in job openings), public relations (11%), training and development (12%), fundraising (15.5%), and market research (19.4%). Additional in-demand occupations in Ohio for which graduates with a BA in English Studies might choose include Market Research Analysts and Marketing Specialists, with an average wage of \$26.84 an hour and Sales Representative, with an average wage of \$32.32.

Additionally, *2010-2020 Ohio Employment Projections* notes growth in areas that hire English Studies majors, such as Market Research Analysts and Marketing Specialists (\$61,210), Sales Representatives (average annual wage of \$56,780 to \$75,420), and Technical Writers (\$56,930). *The Snapshot of Occupational Projections* identifies Management Analysts as a high-growth, high-wage occupation in Ohio with more than 3360 openings in this time period (2012-2022). The Bureau of Labor Statistics' *Occupational Outlook Handbook* identifies English as a common field of study for those in this profession. The 2012 median pay for this field was \$78,600 per year.

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

On May 12, 2015, the degree overview was presented to the Citizens Advisory Council of Miami University Regional campuses, which consists of local business, governmental, and educational leaders from the Hamilton and Middletown area who advise the Regional Dean on matters relevant to the Regional campuses. Mike Dingeldein, community leader, architect, and owner of Community Design Alliance, was pleased by the applicability of this degree to the needs of employers. Additionally, Dr. Phil Cagwin, Monroe City Schools Superintendent, noted that the degrees were appropriate for current employees of companies who are seeking additional training and career advancement.

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

The curriculum has been benchmarked against similar degree programs at institutions across the country. There is no programmatic or specialized accreditation for this degree.

#### **4.3 Collaboration with other Ohio institutions**

*Indicate whether any USO institution within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program, and provide a rationale for offering an additional program at this site.*

Other institutions in the region that offer a bachelor's degree in English include Miami University Oxford, University of Cincinnati, Xavier University, College of Mount St. Joseph, Wright State University, and University of Dayton. English is a major offered at nearly every four-year institution in the nation, though many of these offer more specialized versions of the English major than the one we propose. No other Ohio regional campus or community college in a 30-mile radius offers a bachelor's degree in English. The Miami Regionals would offer the most affordable and flexible option for students in our region seeking a four-year degree in English Studies.

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

The program was not developed in collaboration with any other institutions

### **SECTION 5: STUDENT SERVICES**

#### **5.1 Admissions policies and procedures**

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

The proposed Bachelor of Arts with a major in English Studies will follow regional admissions requirements for students. Miami University's regional campuses have an open enrollment policy for first-time students who have never taken college courses at another accredited university and plan to seek

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a degree or certification at Miami University. Detailed information about regional admissions can be found at the regional campuses website at <http://www.regionals.miamioh.edu/admission>.

*Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT<sup>2</sup>) initiatives; and other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).*

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

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

Articulation tables and program information that can be found on transferology (accessed via <https://www.transferology.com/>) are maintained to assist students in reviewing / previewing transfer credit information. (Adapted from <http://www.units.miamioh.edu/reg/transfercredits/>)

## **5.2 Student administrative services**

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

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

## **5.3 Student academic services**

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

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

# **SECTION 6: CURRICULUM**

## **6.1 Introduction**

*Provide a brief description of the proposed program as it would appear in the institution's catalog (General Bulletin). The description should be no more than 150 words.*

A Bachelor of Arts with a major in English Studies prepares students to be critical and creative readers,



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thinkers, and writers. The major will develop students' ability to acquire, analyze, evaluate, and communicate knowledge in multiple mediums. Students develop these powers of argument and analysis by working with diverse texts and examining the impact of gender, sexuality, race, ethnicity, nationality, class, and ability on the production and reception of texts. Graduates will possess the analytical and communication skills that are critical to long-term professional success in many career fields and to contribute to their communities as responsible, informed citizens. The BA in English Studies reflects the rich and varied nature of the discipline, allowing students to draw on courses in literature, creative writing, professional writing and rhetoric, cultural studies, and linguistics.

## 6.2 Program goals and learning objectives

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

### Student Learning Outcomes

Students completing this major will

- analyze complex texts within their social, historical, and political contexts using the technique of close reading;
- demonstrate in writing their ability to evaluate, synthesize, and cite information and ideas from sources and modes of inquiry typically used in the discipline or in professions;
- communicate effectively in multiple genres with attention to the needs of multiple audiences and contexts.

<b><u>Student Learning Outcome</u></b> By the time they graduate with a BA in English Studies, students should be able to:	<b><u>Courses Where Practiced</u></b>
Analyze complex texts within their social, historical, and political contexts using the technique of close reading;	ENG 298 Introduction to Literary and Cultural Studies, Readings in Literary History courses, EGS 320 Readings in Literatures and Cultures, EGS 410 Readings in Multicultural Perspectives, EGS 460 Issues in Literary and Cultural Studies, EGS 495 Capstone in English Studies, Advanced English Studies courses
Demonstrate in writing their ability to evaluate, synthesize, and cite information and ideas from sources and modes of inquiry typically used in the discipline or in professions	ENG 298 Introduction to Literary and Cultural Studies, EGS 301 Writing and the Professions, EGS 420 Topics in Writing, Advanced Studies courses, EGS 495 Capstone in English Studies
Communicate effectively in multiple genres with attention to the needs of multiple audiences and contexts.	EGS 301 Writing and the Professions, Advanced Writing courses, EGS 420 Topics in Writing. EGS 495 Capstone in English Studies, Advanced English Studies

**6.3 Course offerings/descriptions**

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

Course (number/name)	Cr hrs	Major/ Core	General Education (Miami Plan)	Elective	OTM TAG CTAG	New/Existing Course
ENG 298 Introduction to Literary and Cultural Studies	3	Core				Existing
EGS 301 Writing and the Professions	3	Core				New
EGS 495 Capstone	3	Core	yes			New
EGS 320 Readings in Literatures and Cultures	3	Major		yes		New
EGS 390 Special Topics in English	3	Major		yes		New
EGS 410 Readings in Multicultural Perspectives	3	Major		yes		New
EGS 420 Topics in Writing	3	Major		yes		New
EGS 460 Issues in Literary and Cultural Studies	3	Major		yes		New
ENG 122 Popular Literature	3	Major	yes	yes	OTM	Existing
ENG 123 Intro to Poetry	3	Major	yes	yes	OTM	Existing
ENG 124 Intro to Fiction	3	Major	yes	yes	OTM	Existing
ENG 125 Intro to Drama	3	Major	yes	yes	OTM	Existing
ENG 131 Life & Thought in English Literature to 1660	3	Major	yes	yes	OTM	Existing
ENG 132 Life & Thought in English Literature 1660-1901	3	Major	yes	yes	OTM	Existing
ENG 133 Life & Thought in English Literature 1901-Present	3	Major	yes	yes	OTM	Existing
ENG 134 Intro to Shakespeare	3	Major	yes	yes	OTM	Existing
ENG 141 Life & Thought in American Literature to 1865	3	Major	yes	yes	OTM	Existing
ENG 142 Life & Thought in American Literature 1865-	3	Major	yes	yes	OTM	Existing

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1945						
ENG 143 Life & Thought in American Literature 1945-present	3	Major	yes	yes	OTM	Existing
ENG 144 Major American Writers	3	Major	yes	yes		Existing
ENG 161 Literature and Politics	3	Major	yes	yes	OTM	Existing
ENG 162 Literature and Identity	3	Major	yes	yes	OTM	Existing
ENG 163 Literature and Travel	3	Major	yes	yes	OTM	Existing
ENG 165 Literature and Sexuality	3	Major	yes	yes	OTM	Existing
ENG 169 Literature and Disability	3	Major	yes	yes		Existing
ENG 171 Humanities and Technology	3	Major	yes	yes		Existing
ENG 172 Rhetoric, Persuasion & Culture	3	Major		yes		Existing
ENG 201 Special Topics in Language Awareness	3	Major	yes	yes		Existing
ENG 202 Varieties of English	3	Major	yes	yes		Existing
ENG 213 Writing for Media	3	Major		yes		Existing
ENG 215 Workplace Writing	3	Major		yes		Existing
ENG 220 Literature and Film	3	Major	yes	yes		Existing
ENG 221 Shakespeare and Film	3	Major	yes	yes		Existing
ENG 223 Strategies for Writers	3	Major		yes		Existing
ENG 224 Digital Writing & Rhetoric	3	Major	yes	yes		Existing
ENG 225 Advanced Composition	3	Major		yes		Existing
ENG 226 Intro to Creative Writing	3	Major		yes		Existing

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ENG 231 The Short Story	3	Major		yes		Existing
ENG 232 American Women Writers	3	Major	yes	yes		Existing
ENG 233 British Women Writers	3	Major	yes	yes		Existing
ENG 235 Classics of Film	3	Major		yes		Existing
ENG 236 Alternative Traditions in Film	3	Major	yes	yes		Existing
ENG 237 GLBTQ Literature	3	Major		yes		Existing
ENG 238 Narrative & Digital Technology	3	Major		yes		Existing
ENG 245 Rhetoric of Disability Rights	3	Major		yes		Existing
ENG 246 Native American Literature	3	Major	yes	yes		Existing
ENG 247 Appalachian Literature	3	Major	yes	yes		Existing
ENG 248 Asian American Literature	3	Major	yes	yes		Existing
ENG 251 Life & Thought in European Literature to 1800	3	Major	yes	yes		Existing
ENG 254 Latino/a Literature & The Americas	3	Major	yes	yes		Existing
ENG 262 Children's Literature	3	Major		yes		Existing
ENG 271 Cultures and Literature of the American South	3	Major	yes	yes		Existing
ENG 281 The English Novel	3	Major		yes		Existing
ENG 283 Modern Poetry	3	Major	yes	yes		Existing
ENG 293 Contemporary American Fiction	3	Major	yes	yes		Existing
ENG 310: Special Topics in Rhetoric & Persuasion	3	Major		yes		Existing
ENG 313: Technical Writing	3	Major	yes	yes		Existing

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ENG 320: Intermediate Creative Writing (Fiction)	3	Major		yes		Existing
ENG 323: Creative Nonfiction	3	Major		yes		Existing
ENG 330: Intermediate Creative Writing (Poetry)	3	Major		yes		Existing
ENG 336: African American Writing, 1746-1877	3	Major	yes	yes		Existing
ENG 337: African American Writing, 1878-1945	3	Major	yes	yes		Existing
ENG 338: African American Writing, 1946-Present	3	Major	yes	yes		Existing
ENG 348: Ethnic American Literatures	3	Major		yes		Existing
ENG 350: Topics in Film	3	Major		yes		Existing
ENG 368: Feminist Literary Theory & Practice	3	Major	yes	yes		Existing
ENG 413: Grant & Proposal Writing	3	Major		yes		Existing
ENG 468: Gender & Genre	3	Major	yes	yes		Existing

The Bachelor of Arts in English Studies includes Miami Plan courses, major core courses, major electives, and free electives to reach 128 credit hours.

**1. Global Miami Plan (45-46 credit hours), which includes:**

- a. Foundation courses (27-28)
- b. Advanced Writing Requirement (3)
- c. Intercultural Perspectives (3) (this also appears in the major)
- d. Miami Plan Capstone Experience (3) (this also appears in the major)
- e. Miami Plan Thematic Sequence (9)

**2. English Studies Major Core Courses (9 credit hours)**

- i. ENG 298: Intro to Literary and Cultural Studies
- ii. EGS 301: Writing and the Professions
- iii. EGS 495: Capstone in English

**3. English Studies Major Distribution Requirements (27 credit hours)**

**a. Readings in Literary History (9 credit hours):**

- i. At least one course needs to be a survey course
- ii. At least one course must focus on genre

**b. Studies in Writing (6 credit hours)**

- i. Choose **two ENG or EGS courses** in writing beyond ENG 111, at least one at the 300- or 400-level.

**c. Multicultural Perspectives (6 credit hours)**

- i. Take **two ENG or EGS courses** focusing on issues of race, ethnicity, ability, gender, and/or sexuality.

**d. Advanced English Studies (6 credit hours)**

- i. Take at least **two additional 300- or 400-level EGS courses**

*Note:* Within the distribution requirements a course can fulfill no more than two categories. Additional courses would be necessary to complete the 27 hours needed for the distribution requirements.

*Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. **Submit course syllabi as appendix items. See Appendix D.***

Course Number	Course Name	Bulletin Description
EGS 301	Writing and the Professions	Builds on skills developed in ENG 298 and applies them to non-academic professions. Immersive study of multimodal writing practices in various professional disciplines. Reading, research, discussion, and writing about the benefits of a liberal arts education in a complex, global work environment. <i>Prerequisite: ENG 298 or by permission of the instructor.</i>
EGS 320	Readings in Literatures and Cultures	Close reading and analysis of texts and contexts. Readings and discussions may focus on various periods, movements, genres, authors, and/or national traditions. May be repeated once for credit when content changes. <i>Prerequisite: ENG 298 or by permission of the instructor</i>
EGS 390	Special Topics in English	Intensive study of a particular aspect of the study of English, which may include special topics in literature, creative writing, professional writing, or linguistics. May be repeated once for credit when content changes. <i>Prerequisite: ENG 298 or by permission of the instructor</i>
EGS 410	Readings in Multicultural Perspectives	Specific study of diverse literary traditions and voices, emphasizing a global context for the study of literary texts. May be repeated once for credit when content changes. <i>Prerequisite: ENG 298 or by permission of the instructor.</i>
EGS 420	Topics in Writing	Develops students' critical thinking, reading, and writing skills in a variety of writing contexts. Particular focus on issues relevant to global workplace and everyday life. Topic determined by instructor. May be repeated once for credit when content changes.
EGS 460	Issues and Literary and Cultural Studies	Inquiry into topics informed by literary and cultural theory such as identity, authorship and performativity. <i>Prerequisite: ENG 298 or by permission of the instructor.</i>
EGS 495	Capstone in English	Intensive reading, research, writing, and discussion in selected topics. While specific requirements vary with topic and instructor, students will analyze texts within their various contexts, conduct and use research ethically, and communicate effectively both orally and in writing. Capstones are selected annually from faculty proposals. <i>Prerequisite: Senior standing</i>

