

**BOARD OF TRUSTEES  
MIAMI UNIVERSITY  
December 8, 2011**

**Minutes of the Academic/Student Affairs Committee Meeting**

The Academic/Student Affairs Committee of the Miami University Board of Trustees met on December 8, 2011 in Room 257 of the Engineering Building on the Oxford campus, Oxford, Ohio. The meeting was called to order at 9:00am by Committee Chair Sue Henry. Also in attendance were Trustees David Budig, Tom Grote, Dennis Lieberman and Mark Ridenour, along with Student Trustees Lot Kwarteng and Matthew Shroder.

In addition to the Trustees, the following Miami faculty and staff members attended the meeting: Barbara Jones, Vice President for Student Affairs; Marek Dollár, Dean, School of Engineering and Applied Science; Susan Mosley-Howard, Associate Vice President, Student Affairs and Dean of Students; Raymond Gorman, Associate Provost and Associate Vice President, Academic Affairs; Michael Kabbaz, Associate Vice President, Enrollment Management; Stephen Snyder, Secretary to the Board of Trustees; Steve DeLue, Chair University Senate Executive Committee; Claire Wagner, Associate Director, University Communications; Tyler Sinclair, Associated Student Government Secretary for Academic Affairs; and Ted Pickerill, incoming Secretary to the Board of Trustees.

**Announcements**

Sue Henry, Chair, opened the meeting and announced several significant areas of academic success, including the awarding of Fulbright U.S. Scholar grants to two faculty and the nearly 90% graduation rate for Miami's student athletes. The complete "Good News from Academic Affairs" report is included as Attachment A.

Matt Shroder, Student Trustee, reported that the pilot program for online course evaluations was underway in about 900 classes, with a participation rate in the high 70% range. He also reported that interviews for the next student Trustee are going well, with many strong candidates having been identified. New student trustee Lot Kwarteng was also introduced.

ASG Secretary for Academic Affairs, Tyler Sinclair provided an update of ASG efforts. Recent ASG activities include reviews of the Miami Plan, academic advising, course registration, the recommendations of the Calendar Committee, and implementation of a First Year Seminar. He further reported that ASG has hosted numerous meetings with guest speakers from across the university attempting to foster relationships, and he relayed how ASG has reached out to alumni with the creation of a Secretary for Alumni Affairs. His complete report is included as Attachment B.

Professor Steve DeLue, Chair of the Executive Committee of the University Senate, provided an update of key matters the Senate is currently addressing. He

discussed the Enterprise University system, the proposed University calendar changes and the Senate vote of support for four of its five recommendations (with the elimination of Fall break and the lengthening of Thanksgiving break being the one recommendation not supported). He also reported on the effort to define a new approach to assessment, and restructuring within the College of Arts and Science, to include the joining of the Departments of Botany and the Zoology into Biology. Other matters recently considered by the Senate included a report on the Healthy Miami wellness program, the IT restructuring initiative, new degree programs, and interdisciplinary initiatives. His report is included as Attachment C.

### **Academic Affairs Reports**

Michael Kabbaz, Associate Vice President for Enrollment Management, distributed an analysis of the Fall 2011 incoming class. He also highlighted four initiatives his office is undertaking: predictive modeling, market analysis and expanded recruitment and communication; revising financial aid strategies; coordinating the student services provided by the bursar, registrar and financial aid offices; and coordinated international recruiting to be managed by a newly created Associate Director of International Recruiting. He also stated that his office will be enhancing their urban outreach efforts in Ohio. He reported on national and in-state application trends for Miami and stated that early figures for applications for 2012 indicate increases in all categories. His Fall 2011 incoming student information and his report are included as Attachment D.

Raymond Gorman, Associate Provost and Associate Vice President, Academic Affairs provided an update of the Howe Center for Writing Excellence. His report addressed the Center's mission, staffing, and programs in support of enhancing student writing skills. During its four years of operation, the Center has provided 10,000 consultations with students (one half of which were with international students), and has also assisted faculty in incorporating assessment and writing standards into the curriculum. His report is included as Attachment E.