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ENG 124	Intro to Fiction	Study of basic characteristics (narrative design, character, point of view, style, and tone) and essential forms (short-short story, story, novella, and novel) of the genre of literary fiction. IIB. CAS-B-LIT.
ENG 125	Intro to Drama	Critical analysis of dramatic literature from the ancient Greeks to modern performance art, using dramatic structure and theory to read play texts as productions of their cultural contexts. IIB, H. CAS-B-LIT.
ENG 131/132/133	Life and Thought in British Literature and Culture	Selected major texts and issues in English literature and culture from the beginning to 1660, including <i>The Civil War</i> and <i>Paradise Lost</i> , with attention to historical context reflected in religious, philosophical, political, and social perspectives and issues such as gender, class, ethnicity, and canon formation; (MPT 132) British literature from 1660 to 1901, with attention to issues of class, race, and gender in the context of accelerating economic, social, environmental, political, and religious change; to developments in education, psychology, philosophy, science, and technology; and to relations with other literatures and arts; (MPT 133) selected British fiction, nonfiction, poetry, and drama from 1901 to present with special attention to the impact on literary imagination of two global conflicts and loss of Empire. IIB, H. CAS-B-LIT.
ENG 134	Intro to Shakespeare	Introduction to Shakespeare's works. Gives students who are new to collegiate-level literary studies an overview of the range of Shakespeare's works and the variety of approaches to those works. IIB. CAS-B-LIT.
ENG 141/142/143	Life and Thought in American Literature and Culture	Introduction to multiplicity of voices in American culture as expressed in literary texts written in and about America: (141) from colonial period through 1865; (MPT 142) 1865 - 1945 (MPT 143) 1945 to present. IIB, H. CAS-B-LIT.
ENG 144	Major American Authors	Introduction to American literature and culture through the study of a small group of important writers. Selected authors represent a range of traditions and may include writers as diverse as Bradstreet, Franklin, Dickinson, Douglass, Whitman, Melville, Wharton, Twain, Cather, Baldwin, Faulkner, and Morrison. IIB. CAS-B-LIT.
ENG 161	Literature and Politics	Study of literary representations of political events, examining both how literary works dramatize social and political concerns and how literature shapes political perceptions. IIB. CAS-B-LIT
ENG 162	Literature and Identity	Study of literary constructions of individual and collective identity. Focuses on depictions of racial and ethnic types, gender, sexuality, social class, and regional or geographical differences. IIB, Cul. CAS-B-LIT.
ENG 163	Literature and Travel	Study of travel literature from a range of periods and genres. Includes the relation of individual and national identity, imperialism and cultural relativity, the invention of geography, and the politics of tourism. IIB, H. CAS-B-LIT.
ENG 165	Literature and Sexuality	Study of literary representations of sexuality with a focus on the impact of gender and sexuality on the development of identity. IIB, H. CAS-B-LIT.
ENG 169	Disability Identity	Study of the construction of disability identity through literature,

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		memoir, and popular culture. IIB, Cul.
ENG 171	Humanities and Technology	Introduction to methods of thinking used in humanities disciplines (literature, history, philosophy, classics, etc.), computer technologies, and their relationship. Practical skills (web page making; research on the Internet) and analytical skills (how to tell good information from bad) combined with theories about the Information Society. IIB, CAS-B.
ENG 172	Rhetoric Persuasion and Culture	Rhetoric and persuasion shape every aspect of our lives — from politics and education to personal relationships and entertainment. Through the analysis of historical and contemporary texts and the cultural contexts in which these texts circulate, this course introduces theories and principles of rhetoric and persuasion to teach students to identify and evaluate the rhetorics and persuasive texts that shape their lives and their cultures. CAS-B.
ENG 201	Special Topics in Language Awareness	Introduces various ways of looking at language: sociological, psychological, and formal. Students study how language plays a role in every human activity, from gender and racial stereotyping to the development of automata. May be taken three times, with different topics. IIC.
ENG 202	Varieties of English	This interactive course focuses on varieties of English within the context of diverse cultures in the United States. Primary topics include: linguistic diversity, language change, gender differences in language use, language (use) and social class, attitudes toward language as well as examination of specific varieties of English such as African American English, Appalachian English, Native American English, Vietnamese American English, English spoken by persons of Latin American descent, Hawaiian Pidgin English, Gullah, Louisiana Creole, and others. IIB, Cul.
ENG 213	Writing for the Media	Basic course in writing for radio and television, and new media, with emphasis on scriptwriting for feature film and narrative for television; treatment of documentary subjects; introduction to narrative forms in new media.
ENG 215	Workplace Writing	Practice in varieties of workplace correspondence and communication with emphasis on writing clear, concise, and accurate informal and formal reports, including email, resumes, cover letters, incident reports, accident reports, sales reports, marketing plans, activity reports, progress reports, change controls, evaluation/performance reports, recommendation reports, and white papers. Offered only on Regional campuses.
ENG 220	Literature and Film	Study of the relationship between film and genres of literature, focusing on a comparison of techniques of rhetoric, fiction, and drama and those of film. Primary consideration given to film adaptations of works of fiction and drama. Extensive screenings of films. May be repeated once when topic changes. CAS-B-LIT.
ENG 221	Shakespeare and Film	Study of selected plays of Shakespeare that have been filmed. Students read plays and view one or more versions of each play. CAS-B-LIT.
ENG 223	Strategies for	Principles and practices of classical, modern, and visual rhetorics.



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	Writers	Designed for students who want more intensive practice in developing arguments in academic, public, and professional contexts.
ENG 224	Digital Writing and Rhetoric	Students will analyze and produce digital multimodal compositions that integrate words, images, and sounds. No prior web or digital writing experience required.
ENG 225	Advanced Composition	Practice in various types of expository and narrative writing.
ENG 226	Intro to Creative Writing	Techniques and principles of creative writing with special application to the short story and to poetry.
ENG 231	The Short Story	Study of the short story as a literary genre with its own unique conventions. Examples from both early and present-day masters. CAS-B-LIT.
ENG 232	American Women Writers	Survey of American Women's writing from Anne Bradstreet to the present. CAS-B-LIT.
ENG 233	British Women Writers	Works by British women, from the 19th century to the present. CAS-B-LIT.
ENG 235	Classics of Film	Study of film classics from the silent era to the present. Particular attention is given to the evolution of narrative conventions in films such as Birth of a Nation, Potemkin, The Last Laugh, M, Citizen Kane, Rome: Open City, Rules of the Game, Hiroshima Mon Amour, and others. Weekly screenings. Does not count toward the English major.
ENG 236	Alternative Traditions in Film	Study of major films and cinematic trends in world cinema. Emphasis on film in which the classical conventions of narrative are questioned or disrupted. Study motives and methods of film makers whose concern is not primarily the telling of a story, or for whom the conventional entertainment narrative is an object of radical investigation.
ENG 237	GLBTQ Literature	Study of literature by and about sexual minorities, including Gay, Lesbian, Bisexual, Transgendered and Queer identities, cultural contexts, and social movements. CAS-B-LIT.
ENG 238	Narrative and Digital Technology	Applies to digital games those notions about narrative structure and character development that have evolved in literature. Students will explore digital art as literary critics, asking whether games are "art" and analyzing how post-modern literary/digital art participates in globalization. Students compose narratives in writing as well as 3-D graphics.
ENG 245	Rhetoric of Disability Rights	Students identify the Disability Rights Movement, investigate movement rhetoric and theory, practice criticism of popular texts that influence ableism, and engage controversial issues debated by disability rights activists. IIIA. CAS-B.
ENG 246	Native American Literature	Survey of published Native American fiction, poetry, memoir, drama, and non-fiction from the mid-19th century to the present. Explores cultural contexts and emphasizes an interdisciplinary approach that includes historical, sociological, and anthropological as well as literary perspectives. IIB, Cul. CAS-B-LIT.
ENG 247	Appalachian	Survey of published Appalachian fiction, poetry, drama, and non-

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	Literature	fiction from the mid-nineteenth century to the present. Addresses migration experiences, identity, landscape, and regionalism. Emphasizes an interdisciplinary approach to the study of literature, drawing on history, sociology, ecology, and current trends in American literary studies. IIB, Cul. CAS-B-LIT.
ENG 248	Asian American Literature	Survey of Asian American writing (including the novel, poetry, drama, nonfiction, etc.) from the early 20th century to the present. Addresses immigration experiences, growing up in America, and writing as cultural expression. Course uses an interdisciplinary approach to the study of literature, drawing on history, sociology, ethnic studies, and current trends in American literary studies. IIB, Cul. CAS-B-LIT.
ENG 251	Life and Thought in European Literature	Selected masterpieces of European literature from the beginning to 1800. IIB, H. CAS-B.
ENG 254	Latino/a American Literature and the Americas	Study of fiction, poetry, and non-fiction by Chicano/a, Cuban-American, Puerto Rican, and Central American writers, with an emphasis on the various cultural and historical contexts that influence and are represented in the writings. Specific study of writing in transnational communities situated in more than one part of the Americas. IIB, Cul. Bas-B-LIT.
ENG 262	Children's Literature	Broad study of children's books, with emphasis on acquiring skill to evaluate children's literature. Practice in the literary analysis of prose and poetry with emphasis on the impact of good literature for children. CAS-B-LIT.
ENG 271	Cultures and Literature of the American South	Focuses on the culture and literature of the South as a region unique within the United States. Studies the complex ways Southern authors present their world views through fiction - and the ways political passions are manifested in a tumultuous society such as the American South in the era prior to, during, and after the Civil Rights Movement. Musical forms of expression such as the blues will also be studied. IIB, Cul, H. CAS-B-LIT.
ENG 281	The English Novel	Canonical British fiction from the 18th century through the present. CAS-B-LIT.
ENG 283	Modern Poetry	Major modern poetry in English, from the late 19th century to the present. CAS-B-LIT.
ENG 293	Contemporary American Fiction	Study of new trends and movements in American fiction of the last 10 to 15 years, focusing upon such issues as vision of society, experiments in narrative form and content, mode of humor, treatment of reality, and changing images of the self. CAS-B-LIT.
ENG 310	Special Topics in Rhetoric and Persuasion	Intensive study of one or more specialized areas or elements of rhetoric and/or persuasion--such as ethnic/comparative, feminist, rhetoric of the public sphere, rhetoric of science, or rhetorical theories of delivery. CAS-B.
ENG 313	Technical Writing	Introduction to the principles of technical writing. Attention to defining purpose, analyzing audience, developing document structure, creating visual design, drafting and revising communications. Practice in varieties of technical communication.

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ENG 320	Intermediate Creative Writing: Fiction	Techniques and principles of narrative writing with special application to the short story. May be taken twice, but not with same instructor.
ENG 323	Creative Non-Fiction	Intermediate workshop in creative non-fiction. Reading and analysis of published creative non-fiction books and essays, as well as critiquing and class discussion of student writing in this genre.
ENG 330	Intermediate Creative Writing: Poetry	Intermediate course in theory and practice of poetry writing with seminar study of relevant contemporary materials and criticism of student work in class and conference. Assigned exercises in techniques and forms. An average of 10 to 15 poems due each semester. May be taken twice, but not with same instructor.
ENG 336	African American Writing, 1746-1877	Survey of the beginnings of African American literature to the end of Reconstruction. Among the various writers discussed are Phillis Wheatley, Frederick Douglass, Frances E.W. Harper, William Wells Brown, Linda Brent, and Harriet Wilson. Particular attention is given to the origins of poetry, fiction, slave narratives, and drama as well as to the relative importance of speeches, political tracts, newspaper writing, and folk forms of literature. Offered infrequently CAS-B-LIT.
ENG 337	African American Writing, 1878-1945	Survey of African American writing from after the Reconstruction era to World War II, with special attention to the emergence and history of the New Negro Renaissance. Among the writers studied are Paul Laurence Dunbar, Charles W. Chesnutt, W.E.B. DuBois, Langston Hughes, Zora Neale Hurston, Sterling A. Brown, Alain Locke, Margaret Walker, and Richard Wright. CAS-B-LIT.
ENG 338	African American Writing, 1946-Present	Survey of African American writing since World War II, with special attention to literary and cultural contributions of such writers as James Baldwin, Ralph Ellison, Gwendolyn Brooks, Amiri Baraka, Paule Marshall, Toni Morrison, and Alice Walker. CAS-B-LIT.
ENG 348	Ethnic American Literatures	Intensive introduction to theories of race, ethnicity, and identity through the study of American literature by ethnic minorities. CAS-B-LIT.
ENG 350	Topics in Film	In-depth and concentrated studies in film. Focuses on specific topics in film such as national film traditions (American, Japanese, French, etc.), genres (science fiction, western, detective, etc.), and themes (film and society, women in film, political conspiracy, etc.). May be repeated once when topic changes.
ENG 368	Feminist Literary Theory and Practice	Introduction to feminist literary theory; deals with how feminism has shaped reading and interpretive practices, and develops some practical strategies for literary study. CAS-B-LIT.
ENG 413	Grant and Proposal Writing	Intensive study of the principles and processes involved with preparing grants and proposals.
ENG 468	Gender and Genre	Includes a variety of areas within the disciplines of English and American literary and linguistic studies. Subject material varies with instructor's area of expertise, but focus is on the relation between gender and genre in the reading and/or writing process. Offered infrequently.

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#### 6.4 Program sequence

Provide the intended/ideal sequence to complete the program in the table below. Add additional time period as needed.

<b>Time Period</b>	<b>Curriculum component</b>	<b>Time period</b>	<b>Curriculum component</b>
<b>Freshman Year</b>			
<b>Year 1 Fall Semester</b>	<b>Courses/Activities (hrs.)</b>	<b>Year 1 Spring Semester</b>	<b>Courses/Activities (hrs.)</b>
MPF Composition - ENG 111	3	MPF Math, Formal Reasoning, Technology	4-5
MPF Creative Arts	3	MPF Global Perspective	3
MPF Humanities - <b>Readings in Literary History</b>	3	<b>Readings in Literary History</b>	3
MPF Social Science	4	MPF Global Perspectives	3
First Year Experience	1	MPF Physical or Biological Science	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>16-17</b>
<b>Time period</b>	<b>Curriculum component</b>	<b>Time period</b>	<b>Curriculum component</b>
<b>Sophomore Year</b>			
<b>e.g., Year 2 Fall Semester</b>	<b>Courses/Activities (hrs.)</b>	<b>e.g., Year 2 Spring Semester</b>	<b>Courses/Activities (hrs.)</b>
<b>ENG 298 Intro to Literary and Cultural Studies</b>	3	MPF Advanced Writing	3
<b>Studies in Writing</b>	3	<b>Multicultural Perspectives</b>	3
MPF Global Perspectives	3	Thematic Sequence Tier 1	3
MPF Physical or Biological Science with Lab	4	<b>Readings in Literary History</b>	3
Elective	3	Elective	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>

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<b>Time period</b>	<b>Curriculum component</b>	<b>Time period</b>	<b>Curriculum component</b>
<b>Junior Year</b>			
<b>e.g., Year 3 Fall Semester</b>	<b>Courses/Activities (hrs.)</b>	<b>e.g., Year 3 Spring Semester</b>	<b>Courses/Activities (hrs.)</b>
<b>EGS 301 Writing and the Professions</b>	3	<b>Multicultural Perspectives</b>	3
<b>Studies in Writing</b>	3	<b>Additional EGS course</b>	3
<b>Advanced English Studies</b>	3	Thematic Sequence Tier 3	3
Thematic Sequence Tier 2	3	Electives	6-9
Electives	3-6		
<b>Total</b>	<b>15-18</b>		<b>15-18</b>
<b>Time period</b>	<b>Curriculum component</b>	<b>Time period</b>	<b>Curriculum component</b>
<b>Senior Year</b>			
<b>e.g., Year 4 Fall Semester</b>	<b>Courses/Activities (hrs.)</b>	<b>e.g., Year 4 Spring Semester</b>	<b>Courses/Activities (hrs.)</b>
<b>Advanced English Studies</b>	3	<b>MPF Capstone: EGS 495 Capstone in English Studies</b>	3
MPF Intercultural Perspectives	3	MPF Experiential Learning: Internship or Independent Study	4 - 6
Electives	12	Electives	9
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>16-18</b>
<b>Total for the Degree</b>	<b>128</b>		

### 6.5 Alternative delivery options

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

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

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

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

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

*If one or more of the items is checked, please provide a brief description of the off-site component(s).*

## SECTION 7: ASSESSMENT AND EVALUATION

### 7.1 Program assessment

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

- *Name of the unit/position responsible for directing assessment efforts;*
- *Description of any committees or groups that assist the unit;*
- *Description of the measurements used;*
- *Frequency of data collection;*
- *Frequency of data sharing; and*
- *How the results are used to inform the institution and the program.*

#### ***Name of the unit/position responsible for directing assessment efforts:***

Assessment efforts are directed by the Office of the Provost and the Center for Teaching Excellence (CTE). Because of the accreditation standards of the Higher Learning Commission, each department and program at Miami University is required to implement a full cycle assessment program for each undergraduate major, general education, free-standing certificates, and all graduate programs.

Each major or degree program specifies at least three learning outcomes to assess. Each year, data is collected and analyzed related to the outcomes and used for program improvement. When beginning the process of assessment for the first time, departments and programs create an assessment plan for each degree program or major. Once each year, the assessment data for the three or more learning outcomes are analyzed and discussed and plans for improving teaching and learning based upon those findings should be put in place. The summary of the data collected, the analysis and the steps for improvement are recorded in an assessment report that is submitted each year as part of the online annual reporting system. Plans and reports are reviewed annually by the academic dean and Provost.

The department has an assessment committee responsible for directing assessment efforts of its degree programs. This assessment committee will ensure that the department engages in full cycle assessment.

#### ***Description of any committees or groups that assist the unit:***

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The Languages, Literatures, and Writing (effective July 1, 2016) Department Assessment Committee will work with CTE to create an assessment plan for the Bachelor of Arts in English Studies degree program. CTE's mission is to support learning, teaching and assessment in the engaged university, encourage appreciation of diversity and global awareness, and promote reflective and scholarly practice by teachers, students, and their center. The office houses a director and full- and part-time staff members.

Additionally, each regional campus has a Center for Teaching and Learning (CTL). CTLs are designed to support faculty as they develop and reflect upon their teaching. The CTLs typically do this through faculty mentoring, course development support, teaching workshops, and assessments. CTLs can have a profound impact on students because the CTLs recognize the multiple ways in which students learn and provide services and support that promote learner-centered environments. In addition, faculty members benefit from peer support and opportunities to reflect upon their teaching.

***Description of the measurements used:***

Each major or degree program specifies at least three learning outcomes to assess. Each year, data is collected and analyzed related to the outcomes and used for program improvement. When beginning the process of assessment for the first time, departments and programs create an assessment plan for each degree program or major. Once each year, the assessment data for the three or more learning outcomes are analyzed and discussed and plans for improving teaching and learning based upon those findings should be put in place. The summary of the data collected, the analysis and the steps for improvement are recorded in an assessment report that is submitted each year as part of the online annual reporting system. Plans and reports are reviewed annually by the academic dean and Provost.

The following measurements will be used to assess learning outcomes at the course and program levels:

At the program level:

Student work will be gathered from ENG 298 Intro to Literary and Cultural Studies, EGS 301 Writing and the Professions, and EGS 495 Capstone as detailed below. This student work will be evaluated by the department's Assessment Committee according to AACU LEAP Rubrics as detailed below.

Information will be regularly solicited from community partners about students placed in their organizations and/or program graduates they have hired.

At the course level:

New course syllabi will be evaluated by the division's Curriculum Committee as part of the course approval process.

Student work will be evaluated according to rubrics developed to assess their meeting of the learning outcomes of the course, which are tied to the program outcomes.

Where appropriate, community partners will assess student learning through surveys and interviews about students placed in their organizations. This assessment data will be collected by the Service-Learning Placement Coordinators, in cooperation with faculty, who will also distribute the results program-wide.

Process-controlled evaluations are completed for each course. These evaluations contain standard questions asked of all university courses as well as questions specific to division; departments and individual instructors can add questions as well. Miami Plan courses also include questions that ask about attainment of liberal education outcomes.

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Section 6.2 shows the courses that contribute to student achievement of learning outcomes. The table below illustrates where each SLO is assessed as well as the assignments used to assess this learning outcome.

<u>Student Learning Outcome</u>	<u>Courses Where Assessed</u>	<u>Assignments Assessed</u>
SLO 1: analyze complex texts within their social, historical, and political contexts using the technique of close reading;	ENG 298 Intro to Literary and Cultural Studies	Close reading assignment
SLO 2: demonstrate in writing their ability to evaluate, synthesize, and cite information and ideas from sources and modes of inquiry typically used in the discipline or in professions;	EGS 495 Capstone	Research paper
SLO 3: communicate effectively in multiple genres with attention to the needs of multiple audiences and contexts.	EGS 301 Writing and the Professions	Resume/CV, Oral presentation

The following table highlights the AACU LEAP VALUE rubrics to be used for each type of student assignment:

Close reading assignment	Close Reading Rubric
Research paper	Critical Thinking VALUE Rubric Written Communication VALUE Rubric
Resume/CV	Written Communication VALUE Rubric
Oral presentation	Oral Communication VALUE Rubric

All assessment rubrics are available in **Appendix E**.

Readers will be trained to use the AACU LEAP VALUE rubrics to assess student work according to the cycle listed below.

***Frequency of data collection:***

Data collection will be completed according to the degree program assessment plan established by the Assessment Committee. Process controlled evaluations for each course will be completed at the end of each semester.

Process-controlled evaluations for individual courses are collected at the end of each semester. The assessment plan will work on a three year cycle. Student work will be gathered as detailed below:

	<b>Fall</b>	<b>Spring</b>
<b>Year 1</b>	ENG 298 Intro to Literary and Cultural Studies	
<b>Year 2</b>		EGS 301 Writing and the Professions
<b>Year 3</b>	ENG 298 Intro to Literary and Cultural Studies	EGS 495 Capstone



***Frequency of data sharing:***

Data will be shared in required program review, annually to CTE, and in communication with faculty through departmental meetings and retreats, which are held each semester. Data will be shared annually with local nonprofits and community organizations as part of the university's job placement efforts.

***How the results are used to inform the institution and the program:***

Data will be collected on an ongoing basis to support continuous improvement and to align the curriculum with the programmatic goals and student learning outcomes. The Languages, Literatures, and Writing Department (effectively July 1, 2016) Assessment Committee will compile data annually, and assessment results will be discussed by the program faculty to determine what changes, if any, can enhance student learning and success.

**7.2 Other means of measuring student success**

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

- *Name of the unit/position responsible for directing these efforts;*
- *Description of any committees or groups that assist the unit;*
- *Description of the measurements used;*
- *Frequency of data collection;*
- *Frequency of data sharing;*
- *How the results are used to inform the student as they progress through the program; and*
- *Initiatives used to track student success after program completion.*

***Name of the unit/position responsible for directing these efforts:***

The Miami University Retention Committee with the support of The Office of the Provost and the Office of Institutional Research (OIR) guides and implements the university's student success evaluation and assessment. Student success is measured through national surveys and projects (e.g., the National Survey of Student Engagement, CIRP Freshman survey, Collegiate Learning Assessment, College Senior Survey, Your First College Year, HERI Faculty Survey, Faculty Survey of Student Engagement, and the Voluntary System of Accountability) as well as in-house graduate survey and alumni survey.

***Description of any committees or groups that assist the unit:***

CTE, the CTLs, and the Department of Integrative Studies (until July 1, 2016) / Department of Languages, Literatures, and Writing (effective July 1, 2016) Assessment Committee will assist the unit with developing a plan to assess student success.

***Description of the measurements used:***

Measures used include programmatic assessment as described in 6.2 as well as process-controlled course evaluations, and well as measures deployed by the OIR.

***Frequency of data collection:***

Data from process-controlled course evaluations will be collected each semester. Alumni data will be collected near graduation and biannually thereafter. Our data are available annually.

***Frequency of data sharing:***

Assessment data will be shared annually, through required program reviews and reports, on the home department's webpage, and in marketing materials.

## SECTION 8: FACULTY

### 8.1 Faculty appointment policies

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

Assistant professor, associate professor and professor are tenure eligible ranks. Instructor, visiting instructor/assistant professor, lecturer, clinically licensed, and part-time temporary faculty are not tenure eligible ranks. Information from this section can be found at: <http://blogs.miamioh.edu/miamipolicies/>. This document includes Miami University's version of a faculty handbook.

#### **Part-Time Temporary Faculty**

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

#### **Lecturer**

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

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

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

#### **Clinically Licensed**

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

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

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

#### **Assistant Professor**

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

For appointment to this rank, a candidate must demonstrate:

1. ability to achieve effectiveness as a teacher and academic adviser;

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2. ability to do research, scholarly and/or creative achievement;
3. ability to perform productive professional service; and
4. ability to meet standards of professional collegiality.

### **Associate Professor**

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

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

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

### **Professor**

Appointment or promotion to the rank of Professor at Miami University will ordinarily be recommended to the Board of Trustees only for those members of the instructional staff who will enhance the excellence of this group and the academic standard of the University.

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

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

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

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

Tenure-track faculty must hold a terminal degree. Part-time, visiting, and lecturers must hold a master's degree.

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

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

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

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

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

## 8.2 Program faculty

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

Full-time: 17

Less than full-time: 9

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

Full-time: 0

Less than full-time: 0

## 8.3 Expectations for professional development/scholarship

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

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

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

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

Miami University | Proposal to Establish a Bachelor Arts with a major in English Studies| Page 33  
The University and campuses also provide support, through workshops, mentoring programs, start-up funds, and grants for traditional scholarship of discovery activities.

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

This document includes Miami University's version of a faculty handbook:  
<http://blogs.miamioh.edu/miamipolicies>.

#### 8.4 Faculty matrix

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

Name of Instructor	Rank or Title	Full-Time or Part-Time	Degree Titles, Institution, Year  Include the Discipline/Field as Listed on the Diploma	Years of Teaching Experience In the Discipline/Field	Additional Expertise in the Discipline/Field  (e.g., licenses, certifications, if applicable)	Title of the Course(s) This Individual Will Teach in the Proposed Program  Include the course prefix and number	Number of Courses this Individual will Teach Per Year at <u>All</u> Campus Locations
Helane Androne	Associate Professor	FT	PhD, English, Univ. of Washington, 2002	18		EGS 301, EGS 410, EGS 460, EGS 495, ENG 254, ENG 336, ENG 337, ENG 338	4
Moira Casey	Associate Prof. & Associate Dean	FT	PhD, English, Univ. of Connecticut, 2003	21		EGS 320, EGS 390, EGS 410, ENG 233, ENG 298	0 – due to current administrative appointment
Marianne Cotugno	Associate Professor	FT	PhD, English, Penn State, 2002	20		EGS 301, EGS 390, EGS 420, ENG 143, ENG 293, ENG 313, ENG 413	2

## Miami University | Proposal to Establish a Bachelor Arts with a major in English Studies| Page 34

<b>Linh Dich</b>	<b>Assistant Professor</b>	<b>FT</b>	<b>PhD, English, Univ. of Massachusetts, 2012</b>	<b>12</b>		<b>EGS 301, EGS 420, ENG 224, ENG 248, ENG 313, ENG 413</b>	<b>7</b>
<b>Andrew Ehritz</b>	<b>Visiting Instructor</b>	<b>FT</b>	<b>MA, English, Miami Univ., 2006</b>	<b>11</b>		<b>EGS 320, ENG 220, ENG 282</b>	<b>8</b>
<b>Thomas Flanigan</b>	<b>Lecturer</b>	<b>FT</b>	<b>PhD, English, Ohio University, 1995</b>	<b>28</b>		<b>EGS 320, EGS 390, ENG 125, ENG 131, ENG 134, ENG 221,</b>	<b>8</b>
<b>Kelli Lyon Johnson</b>	<b>Associate Professor</b>	<b>FT</b>	<b>PhD, English, Northern Illinois University, 2003</b>	<b>22</b>		<b>EGS 320, EGS 390, EGS 420, EGS 495, ENG 143, ENG 254</b>	<b>7</b>
<b>Katie Kickel</b>	<b>Associate Professor</b>	<b>FT</b>	<b>PhD, English, Case Western Reserve Univ, 2004</b>	<b>19</b>		<b>EGS 320, EGS 390, EGS 460, ENG 132, ENG 134, ENG 281, ENG 298</b>	<b>7</b>
<b>John Krafft</b>	<b>Associate Professor</b>	<b>FT</b>	<b>PhD, English, State University of New York Buffalo, 1978</b>	<b>42</b>		<b>EGS 320, ENG 460, ENG 122, ENG 141, ENG 142</b>	<b>8</b>
<b>Theresa Kulbaga</b>	<b>Associate Professor</b>	<b>FT</b>	<b>PhD, English, The Ohio State Univ., 2006</b>	<b>14</b>		<b>EGS 320, EGS 390, EGS 410, EGS 495, ENG 123, ENG 320, ENG 368</b>	<b>7</b>
<b>David McAvoy</b>	<b>Visiting Assistant Professor</b>	<b>FT</b>	<b>PhD, English, Indiana Univ., 2012</b>	<b>15</b>		<b>EGS 320, EGS 390, ENG 215, ENG 221, ENG 350</b>	<b>8</b>
<b>Eric Melbye</b>	<b>Associate Professor</b>	<b>FT</b>	<b>PhD, English, Univ. of Denver, 2001</b>	<b>21</b>		<b>EGS 420, EGS 495, ENG 226, ENG 320, ENG 321</b>	<b>7</b>
<b>Tory Pearman</b>	<b>Assistant Professor</b>	<b>FT</b>	<b>PhD, English, Loyola Univ.,</b>	<b>11</b>		<b>ENG 131, ENG 298,</b>	<b>7</b>

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						<b>EGS 320, EGS 390, EGS 410, EGS 495</b>	
<b>Abby Purdy</b>	<b>Visiting Associate Professor</b>	<b>FT</b>	<b>MFA, Creative Writing, Florida International Univ., 2004</b>	<b>13</b>		<b>ENG 226, ENG 262, EGS 231, ENG 320, EGS 320, EGS 420</b>	<b>8</b>
<b>Diana Royer</b>	<b>Professor</b>	<b>FT</b>	<b>PhD, English, Temple Univ., 1989</b>	<b>32</b>		<b>EGS 320, EGS 390, EGS 495, ENG 133, ENG 142, ENG 350</b>	<b>4</b>
<b>John Tassoni</b>	<b>Professor</b>	<b>FT</b>	<b>PhD, English, Indiana Univ. of Pennsylvania, 1992</b>	<b>28</b>		<b>EGS 301, EGS 420, EGS 495</b>	<b>4</b>
<b>Whitney Womack Smith</b>	<b>Associate Professor</b>	<b>FT</b>	<b>PhD, English, Purdue University, 1999</b>	<b>24</b>		<b>EGS 320, EGS 410, EGS 460, ENG 232, ENG 233, ENG 368</b>	<b>2</b>

**Appendix F: Faculty CVs****SECTION 9: LIBRARY RESOURCES****9.1 Library resources**

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

The Directors of the Rentschler Library on the Hamilton campus and Gardner-Harvey Library on the Middletown campus were consulted concerning the resources available for courses in the program.

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

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

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

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

## 9.2 Information literacy

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

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

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

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

## SECTION 10: BUDGET, RESOURCES, AND FACILITIES

### 10.1 Resources and facilities

*List the facilities/equipment currently available for the program. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate the library budget to support and maintain the proposed program.*

The current facilities at MUH and MUM are sufficient for this degree.