### **Student Affairs Reports**

Susan Mosley-Howard, Associate Vice President and Dean of Student, reported on Miami's academic intervention approach. Certain strategies are available to all students at all times including; advising, MAPWORKS assessment, the Rinella and Howe Centers and faculty office hours. Additional outreach and support occurs following grade review. Efforts with first year students began seven years ago and have been expanded to include second year students on a pilot basis.

Associate Vice President Mosley-Howard further explained that Miami's approach applies three levels. The base level is the universal support available to all students; the second level of intervention is targeted to those students receiving C- or below grades and those in the "Red Zone" category from the MAPWORKS assessment. Targeted secondary level interventions include mentoring, tutoring, and enrollment in courses with supplemental information. Intensive third level intervention is for students

on academic warning or probation. Efforts include; a learning skills course, academic coaching, and meta-cognition training. Other services are available as needed, they include; career services, faculty mentoring, LD assessments, family sessions, and mental health interventions. Results demonstrate that early first year intervention effectively assists students in improving their GPAs. Similarly, the pilot program for academically at-risk second year students, suggests results at that level as well. Her presentation and report are included as Attachment F.

Barbara Jones, Vice President for Student Affairs, presented a summary of the work of the Steering Committee for Retention and Graduation. She reported that an element of increasing retention and graduation rates is to identify and assist at risk “pockets,” of students, such as out-of-state, and first generation college students. The suggested approach for increasing retention is to focus on existing programs that support incoming students and to institute a permanent structure responsible for monitoring and enhancing retention. Vice President Jones presented a schedule for various initiatives, including; returning student focus groups, intervention with students having over 120 hours of credit, telephone calls to parents of out-of-state students, consideration of a grade forgiveness program, surveying students who have withdrawn, and engaging the entire university community to support retention efforts. Her presentation and report are included as Attachment G.

### **Strategic Priorities Updates**

Associate Provost Gorman provided an overview of the Final Report of the Interdisciplinary Enhancement Committee. The report highlighted recommendations on structure, data, visibility, and incentives, and provided a summary of needed resources. His presentation and report are included as Attachment H.

Associate Dean Gorman also reported on Streamlining the Curriculum. The report highlighted progress in reducing under-enrolled classes, low-enrollment majors, and liberal education reform. He suggested that when budgetary efforts to create incentives to reduce costs are implemented, even greater efficiency should be obtained. His report and the summary of low enrollment courses are included as Attachment I.

Vice President Jones reported on Strategic Priorities focused upon student affairs. Her report included discussion of budget reductions, specifically, savings achieved through third party billing for the Student Health Center. She also reported on the Associated Student Government allocation process, the role of Student Affairs staff in the teaching mission of the University, and student retention. Her report is included as Attachment J.

### **Academic Dean’s Reports**

#### **School of Engineering and Applied Sciences**

Marek Dollár, Dean of the School of Engineering and Applied Sciences (SEAS), provided a presentation on SEAS. He informed the Committee of its three campus

presence, a brief history, and some School characteristics, such as its inclusion of the nursing program. He summarized the focus of the School's initiatives to be interdisciplinary, experiential and global. He provided plans on recruitment, retention and placement. He also announced the receipt of a \$1.25 million gift to establish the SEAS Lockheed Martin Leadership Institute. Finally, he discussed budgetary concerns, including the recent 40% growth in enrollment without a corresponding increase in faculty. He speculated that a SEAS course or program fee might one day be required. His presentation is included as Attachment K.

### **Tour of the School of Engineering and Applied Sciences Facilities**

Dean Dollár hosted a tour of the SEAS facilities. A list of areas visited is included as Attachment L.

### **Executive Session**

Due to time constraints, the Executive Session was deferred until the next Academic and Student Affairs Committee meeting.

### **Miscellaneous Reports**

The following reports were submitted to the Academic and Student Affairs Committee for information and review:

- September 2011 Career Fair Report (Attachment M)
- September 2011 Student Housing Occupancy (Attachment N).

With no other business coming before the committee, following the tour, the Chair adjourned the meeting at 12:15 p.m.