### 10.2 Budget/financial planning

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

#### Fiscal Impact Statement for New Degree Program

	Year 1	Year 2	Year 3	Year 4
Projected Enrollment	20	40	60	80
Headcount full time	15	35	50	70



## Miami University | Proposal to Establish a Bachelor Arts with a major in English Studies| Page 37

Headcount part time	10	10	20	20
Full-time equivalent (FTE) enrollment	20	40	60	80
Projected Program Income				
Tuition (paid by student or sponsor)	121860	243720	365580	487440
Expected state subsidy	60000	120000	180000	240000
Externally funded stipends, as applicable		0	0	0
Other income (if applicable, describe in narrative section below)	0	0	0	0
<b>Total Projected Program Income</b>	<b>181,860</b>	<b>363,720</b>	<b>545,580</b>	<b>727,440</b>
Program Expenses (New Faculty)				
New Personnel Instruction (technical, professional, general education) Full time Part time Non-instruction (indicate roles in narrative section below)				
Full Time				1
Part time			1	
New facilities/building/space renovation (if applicable, describe in narrative section below)	None	None	None	None
Scholarship/stipend support (if applicable, describe in narrative section below)	None	None	None	None
Additional library resources (if applicable, describe in narrative section below)	None	None	None	None
Additional technology or equipment needs (if applicable, describe in narrative section below)	None	None	None	None

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Other expenses (if applicable, describe in narrative section below)	None	None	None	None
Total Projected Program Expenses	0	0	4,660	77,275
Net	181,860	363,720	540,920	650,165

**Budget Narrative:**

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

**APPENDICES**

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

Results of recent accreditation reviews	Course syllabi
Organizational Chart	Faculty CVs
Faculty/student handbooks (or link)	Current catalog (or link)

<b>Appendix</b>	<b>Description</b>
A	HLC Accreditation Report
B	Organizational Charts
C	Department Chair CV
D	Course Syllabi
E	Assessment Rubrics
F	Faculty CVs
G	Policy Manuals and Handbooks

University Policies: <http://blogs.miamioh.edu/miamipolicies/>

Student Handbook: [http://www.miamioh.edu/files/documents/secretary/Student\\_Handbook.pdf](http://www.miamioh.edu/files/documents/secretary/Student_Handbook.pdf)

General Bulletin: <http://www.miamioh.edu/academics/bulletin/>

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### Signature Page

Miami University is committed to continual support of the delivery of the BA in Community Arts. If Miami University decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

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

Respectfully,

Phyllis Callahan  
Provost and Senior Vice President for Academic Affairs  
Miami University

#### Department Chair/Program Director Approval and Forwarding:

Name: **H. Louise Davis** Email: **louise.davis@miamioh.edu**  
Phone: **513-785-1914** Date:

**Department Chair/Program Director approval indicates that the major and its student learning outcomes will be assessed in accordance with the department's/program's overall assessment plan.**

**Divisional Dean approval indicates that the new program fits into the mission of the division, and that any overlap between the courses and other extant courses in the divisional curriculum has been identified and any related concerns resolved. By approving, the Dean (A) takes oversight responsibility for ensuring that the new program meets divisional standards for rigor, (B) indicates a recognition and acceptance of the staffing model and implications, and (C) forwarding of other related resource issues, when approved.**

**When approved by the Dean, following the divisional curriculum approval, forward for Registrar action within the curriculum approval process.**

**Please submit completed approved forms (in Microsoft Word) via e-mail to: [course approval@MiamiOH.edu](mailto:courseapproval@MiamiOH.edu)**

**NOTE: New Degrees:** This form requires approval by the department/program, division, CUC or Graduate Council, COAD, a vote by University Senate plus ten (10) class days for review, the President, the Miami University Board of Trustees and the Ohio Board of Regents (see [MUPIM](#), Section 11). Upon submission of this form, the Office of the Registrar will verify the information and forward this request to the appropriate contact.

\*\*\*\*\*

**NOTE: New Majors:** This form requires approval by the department/program, division, CUC or Graduate Council, COAD and a vote by University Senate plus ten (10) class days for review (see [MUPIM](#), Section 11). Upon submission of this form, the Office of the Registrar will verify the information and forward this request to the appropriate contact.



MIAMI UNIVERSITY

# *Graduate School & Research Office: A Focus on Partnerships*

*Report to the Academic and Student Affairs Committee of the Board of Trustees  
May 5, 2016*

**Jim Oris**

Dean of the Graduate School  
Associate Provost for Research

OrisJT@MiamiOH.edu

# Partnership



*Nice cover, but your drift is going to need some work.*

# 2020 Foundation Goal #3

## ***EFFECTIVE PARTNERSHIPS AND OUTREACH:***

*Cultivate mutually beneficial partnerships and applied and service-oriented projects that strengthen our local, state, national and world communities.*

- Partner with educational and other public-and private-sector institutions to co-design academic and outreach programs that enhance access to and support of quality higher education.
- Increase lifelong learning opportunities, engagement, and giving from alumni, parents, and friends.
- Grow Miami's sponsored research, grants, intellectual property, internships, and co-curricular learning opportunities by helping corporate, governmental, and non-profit entities thrive through solutions-oriented partnerships.
- Advance Ohio's economic development and prosperity by providing talent and expertise that helps shape policy and improves quality of life.

# External Partnerships

- Significant increase in partnerships/affiliations with businesses and economic development agencies.

## PARTNERS:

Abbott Nutrition	City of Cincinnati	LeadingAge Ohio	Standard Register
Academy of Senior Health Sciences	Citylink Center	MarketVision Research	STERIS Corporation
Advanced Clinical	Cleveland Clinic	Maxim Healthcare Services	Suncorp Group
Allstate Insurance Company	Clum Media	MDI Engineering	Sundance Solutions
Amazon.com	Colonial/Community First	Medpace	Textron
American Museum of Natural History	Community Empowerment Solutions	Mercy Health	TiER1 Performance Solutions
Anthem, Inc.	Compass Clinical Consulting	National Association of Area Agencies on Aging	U.S. Department of Justice
Applied Medical	ComPsych	Nestle USA	Uber
Aptalis	Consolidated Health Services	OCEAN Accelerator	UC Health
Astra Zeneca	Cordata Healthcare Innovations	Ohio AARP	VaxCare
athenahealth	Council on Aging of Southwest Ohio	Ohio Assisted Living Association	Viersk Analytics
Athersys, Inc.	CoverMyMeds	Ohio Association of Area Agencies on Aging	Vora Technology Park
Battelle	E-Technologies Group	Ohio Department of Aging	Walt Disney Company
Baxter Healthcare	Eli Lilly & Company	Ohio Department of Medicaid	Western & Southern Financial Group
Beacon Hill Pharma	Envision	Ohio Health Care Association	WIRED
Bernard Health	Epic	Ohio Health Information Partnership	Yelp
Boot Camp Digital	Evokes, Inc.	Owens Corning	Zimmer, Inc.
Brandery, The	FactSet Research System	Paycor, Inc.	
Bristol-Myers Squibb	Ferno-Washington, Inc.	Premier Health	
Buckman Labs	FSC Pediatrics	Prism Medical Products	
Butler County Youth Services	Fulbright Program	ProLink Healthcare	
Cardinal Health	GlaxoSmithKline	Qualtrics	
CareCore National	Hamilton Mills	Ramapo for Children	
Career Consultants	HCDC Business Center	Rang Technologies, Inc.	
Catholic Health Partners	Highmark Health	Reid Health	
Cedar Village	Hill-Rom	Research Lab	
Center	Hulu	Room to Read	
Cincinnati Art Museum	INVOTEC Engineering, Inc.	Samova, Inc.	
Cincinnati Children's Hospital	Jedson Engineering	SearchLight	
CincyTech USA	Johnson & Johnson Consumer Products	Smithsonian Environmental Research	
Cintrifuse	Kaiser Permanente	Social Innovation	
	Kansas City Chiefs (NFL)	Sojourner Recovery Services	
	Knolls of Oxford	Spectranetics	



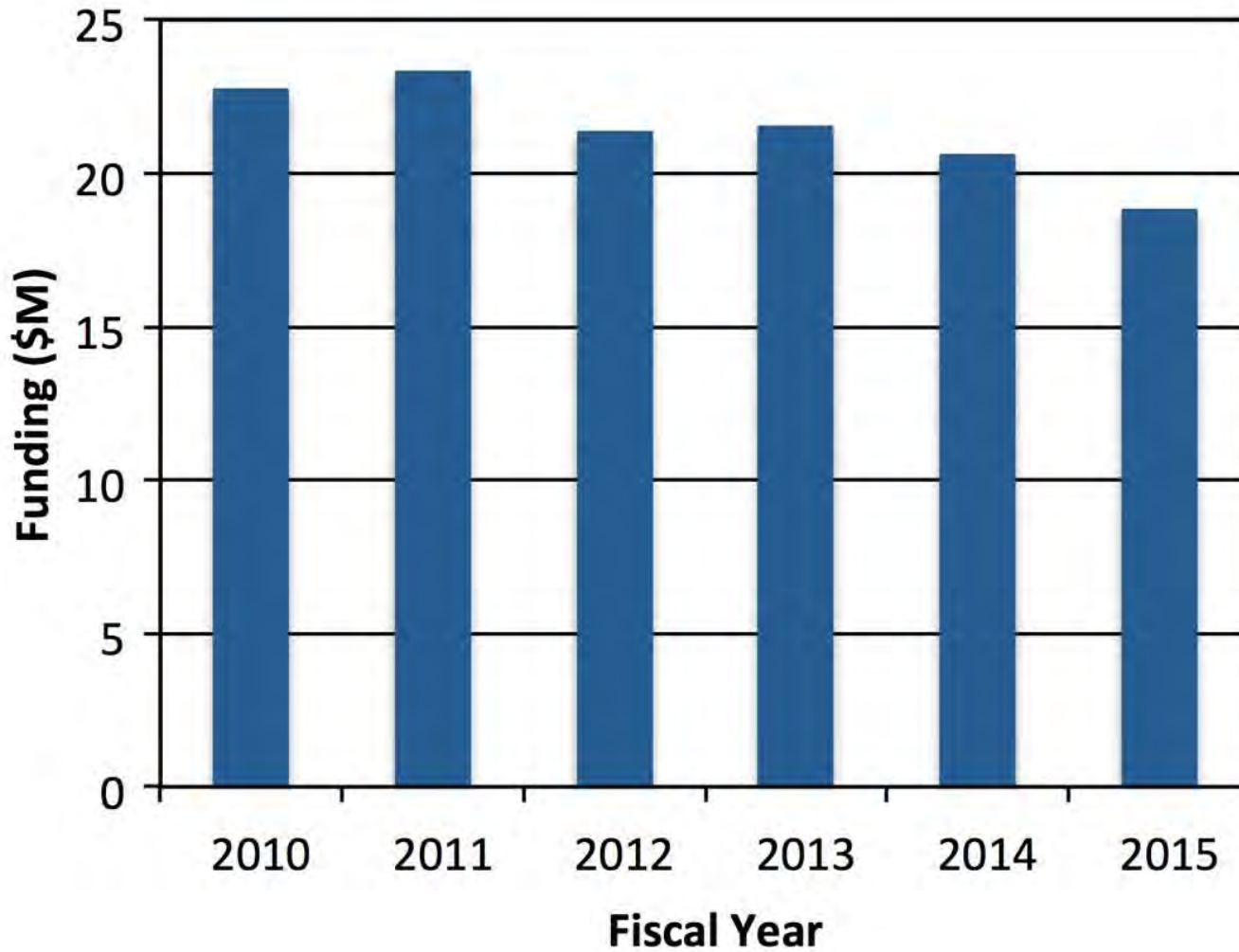
# External Partnerships

- Significant increase in partnerships/affiliations with businesses and economic development agencies.

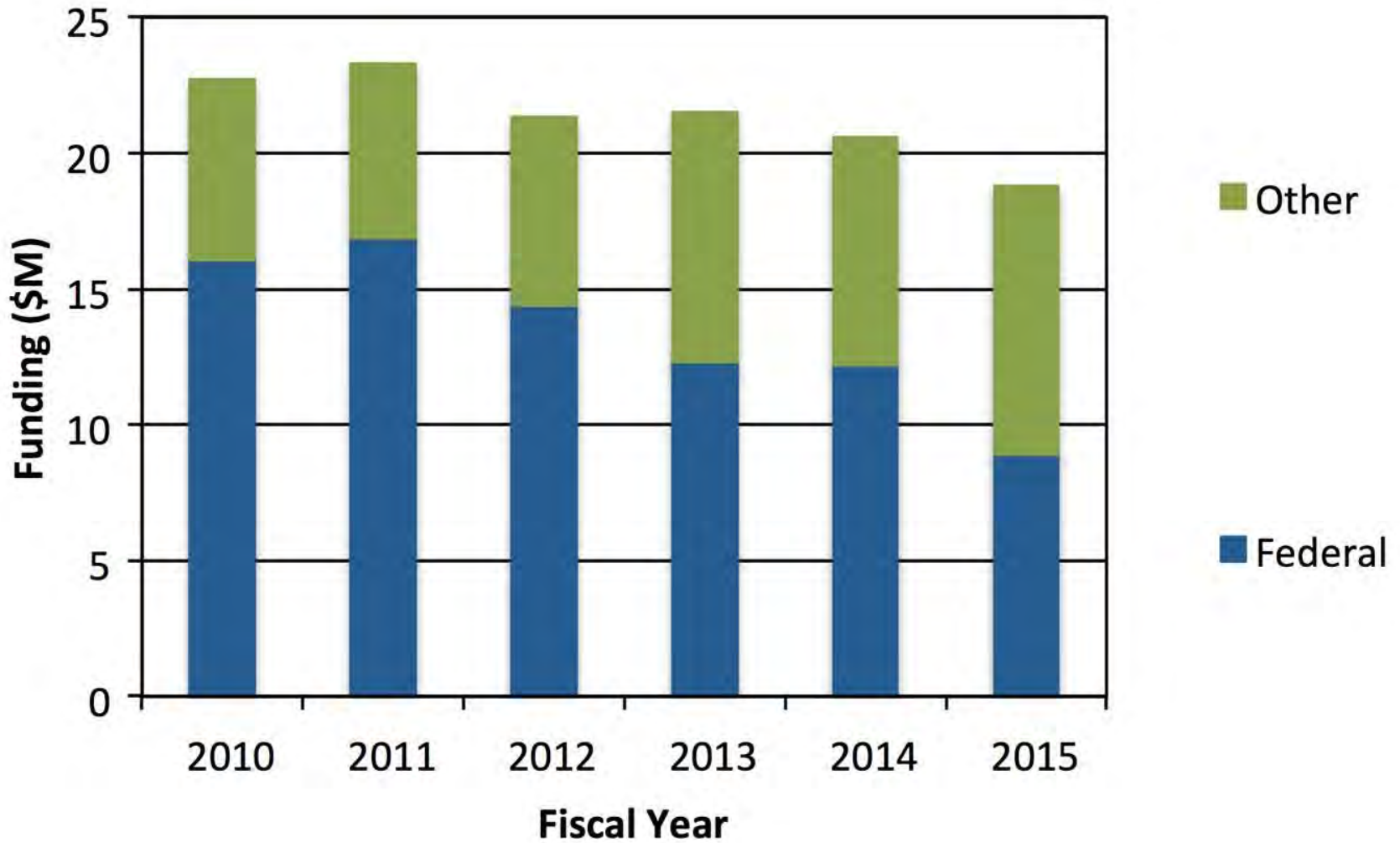
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Beijing Fengtai Education Committee	Experiments.com	New York Life Insurance Company	
BenBella Books	Florence Freedom	Nicolai Music	
Benevity	Folletts Miami Coop	Nielsen Media Research	
Best Publications Ltd.	General Electric Company	Ohio Farmers Union	
BIEC International Incorporated	Greater Cincinnati Foundation	One America Financial Partners Incorporated	
BKD LLP	Hayden-McNeil Publishing Incorporated	OnShift Inc	
Bookheaded Learning	Heartland of Woodridge	Oxford Physical Therapy and Rehabilitation	
Bridge Logistics Incorporated	Hillenbrand Industries	PNI Sensor Corporation	
Bridge Publications Incorporated	Hillsboro Veterinary Hospital	Presbyterian Retirement Communities Northwest	
Burney Partners	Hydro Systems	Procter & Gamble Company	
Catamaran	International Business Machines Corporation	Procter and Gamble Company	
Celsus Laboratories Inc	Interpublic Group	Proverbium International	
Centric Consulting LLC	J P Morgan Chase Bank	Reyes Holdings LLC	
Chevron Corporation	Juice Plus Company, The	Rosetta Marketing Group LLC	
Cincinnati Reds	Key Bank (HQ)	Siemens Industry Inc.	
Cincinnati Woman's Club	Kinross Gold USA Inc	Spark Communications	
Cisco Systems Inc.	Kohl's	Sprinkles Cupcakes	
Cleveland Browns	Kutul Products	Stage Left Cellars	
	Lease Team Incorporated	StudySync	
	Liberty Nursing Center of Oxford	Sunset Players Incorporated	

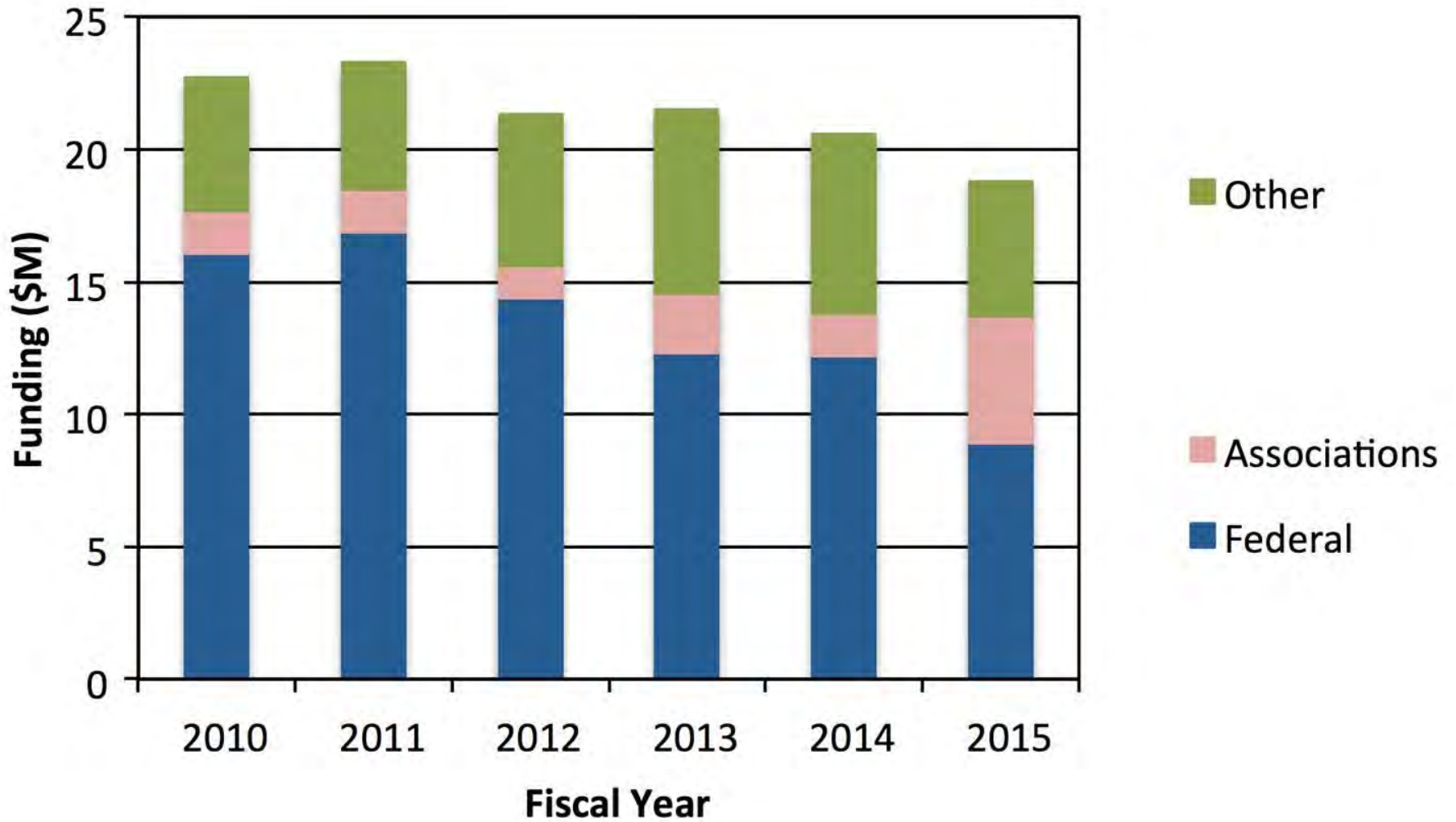
# Research Funding



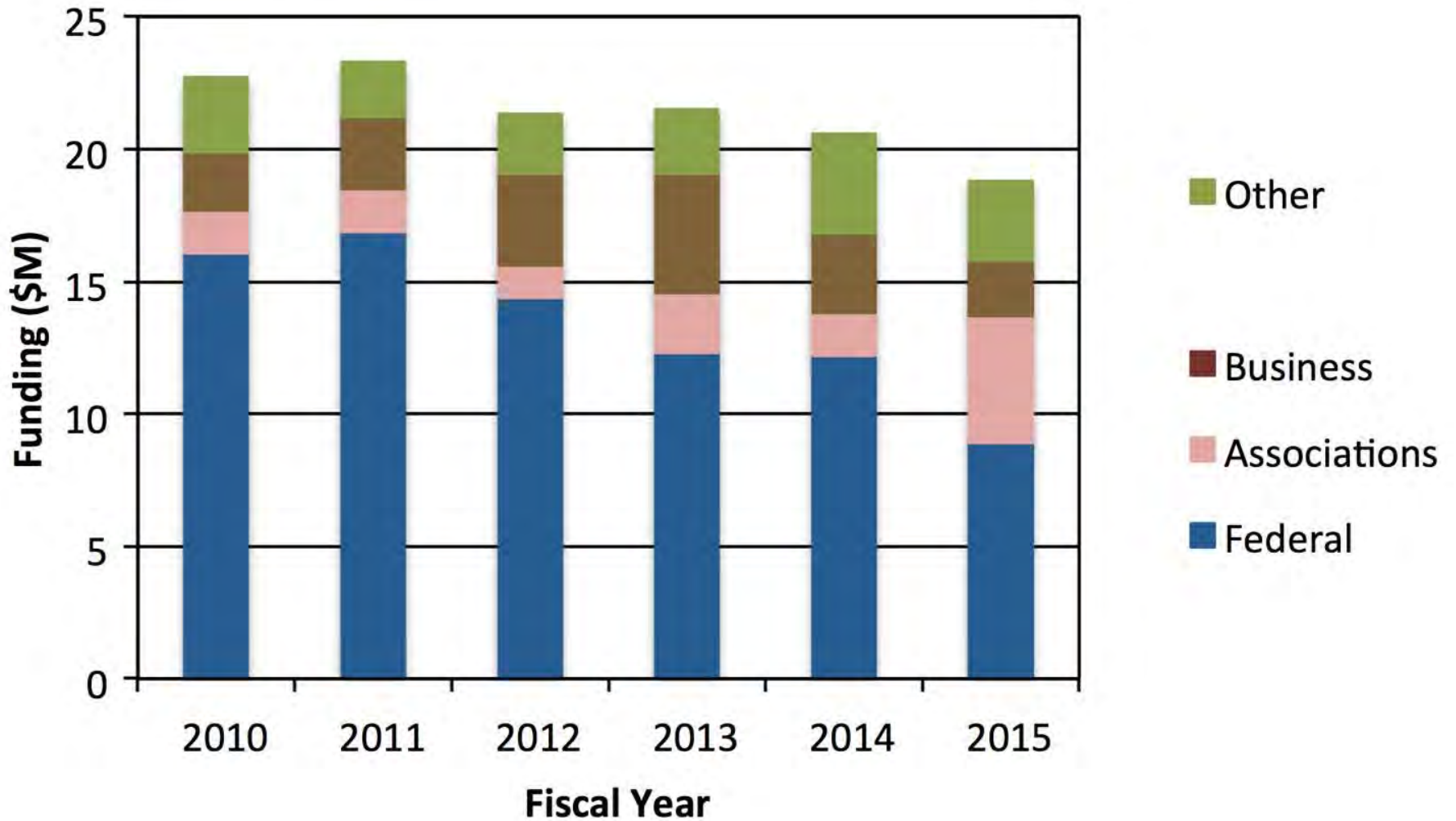
# Research Funding



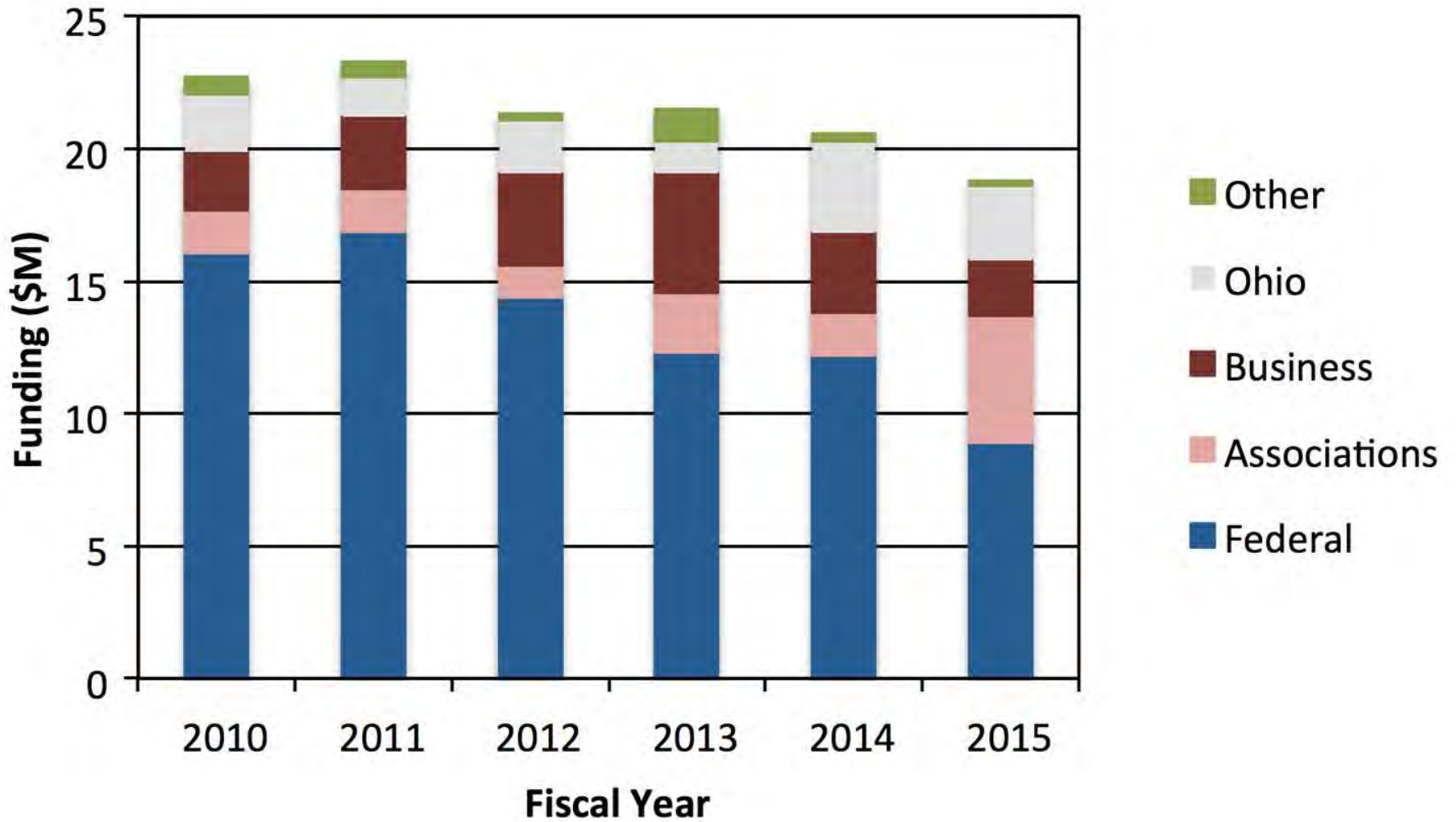
# Research Funding



# Research Funding



# Research Funding



# External Partnerships

- UAS partnership: Sinclair Community College
- 3+2 Combined Master's partnerships: Wittenberg & Mt. St. Joe's
- ODHE Grant (\$1M): Univ. of Cincinnati + Cincinnati State
- Research & Education Affiliation with Mercy Health
- Regional Economic Development Agencies
  - Bioscience and Social Science capability brochures
  - Significant collaborations with REDI and BioOhio



# *Internal Partnerships*

- Career Services
- Government Relations Network
- University Communications & Marketing
- Libraries
- University Advancement
- Office of Research for Undergraduates
- Grants & Contracts
- Finance & Business Services / Lean Office
- University Counsel
- Information Technology Services
- Enrollment Management & Student Success
- International Students & Scholars
- All Academic Deans/Colleges



# Academic Partnerships Committee

- *ad hoc* committee of Provost (2013-2015)
- Developed process to solicit, review, approve, and track agreements of all kinds
  - Lean Project – Non-financial agreements in Buyway
- “Partnering With Miami” website
  - Main Home Page >> About Miami >> Partnering With Miami
    - <http://miamioh.edu/partnerships>

Information For: [Parents & Families](#) [Alumni](#) [Visitors](#)

[Support Miami](#) [myMiami](#)



Search *Topics and People*

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Institutional Diversity

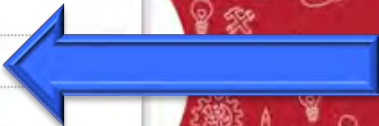
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Partnering with Miami

History and Traditions

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Three Miami

Seventeen

Genocide and

# *Faculty Activity-Based Tracking*

- Dean of Graduate School serves as chair of Academic Program Review Committee of University Senate
- Between 5-9 reviews per year
- Data intensive process
  - Program self-study including enrollments, retention, student experiences, student outcomes, faculty productivity, teaching evaluations, grade distributions, faculty and student service, program viability, benchmarking, etc...

# Data Collection and Retrieval

- Data collected and maintained by Central Administration
  - enrollment management data
  - revenue, expenses, other financials
  - class offerings and curriculum
- Data collected and maintained by Faculty (related to individual activities)
  - teaching
  - scholarship
  - service



# *Example of “Data Request”*

“How many undergraduate and graduate publish papers as authors with their professors?”



*Question to J. Oris from D. Hodge  
(April 11, 2012)*

# *Uses of Activity-Based Faculty Data*

- Biosketch/resume/CV
- Individual web pages
- Annual activity reports
- Promotion & tenure dossiers
- Program reviews and departmental reports
- Program accreditation
- Program web sites
- Divisional reviews and reports
- University reviews and reports
- University accreditation
- Library repositories and resources
- University directory
- UCM expertise database
- Outreach and external relations (e.g., business, government, municipalities)
- More...

# Overall Approach

- Used Lean process to:
  - Define needs, goals and objectives
  - Fully characterize the Current State
  - Define a desired Future State
  - Implement desired state
- Divided into three sub-projects:
  - AIRS I: Determine current and desired future states; establish common template (#100000705)
  - AIRS II: Define program requirements for an electronic AIRS database (#100001235)
  - AIRS III: Identify a vendor and implement the system (not an official Lean Project)



# Metrics & Deliverables

- Used survey data from AIRS I
- Based on vendor estimates and best professional judgment:
  - Reduced by 1/3 time to complete annual activity report
  - Reduced by 1/2 number of people involved in dept + divisional reports
  - No change in number of reports

<b>Metrics Calculations (per annum)</b>		
	<b>Time (h)</b>	<b>Cost (\$)</b>
<b>Current State</b>	109,613	\$2,740,325
<b>Future State</b>	19,071	\$476,775
<b>Difference</b>	90,542	\$2,263,550

- Productivity Improvement = 83%
- Cost Avoidance = \$2,263,550
- Annual cost of software = \$56,330



# Crowd Funding


- Partnership among OARS, UA, CEC, and ITS
- Goals were to increase:
  - Opportunities for student and faculty research funding
  - Increase charitable giving by alumni, parents and friends
    - focus on “recent” alumni
- HAWKSNEST Crowd Funding Site
  - <https://hawksnest.miamioh.edu>

HawksNest Discover About Us Terms of Use Sign Up Log In

# HawksNest Is a Platform to Hatch New Ideas

Support the research of Miami University students, faculty, and staff.


## Recent Projects [See more](#)



### Identifying The Link Between Depression And Eating Disorders In Girls

Our project strives to understand why depression and eating disorders co-occur at such high rates (up to 50%) in teenage girls. In partic...


[Learn more](#)



### Predicting Risk Of Falls Using Smartphone And Wearable Devices In Older Adults

Goals of this project include development and use of apps for predicting risk of falls in older adults using methods of deep learning and...

[Learn more](#)



### Stopping The Growth Of Cancer In Its Tracks

Cancer cells grow very rapidly and this quick pace of growth often leads to the misfolding of proteins within cancer cells. A protein nam...

[Learn more](#)

# *Government Relations Network*

- Partnership among Institutional Relations, Libraries, OARS, and UCM
- Advocate for higher education and STEM R&D funding
- Alternative Spring Break – “Posters on the Hill”



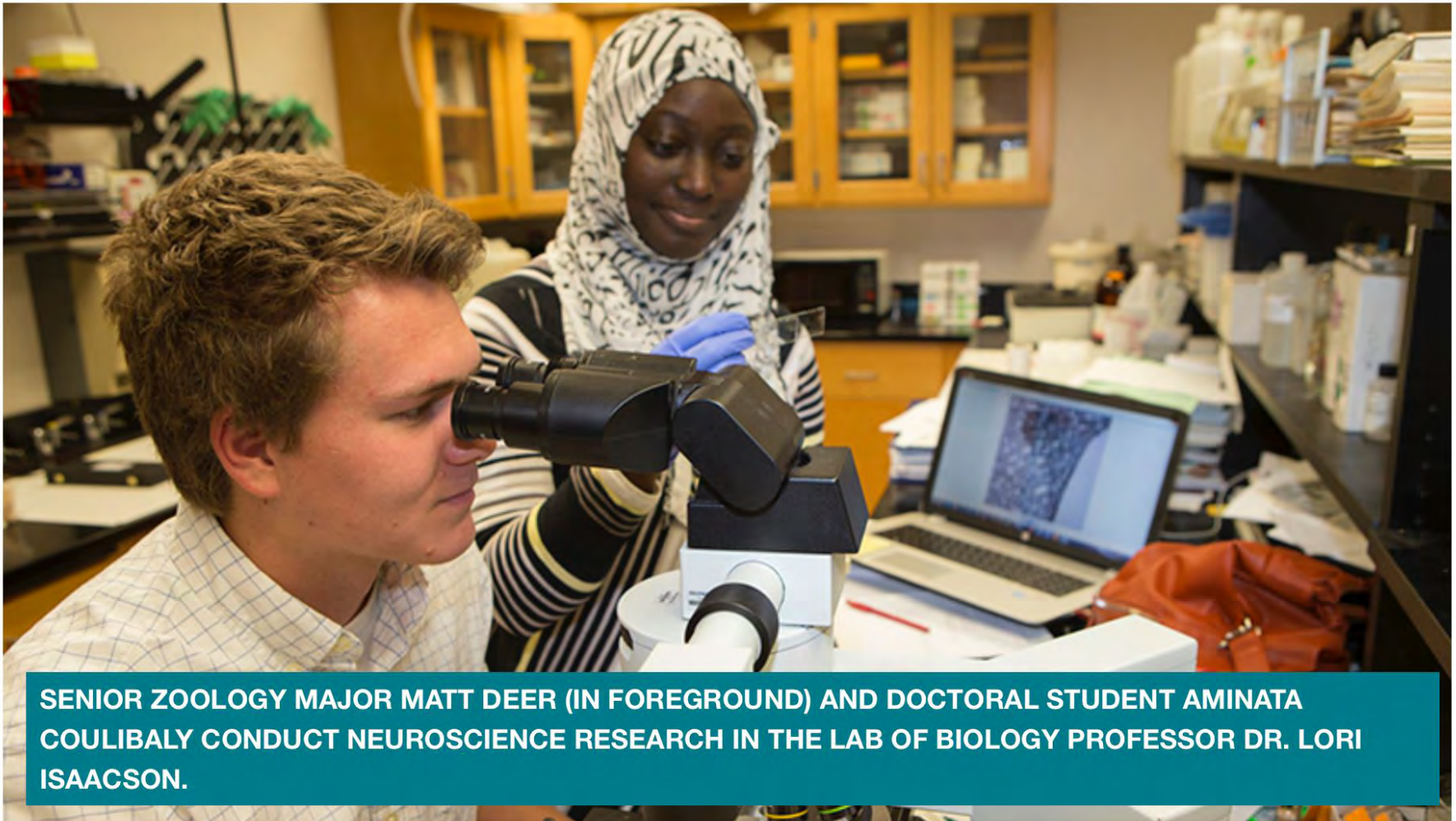
# *Graduate School and Miami Experience*

Graduate Students have a major impact on the Miami Experience

- Conduct important research that increases faculty productivity
- Interact with and teach undergraduates in small groups
- Serve as research mentors and aspirational peers
- Increase diversity and global awareness
- Raise the level of intellectual discourse in blended classes
- Become alumni who serve as ambassadors and recruiters

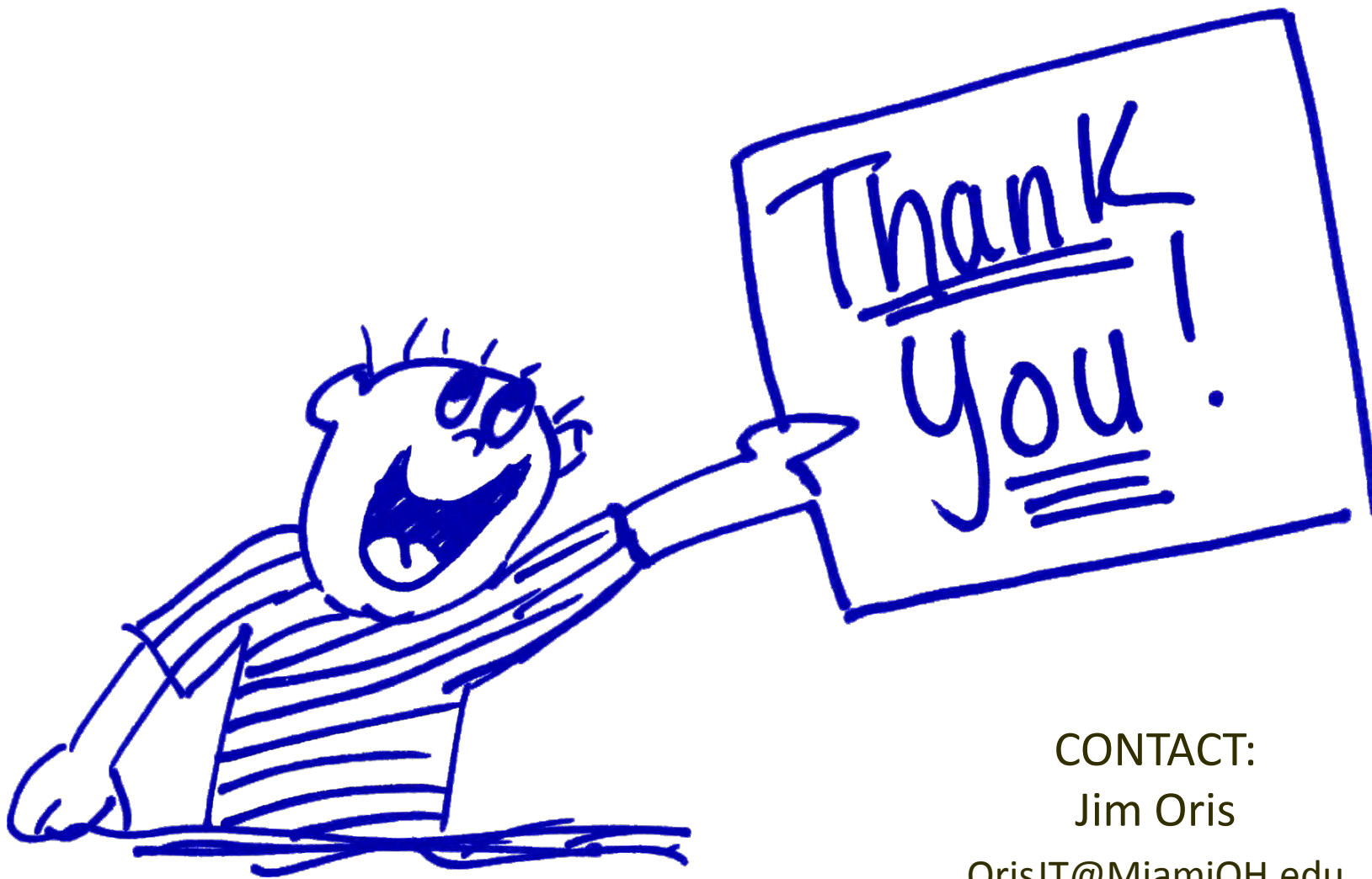
# *Graduate School and Miami Experience*

Graduate Students have a major impact on the Miami Experience



**SENIOR ZOOLOGY MAJOR MATT DEER (IN FOREGROUND) AND DOCTORAL STUDENT AMINATA COULIBALY CONDUCT NEUROSCIENCE RESEARCH IN THE LAB OF BIOLOGY PROFESSOR DR. LORI ISAACSON.**

# Questions?



CONTACT:

Jim Oris

OrisJT@MiamiOH.edu



MIAMI UNIVERSITY

# College of Arts and Science Progress Report

**Academic Committee of the Board of Trustees**

**May 5, 2016**

# College of Arts and Science

- Provides the vast majority of Miami's hallmark **liberal arts curriculum**
- Actively engaged in numerous initiatives encompassing **curriculum, research, culture, and outreach**
- Aligned with the goals of the **Miami 2020 Plan**



MIAMI UNIVERSITY



# AY2015/2016 in Review

- Welcomed 31 new TT faculty, 7 lecturers, ACE Director
- 30 CAS faculty tenured and/or promoted
- Hired 11 new TT faculty, 8 lecturers (1 in ECON)
- 22 Approved TT searches for 2016/2017



MIAMI UNIVERSITY

# Class of 2019

- **2183 in CAS\***
  - 36.1% Domestic, non-resident
  - 8.5% International
  - 13.6% Domestic Diversity
  - 28.0 ACT Average
- 1404 Declared majors in CAS
- 299 University Studies (CAS)
- 480 University Studies (FSB)
- **2183 Total in CAS**
- *308 Students in ACE Program*



\*As of Oct. 15, 2015



MIAMI UNIVERSITY

# Selected Faculty Accomplishments

## 2015-2016

<b>Paul Urayama</b>	PHY	CAS Distinguished Educator Awards
<b>Neringa Klumbyte</b>	ATH	
<b>Stacey Lowery Bretz</b>	CHM	University Distinguished Professors
<b>Mary Jean Corbett</b>	ENG	
<b>LuMing Mao</b>	ENG	Distinguished Teaching Awards for Excellence in Graduate Instruction and
<b>Stacey Lowery Bretz</b>	CHM	Mentoring
<b>Elizabeth Kiel</b>	PSY	2015 Miami University Junior Faculty Scholar Awards
<b>Byran Smucker</b>	STA	
<b>Melanie Ziegler</b>	ITS/GIC	Academic Advising Excellence Award
<b>Nohelia Rojas-Miesse</b>	SPN/POR	John E. Dolibois Faculty Award for Innovation in Global Programming
<b>Wil Haygood</b>	MJF	<i>Showdown: Thurgood Marshall and the Supreme Court Nomination That Changed America</i> nominated for NAACP Image Award
<b>Erik Jensen</b>	HST	Career Development Award
<b>Tim Melley</b>	ENG, Humanities Center	



MIAMI UNIVERSITY

# Selected Student Accomplishments

## 2015-2016

### 2015 Provost's Student Academic Achievement Award

<b>Eli Thompson</b>	Mathematics & Statistics
<b>Robert Doughty</b>	Mathematics & Statistics; Integrated Mathematics Education
<b>Sarah Loomis</b>	Anthropology; English Literature
<b>Monica Komer</b>	International Studies; Journalism
<b>Jessie Motts</b>	Creative Writing; Media & Culture
<b>Becca Jorgensen</b>	Mathematics; Master's of Quantitative Economics
<b>Elizabeth Dimbath</b>	Bioengineering; Pre-Medical Studies

### Benjamin A. Gilman International Scholarship

<b>Joshua Harrington</b> (Fall 2015)	East Asian Languages & Cultures
<b>Dakota Potts</b> (Spring 2016)	Intl. Studies; Russian, E. European & Eurasian Studies

### 2016-17 Miami University Fulbright Fellows

<ul style="list-style-type: none"> <li>• <b>Matthew Armelli</b></li> <li>• <b>Rebekah Harper</b></li> <li>• <b>Jonathan Meyer</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Emily Paxson</b></li> <li>• <b>William Smeal</b></li> </ul>
--	---

### President's Distinguished Service Award

<b>Briana Deer</b>	Zoology
<b>Deborah "Debi" Ellenburg</b>	Integrative Media Studies
<b>Deepika Hebbalalu</b>	Psychology
<b>Casey Kaldahl</b>	Social Justice Studies; Professional Writing
<b>Sarah Loomis</b>	Anthropology; English Literature
<b>Jaree Naqvi</b>	Biology
<b>Abbie Schultheis</b>	English Literature

### Goldwater Scholars 2016-2017

<b>Hannah R. Devens</b>	Zoology; Botany
<b>Blake J. Razor</b>	Biology; Microbiology
<b>Cameron T. Williams</b>	Biochemistry
<b>Avnika P. Bali (Hon. Mention)</b>	Biochemistry; Biological Physics

### Other Awards

<b>Maeva Metz</b>	Microbiology	Astronaut Scholarship
<b>Laylaa Abdoukarim</b>	Intl. Studies	William J. Clinton Scholarship
<b>Daniel Kochli</b>	Psychology	Smith Promise Award
<b>Jordan Martin</b>	Psychology; Biology	Joanna J. Goldman Memorial Prize



MIAMI UNIVERSITY

# CAS Class of 2016

## 1305 (Spring Graduates)

- 51 earned 2 or more degrees
- 71 Department Honors
- 116 University Honors
- 278 Latin Honors
- 164 Cum Laude (3.65)
- 79 Magna Cum Laude (3.85)
- 35 Summa Cum Laude (3.95)



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# CAS AY2015/2016 Priorities

- Department of Global and Intercultural Studies
- ACE and international student support
- Implement first year advising
- Implement Miami Plan revisions
- Continued Professionalization of Liberal Arts



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# Department of Global & Intercultural Studies

## Purpose:

To “[foster] among students a strong intercultural awareness that will inform their citizenship practices, locally and globally, and contribute to solving global problems”

*--Report of the 2014 Global Studies Implementation Committee*

## United:

- American Studies
- Asian/Asian American Studies
- Black World Studies
- International Studies
- Latin American, Latino/a, and Caribbean Studies
- Women’s, Gender and Sexuality Studies



MIAMI UNIVERSITY

# American Culture and English

Academically qualified international students with TOFEL scores of 65-79

ACE 112 Advanced Communication Strategies (5)

ACE 113 Reading & Writing in Academic Contexts (5)

MPF Culture Class (3)

Elective (3-5)



MIAMI UNIVERSITY



# ACE: New Academic Initiatives

Standardized ACE 112 and ACE 113 learning outcomes.

Piloting assessment rubrics for ACE to ensure consistent learning outcomes.

MPF credit for all American Culture Course classes.

Increased Culture course grade requirement.

Limit number of elective courses that can be taken by ACE students.



MIAMI UNIVERSITY

# ACE: New Support Initiatives

New support measures based on student interest/ feedback

- Increased Academic Advising
- Increased outreach through internal marketing of ACE programming.
- Editing/Grammar tutoring program workshops
- Conversation Café
- *Meet Miami*
- Monthly ACE activities –small-scale events that engage students with one another and campus
- Large ACE activities with a local, off-campus, focus



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# International Student New Initiatives

English proficiency testing for all international students.

- Fall 2015 = 71 students (24%)
- Spring 2016 = 20 students

Pre-requisite for ACE 113  
progression to ENG 108 for non-ACE  
students enrolled in ACE 113.



# ACE Program: Ongoing Challenges

Proficiency measures: Are they meeting academic expectations for mainstream Miami coursework

Refine orientation model for a more successful transition to Miami that extends beyond language proficiency

Inclusive classroom practices in mainstream Miami courses

Staffing: Currently 2 out of 18 instructors are permanent; imbalanced semester workload.



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# CAS AY2015/2016 Priorities

- Department of Global and Intercultural Studies
- ACE and international student support
- Implement first year advising
- Implement Miami Plan revisions
- Continued Professionalization of Liberal Arts



MIAMI UNIVERSITY

# Professional Development

- Partnership with Career Services
  - Humanities Works
  - Spring Icebreaker
- Alumni Engagement and Partnerships
  - “Inside” Events
  - Alumni in Residence
- Curriculum
  - First-year (UNV101)
  - Pre-Health and Pre-Law Programs
  - Internships and Experiential Learning



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# Study Away Experiences



Inside Chicago



Inside New York/NYC Media



Inside Hollywood



Inside Washington



Science



Ohio Public Leaders



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# Alumni Guest Speakers



**18 of the Last 9 Young Alumni**  
*Ryan Batt, Samantha Burgoon, Kaushik Ghosal,  
Sean Kavanaugh, Sarah LaTourette*



*Tami LaPilusa, Eric Kool, Rick Platt, Steve Pinkos*



# CAS Ongoing Activities

- Increase Diversity and Outreach
- Increase Retention
- Professionalization of the Liberal Arts
- Infrastructure Improvements
- Increase Collaborative Research Funding
- Meet Miami Plan Course Demand
- RCM Budgeting



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# Recruitment and Retention

- The Bridges Program
- Make It Miami
- Summer Scholars
- The Oxford Pathway Program
- Research Experiences for Undergraduates (Chemistry & Ecology)
- Careers Involving Quantitative Skills Day, Data Fest



MIAMI UNIVERSITY

# Recruitment & Retention

- University Scholars
- Louis Stokes Alliance for Minority Participation (LSAMP)
- UNV101: Fall 2015, 29 Sections serviced over 1000 CAS students
- University Studies
  - Advising
  - UNV101 special sections
- Mid semester interventions
- CAS Deans Scholarships



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# University Studies Advising

## 2012-2013

FT students	819
Cont. students	N/A
<b>Total students</b>	<b>819</b>
Faculty	21
Advisors	6
Retention	87%

## 2013-2014

FT students	699
Cont. students	319
<b>Total students</b>	<b>1018</b>
Faculty	22
Advisors	7
Retention	87%

## 2014-2015

FT students	734
Cont. students	268
<b>Total students</b>	<b>1002</b>
Faculty	16
Advisors	7
Retention	88%

## 2015-2016

FT students	690
Cont. students	288
<b>Total students</b>	<b>998</b>
Faculty	21
Advisors	8
Retention	N/A

**Total students: 2,942 Total Fac. & advisors: 61**



MIAMI UNIVERSITY

# CAS Dean's Scholarships

**Ohio Residents, EFC: \$5,000-\$20,000**

**High Ability: ACT28-31 (\$6000), 32+ (\$4000)**

- **Fall 2014:** Float: \$970,000 (176 Offers);  
Awarded: \$310,000 (64 Recipients)
- **Fall 2015:** Float: \$1,280,000 (240 Offers);  
Awarded \$526,000 (97 Recipients)
- **Fall 2016:** Float: \$1,244,000 (242 Offers);  
Awarded \$276,000 (53 confirmations, to date\*)



\* April 18, 2016



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# CAS Dean's Scholarships

## Fall 2014:

Scholarship recipients have borrowed on average \$3,195 less (total) over their first two years at Miami. Parents have borrowed on average \$11,193 less (total).

## Fall 2015:

Scholarship recipients have borrowed on average \$1,933 less (total) over their first year at Miami. Parents have borrowed on average \$10,841 less.

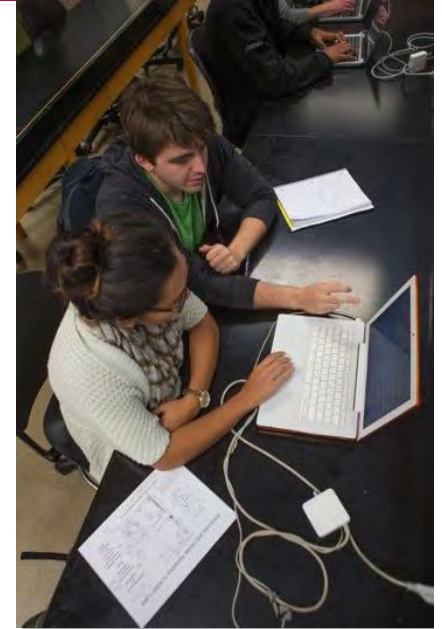


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# New Programming

## Online and hybrid courses:

- Project Dragonfly
- Low-Residency MFA
- Speech Pathology and Audiology Bridge Courses
- Graduate Certificates:
  - Analytics
  - Aging and Social Entrepreneurship

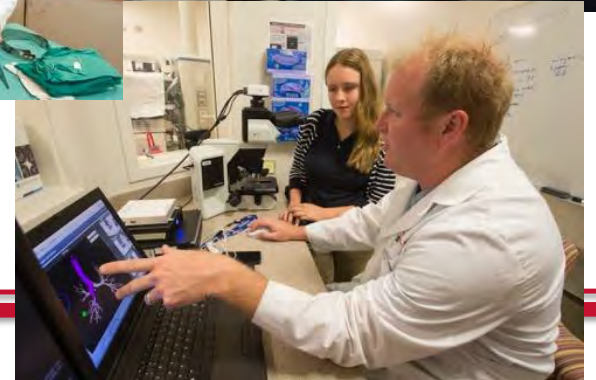


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# New Programming

## Potential New Programs:

- **Public Health\***
- Political Economics
- Health Economics



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# Research & Graduate Programs

## Challenges of Current Funding Environment

- Identify and allocate resources to major areas of strength
- Focus efforts to enhance interdisciplinary collaborations
- Broader impacts
- Applied Research
- *Faculty Development*
  - Research leaves
  - Bridge funds
  - Travel funds
  - Graduate student support



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# CAS Facilities Investments

Shideler (GEO, GLG, IES)	\$27.5M (\$2.3M)
Hughes C-Wing	\$11.0M (\$5.5M)
Pearson	\$60.0M (\$3.2M +?)

Advising office & Religion office suite	\$1.1M (\$725K)
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## Classroom Enhancements (IRV, HRN, PSN, UPH, BAC, WIH)

Summer 2015	\$2.3M (\$1.15M)
Summer 2016	\$1.9M (\$1.0M)



MIAMI UNIVERSITY

# Challenges & Initiatives

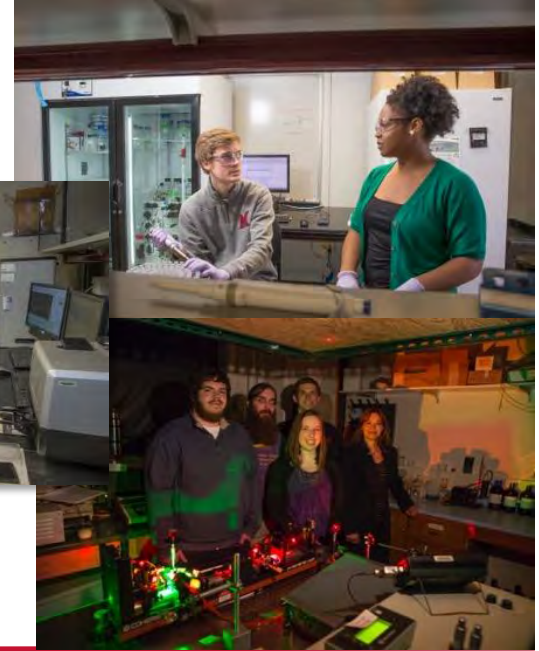
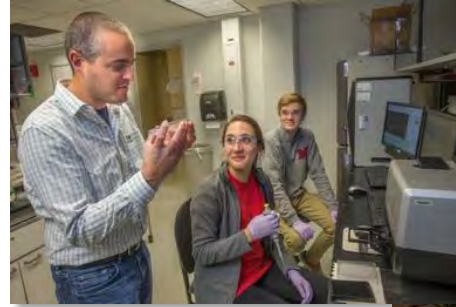
- Staffing to manage M.P. changes and changes in enrollment patterns.
- Increase professional opportunities for students
- Increase diversity
- Infrastructure for international student success
- Continued implementation of active advising model



MIAMI UNIVERSITY

# Challenges & Initiatives

- Retention of high quality faculty
- Increase faculty research productivity
- Increase opportunities for student scholarship
- Infrastructure improvements
- Development



# Recognition and Gratitude

*Passion & commitment of faculty, chairs, directors, staff, student ambassadors, alumni, Phyllis Callahan, David & Valerie Hodge*



MIAMI UNIVERSITY



MIAMI UNIVERSITY

Thank You

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**GOOD NEWS FROM ACADEMIC AFFAIRS**  
**January 2016 – April 2016**

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**Princeton Review and students agree: Miami's education among the best for return on investment**

**02/02/2016** – Miami University is one of the nation's "best colleges for students seeking a superb education with great career preparation and at an affordable price," according to The Princeton Review. Miami is one of 200 schools that the education services company profiles in its just-published 2016 edition of *Colleges That Pay You Back: The 200 Schools That Give You the Best Bang for Your Tuition Buck*.

Citing excellent academics and a strong focus on preparing students for the workplace, Princeton Review editors said that "47 percent of Miami graduates who visited PayScale.com reported feeling their jobs highly impacted the world."

Students reported: "The curriculum as a whole offers a challenging academic workload. ... This 'devotion to excellent undergraduate instruction' is backed by 'an extremely strong orientation program, a dedicated student affairs department, and an overwhelming amount of student involvement in co-curricular activities.'"

"Students," write the editors, "applaud the commitment of the school in providing tools to help them find jobs after college, including 'career fairs, relationships with recruiters, supporting alumni, mock interview/resume workshops/career services, and teaching material that is applicable to future endeavors.'"

Students agree: "A degree from Miami is worth a lot to many employers."

This ranking is based on a "Return-On-Investment" (ROI) rating developed by The Princeton Review and used to sort through data about 650 colleges and universities to create its list. ROI measures 40 weighted data points — everything from academics, cost, financial aid and student debt to statistics on graduation rates, alumni salaries and job satisfaction. The company based its ROI rating on data collected in 2014-2015 from its surveys of administrators and students at the 650 colleges and from surveys conducted through April 2015 by PayScale.com of alumni of those schools. Miami is among 15 percent of U.S. colleges and universities recognized in August by The Princeton Review as one of the nation's best institutions for undergraduate education

**Winners named in 2016 Young Painters Competition: Hyper-colored mythical landscape; alumna's "afterglow"**

**02/04/16** – [Annie Ewaskio](#), of Brooklyn, New York, is the winner of the 2016 Miami University Young Painters Competition for the \$10,000 William (Miami '36) and Dorothy Yeck Award.

Winners of the competition, sponsored by Miami's Hiestand Galleries, College of Creative Arts, were announced Jan. 29. Ewaskio was selected for her work, "After the Narwhals," which is now part of the Miami University Young Painters Collection. She received her master's of fine arts degree from Hunter College-CUNY in 2014, and her bachelor's degree from Grinnell College in 2004.

Ewaskio's hyper-colored oil paintings are described as explorations of strange journeys through "a mythical alter ego of the United States, which selectively hosts detritus and animals we recognize from our current reality." Her work has been in solo and group shows in New York, Baltimore and D.C., and published in *The New Yorker*, *The New York Times* and *The Huffington Post*.

[Andrea Barone](#) of North Kingstown, Rhode Island, received the second place award and \$1,500 for her painting, "afterglow."

## **GOOD NEWS FROM ACADEMIC AFFAIRS**

### **January 2016 – April 2016**

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Barone received her master's degree in fine arts from State University of New York Purchase College in 2015. She is a 2008 graduate of Miami, with a major in art with concentrations in painting and metals and an environmental principles and practices co-major.

A painter, she works also in glass, metal, installation and photography. Barone's work has been shown in various galleries around the country, including the Indianapolis Art Center, Momenta Art in Brooklyn, Central Features in Albuquerque and the Arsenal Center for the Arts in Boston.

The 2016 Young Painters Competition, which focused on nonrepresentational paintings, was judged by Gracie Mansion, a senior specialist in contemporary art at Artnet online auctions. She is an independent curator and consultant to private collectors, corporations and museums.

### **Two Goldman Prize winners named for the first time in 23-year history**

**02/18/16** - Two Miami University students — senior Jordan Martin and graduate student Abby Lyons (Miami '15) — have been named recipients of the 2016 Joanna Jackson Goldman Memorial Prize. Each Goldman Prize winner will receive \$30,000, which is believed to be among the largest undergraduate awards in the country. The [annual award](#) dating back to 1993 helps outstanding students realize a dream by spending a year pursuing independently designed projects in scholarship, journalism or the arts.

“This is the first time we have ever given out two Goldman Prizes,” said Zeb Baker, the university honors program's associate director who oversees the selection process. “We felt these two students were just extraordinary, that their level of commitment to research and their level of curiosity about the projects they were pursuing really made them stand out.”

Baker sits on the eight-member honors program advisory committee, composed of faculty and students, that selected the recipients. Funding was available for two scholars this year, he said, because the committee did not award a Goldman Prize recipient in 2010.

Martin is a biology and psychology double major with a minor in anthropology who plans to pursue graduate studies in primatology. For his Goldman Prize project, he will assess the presence of empathy, personality and prosociality in the common marmoset. He will study a socially-housed colony at the Biocenter of the University of Vienna in Austria.

Lyons, who graduated in December with a degree in early childhood education, is now enrolled in the transformative education master's program offered jointly by Miami's department of educational leadership and teacher education. Her graduate studies will focus on examining the effects of the yearlong, global-based curriculum in K-12 public education.

For her Goldman Prize project, she will focus on building a yearlong academic curriculum based on the goals of Miami University's 2020 Plan and promoting global perspectives of undergraduate students.

“The key thing I hope comes from this yearlong effort is an experience for undergraduates that causes them to question and critically think about their impact on the global community,” Lyons said after she was notified about the award.

### **Miami among 50 top elite public schools in latest ranking**

**02/24/2016** - Miami University is among 50 of the nation's top elite public schools, ranking at No. 38 in a just-released report from Business First. The study reviewed 477 four-year public institutions across the country, basing its findings on 20 indicators of academic excellence, prestige, affordability, diversity and economic strength.

Business First also issued academic rankings for all of the schools (both public and private) within the nation's 10 major athletic conferences. Miami ranks No. 1 academically among the 13 colleges in the Mid-American Conference.



## **GOOD NEWS FROM ACADEMIC AFFAIRS**

### **January 2016 – April 2016**

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The study's objective was to identify the public universities and colleges that offer the best educational experiences to their students. It gave the highest marks to schools with highly selective admissions processes, strong retention and graduation rates, prestigious reputations, generous resources, affordable tuitions and housing costs, diverse faculty and student bodies, and economically robust communities.

The report used the latest data available from the National Center for Education Statistics and the U.S. Census Bureau's American Community Survey. College rankings recently issued by three national publications — Forbes, Kiplinger's and U.S. News & World Report — also were taken into account.

U.S. News & World Report's 2016 Best Colleges listed Miami in the top five of public and private schools nationally for its commitment to teaching. It is the second highest public in the U.S. in the category of "Strong Commitment to Undergraduate Teaching."

Business First's academic rankings of U.S. public colleges debuted last year under a different name. Miami ranked 41st last year. The 2015 version was issued last February by The Business Journals, a division of American City Business Journals Inc., which is based in Charlotte, N.C. ACBJ is the parent company of Business First.

### **Miami shares in \$1 million grant for biohealth research and workforce training**

**3/14/16** - New research on additive manufacturing (3-D printing) is progressing via a grant from the Ohio Department of Higher Education. Miami University, as a member of the Southwest Ohio Regional Consortia, is sharing a \$1 million grant through the RAPIDS (Regionally Aligned Priorities in Delivering Skills) program. Miami's portion of the grant, \$381,856, will be used to purchase state-of-the-art full-color additive manufacturing (AM) and 3-D scanning equipment and instrumentation.

Representatives of Miami and its collaborators shared a dais with Ohio Chancellor of Higher Education John Carey Monday at an event at Miami's [Voice of America Learning Center](#) to share news of the grant and of the 3+1 access programs Miami has with several community colleges.

The RAPIDS project will expand training opportunities in AM, with a focus on the high-growth biohealth industry.

Creating a "local supply base of smart, sophisticated AM" in the region "plays to Ohio's sweet spot," said Gary Conley, president of TechSolve, one of the RAPIDS partners. "This is a critical time and the right place to leverage this technology. It's of enormous benefit to manufacturing."

Benefits to Miami include expanded technical training in AM applications for engineering students on the Oxford and [regional campuses](#). In addition, the equipment will be used by Miami engineering faculty to create new products that Miami nursing faculty will use to enhance training for nurses and other biohealth workers.

Approximately 200 engineering students and 80 nursing students will be trained each year, and more than 600 biohealth workers will be directly impacted by this work.

The grant will be managed by a cross-functional team led by Jessica Sparks, associate professor in chemical, paper, and biomedical engineering. Collaborating faculty include:

- Kevin Messner, associate librarian and acting head of the B.E.S.T. (Business, Engineering, Science and Tech) Library.
- Deborah Beyer, associate professor in nursing.
- Brenda Barnes, director of Miami's Nursing Resource Centers.
- Jason Berberich, assistant professor in chemical, paper, and biomedical engineering.

## GOOD NEWS FROM ACADEMIC AFFAIRS January 2016 – April 2016

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- Bo Brinkman, associate professor in [computer science and software engineering](#).
- Karthik Vishwanath, assistant professor in [physics](#).

Regional campus partners will be led by Ayodele Abatan, professor and chair, engineering technology. Jim Oris, associate provost and chair in academic affairs, coordinated the consortium submission.

### **Several Miami graduate school programs rank among best in nation**

**03/16/16** - Four Miami University graduate programs are in the top 100 of U.S. News and World Report's 2017 edition of Best [Graduate Schools](#) rankings, released Wednesday. Miami's [part-time MBA](#) program ranks 28. Other Miami graduate programs ranked among the top 100 in their respective program areas include speech-language pathology at 69, English at 77 and history at 92.

The [Farmer School of Business's MBA program](#) at Miami's [Voice of America Learning Center](#), launched in 2009, ranks as the top part-time program in Southwest Ohio. It is a two-year program offered on weeknights for experienced professionals. The program jumped five spots to 28th in the country, tying the University of Florida. It is second in the state only to Ohio State University and ranks well ahead of other area programs.

The U.S. News part-time MBA ranking is based on five factors: average peer assessment score; average GMAT score and GRE scores of part-time MBA students entering in the fall of 2015; average undergraduate GPA; work experience and the percentage of the fall 2015 MBA enrollment that is part time.

Graduate students in Miami's [speech-language pathology](#) program develop both theoretical and applied scientific skills in the prevention, assessment and treatment of communication disorders. All the health rankings, including speech-language pathology, are based solely on the results of peer assessment surveys sent to deans, other administrators and/or faculty at accredited degree programs or schools in each discipline.

Miami's [English graduate program](#) offers three master's degrees with concentrations in Creative Writing, Composition and Rhetoric, and Literature; an MAT through the Ohio Writing Project; two doctoral programs in Composition and Rhetoric and Literature, and a Low Residency master's of fine arts in Creative Writing. Placement rate for doctoral graduates into full time academic positions is significantly higher than the latest reports from the Modern Language Association, with recent (2014-2015) graduates having accepted tenure-line positions at Auburn University, University of Maryland College Park, Baruch College, and Xavier University, among others.

The [master's program in history](#) is deliberately selective and flexible. Students benefit from opportunities offered by the [Humanities Center](#), the Havighurst Center for Russian & Post-Soviet Studies, interdisciplinary programs such as American studies and women's and gender studies, overseas language programs, and strong humanities departments.

Other Miami graduate programs noted for quality in the rankings list include [psychology](#), at 101; [clinical psychology](#), 102; [earth sciences](#), 106; [education](#), 107; [fine arts](#), 114; [chemistry](#), 131; [biological sciences](#), 139; and [social work](#), 141.

### **Kate Rousmaniere awarded Benjamin Harrison Medallion**

**03/29/2016** – Kate Rousmaniere, professor of educational leadership, received Miami University's prestigious Benjamin Harrison Medallion during a special reception April 25. Harrison Medallion recipients have traditionally been honored during Miami's spring commencement, but this year an inaugural annual reception has been established to honor all academic award winners.

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Rousmaniere is known internationally in the field of history of education. She was named a 2011-2012 [Miami University Distinguished Scholar](#) for sustained excellence in research in her field.

The Benjamin Harrison Medallion Award is one of the most significant recognitions Miami offers faculty for contributions attesting to qualities of teaching, research and/or service. It is named for Benjamin Harrison, the 1852 Miami graduate and 23<sup>rd</sup> president of the United States, serving from 1889-1893.

"I've tried to go beyond the description of my job," said Rousmaniere, after hearing she received this award. "My students learn that education goes beyond the schools: It involves community organizations, social service agencies, individual lives, and it is affected by current events. It is a community of people working together."

As a historian of education, Rousmaniere creatively merged her research work with her civil service work on Oxford's City Council. She currently is researching town-gown relations and looking at the history of off-campus housing.

### **Forbes ranks Miami among the "best value" public universities in nation**

**04/01/2016** – Miami University ranks 40th among public universities nationwide in Forbes magazine's list of "[Best Value Colleges 2016.](#)" The rankings were done in partnership with the Center for College Affordability and Productivity. Forbes looked at the U.S. colleges and universities "that provide students with the most value for the dollar," Forbes staff writer Caroline Howard wrote, calling the report an "analysis of the brainiest research universities and leading liberal arts schools, both public and private, that are well worth the investment."

Institutions were assessed based on the following criteria:

- Quality, which accounts for 35 percent and is based on the 2015 Forbes [Top Colleges](#) ranking of 650 institutions.
- Postgraduate earnings, 25 percent, looking at midcareer earnings (at least 10 years of working) based on PayScale and the new U.S. Department of Education College Scorecard.
- Dropout risk, 15 percent, the percentage of students who do not graduate in six years.
- Graduation success, 15 percent, based on data for the "average expected number of years it takes to graduate — of those who do graduate within six years."
- Value-added, 10 percent, based on last year's Brookings Institution's ranking, "A Value-Added Approach to Assessing Two- and Four-Year Schools."

Additionally, Forbes looked at gross tuition and fees, defined as "the sticker price without accounting for room and board." For public schools, they also accounted for differences between in- and out-of-state tuition. Miami ranks 122nd on the [full list](#) that highlights 300 private and public institutions. The University of California, Berkeley, topped the full Best Value Colleges list. Ohio State University was the only other Ohio university appearing on the overall list and the list of publics.

### **Jerome Conley and Wanita Hatton receive Miami University's Distinguished Service Award**

**04/21/2016** – Jerome Conley and Wanita Hatton have each received Miami University's 2016 Distinguished Service Award and were recognized by President David Hodge at a special University Awards reception held 5:15 to 6:30 p.m., Monday, April 25, in Marcum Conference Center.

The award is the most significant recognition that Miami has to offer for employees who have made an impact on the life and mission of the university. The award is given to at most two recipients every other year, alternating years with the Distinguished Professor Award. Current member of Miami's faculty, classified/unclassified staff, or administration; or retirees of no longer than three years are eligible for the award.

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Conley — dean and university librarian for the Miami University Libraries since 2013 — has been with the university since 1992 when he was appointed a minority resident librarian. He has since served in other roles within the Libraries, including science librarian, government documents librarian, map/geology librarian, assistant to the dean and university librarian, coordinating head of special libraries. He was part of the collaboration to renovate the north end of the first floor of King Library and helped initiate the Office of Research for Undergraduates. “Jerome’s vision for what a library can be to serve students, faculty and the community is outstanding,” a nominator wrote.

Conley has been a leader in the service of his profession. He has served with distinction in various roles, including president of both the Academic Library Association of Ohio and Association of Research Libraries and as a council member and three-time chair of OhioLINK. Conley served two terms as mayor of Oxford from 2003-2007 and also was a member of City Council from 1999-2007.

Hatton, who retired in 2014 after 28 years of service with physical facilities at Miami University Middletown, has helped build a culture of service on the Middletown campus, according to her nominators. “She has not only made our campus and community a better place, she has made us better citizens to both our campus and community,” a nominator said.

Several significant contributions are of note:

- She was instrumental in establishing the Middletown campus-based organization C.I.V.I.C. (Campus Individuals Volunteering in the Community).
- She was co-adviser for the Miami Middletown student organization SERVE (Students Engaging in Real Volunteer Efforts), established in 2010.
- She was instrumental in helping SERVE and Virginia Wickline, associate professor of psychology, plan MUM’s first “Spring Fling” Party with a Purpose event in 2010. The event gives people with developmental disabilities a chance to break down stereotypes, fear and discomfort. The Party with a Purpose model has since been replicated at Miami Hamilton and other community venues.
- Under Hatton’s guidance, SERVE created a fun, low-cost outing for local, and often financially strapped, families. The first “MUM Family Fun Fest” was held in 2010. SERVE has now hosted six Fun Fests, which welcome 800-1,500 community members to campus.

Her selfless ability to identify a need, create a solution and bring people together for a common cause has been recognized with many community and campus awards, her nominators said. Most recently she received the Middletown Community Foundation’s “I Love Middletown” award in 2015.

“My life and the lives of thousands in our community are better because of Wanita’s tireless efforts,” a nominator said.

“She exudes — nay, personifies — ‘For Love and Honor’.”

### **Rod Northcutt receives Ohio Campus Compact Award for Excellence in Service**

**04/12/2016** – Rod Northcutt, associate professor of art at Miami University, is one of two recipients of the Ohio Campus Compact 2016 David Hoch Memorial Award for Excellence in Service. The award recognizes and honors the outstanding work in service learning and/or civic engagement done by a faculty or staff member at one of the [Ohio Campus Compact](#) member institutions.

Ohio Campus Compact is a statewide nonprofit coalition of 40 college and university presidents and their campuses working to promote and develop the civic purposes of higher education. [Northcutt](#) is a social sculptor whose collaborative practice connects artists, designers and students with different social groups. They work to address social challenges through the use of art, intervention and dialogue.

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He introduces students to the practice of socially engaged art (SEA) through his service learning sculpture class — the only course in Miami’s [College of Creative Arts](#) that is a designated service learning course. In SEA, collaborations are the norm and social interaction is prioritized over aesthetics, Northcutt explained. His students practice both through a semesterlong service learning project that helps local community members in need.

Miami President David Hodge wrote that Northcutt’s service learning course “prompts students to evaluate their own history, preoccupations, learning styles and intellectual curiosities.” Students connect with underserved populations in the local community to “make art that engages social challenges,” Hodge said.