Stephen D. Snyder  
Secretary to the Board of Trustees

## **GOOD NEWS FROM ACADEMIC AFFAIRS**

### **President Obama honors Miami's Carole Dabney-Smith**

Carole Dabney-Smith, assistant professor of chemistry and biochemistry at Miami University, is among 94 researchers named by President Barak Obama to receive the prestigious Presidential Early Career Award for Scientists and Engineers (PECASE). This is the highest honor bestowed by the U.S. government on outstanding scientists and engineers who are in the early stages of their independent research careers.

### **Miami geologist mentioned in National Geographic**

"World Without Ice," a feature story in the Oct. 2011 issue of National Geographic, mentions the research of Ellen Currano, assistant professor of geology and environmental earth sciences at Miami University.

### **Rakovan, Widom, awarded Fulbrights for research**

John Rakovan and Elisabeth Widom, professors of geology and environmental earth science, have been awarded grants from the Fulbright U.S. Scholar Program to pursue research in Poland and Mexico, respectively, for spring and summer 2012.

### **Miami geologist in National Geographic**

Assistant professor Ellen Currano talks discusses fossil fuels and climate.

By Staff Report

OXFORD — "World Without Ice," a feature story in the October 2011 issue of National Geographic, mentions the research of Ellen Currano, assistant professor of geology and environmental earth science at Miami University, the university announced in a news release. Scientists have observed that as the Paleocene epoch gave way to the Eocene, around 56 million years ago, "there was a massive and sudden release of carbon... (that) brought on drought, floods, insect plagues, and a few extinctions," according to the article.

### **Charlotte Newman Goldy 2011 Effective Educator**

Charlotte Newman Goldy, Miami University associate professor of history and director of Miami's Jewish studies program, is the recipient of the 2011 Effective Educator Award by Miami's Alumni Association. Goldy will be recognized during a reception at 4 p.m. Tuesday, Oct. 25, at the Murstein Center's Staley Lounge.

### **Institute for Entrepreneurship to be recognized**

Ohio Board of Regents Chancellor Jim Petro will visit Miami today (Oct. 20) to recognize the work of the Institute for Entrepreneurship at Miami's Farmer School of Business. The Miami community is welcome to attend a reception and ceremony at 3:45 p.m. in the Forsythe Commons of the Farmer School of Business.

### **Nearly nine out of 10 RedHawk student-athletes graduate**

10/26/2011

Nearly nine out of 10 student-athletes who enroll at Miami University ultimately leave Miami with a degree, according to the NCAA's Graduation Success Rate (GSR), developed to assess the academic success of collegiate student-athletes.

### **Miami's Institute for Entrepreneurship honored**

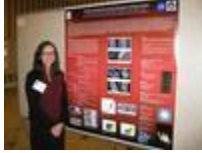
The Institute for Entrepreneurship in the Farmer School of Business at Miami University was awarded the "Excellence in Specialty Entrepreneurship Education" award by the Global Consortium of Entrepreneurial Centers during an October conference.

### **Miami's Astronaut Scholar invited speaker at Kennedy Space Center event**

Miami University senior Zoe Hesp, recipient of a 2011 Astronaut Scholarship, received a second honor from the Astronaut Scholarship Foundation (ASF) this year: She spoke at a dinner in honor of the 45th anniversary of the Gemini XII space mission. She was the sole Astronaut Scholar invited to speak at the annual ASF Astronaut Autograph and Memorabilia show at the Kennedy Space Center Nov. 4-6.

**Botany graduate student wins top honors in national poster contest**

11/11/2011



*Christina  
Johnson*

Christina Johnson, a graduate student in [botany](#), won first place in the Student Poster Competition at the American Society for Gravitational and Space Biology (ASGSB) held Nov. 2-6 in San Jose, Calif.

She tied for first place with her presentation in the category of plant biology for her poster, "An endogenous growth pattern of roots is revealed in seedlings grown in microgravity."

**Miami students continue to study abroad in large numbers**

Among public doctoral institutions nationwide, Miami University had the second highest rate of undergraduate student participation in study abroad programs, with 41 percent (1,541) of students studying abroad by the time of graduation. This, according to the just released Open Doors 2011 report by the Institute of International Education, which covers the academic year 2009-2010.

**John Weigand named a most admired educator**

John Weigand, professor and chair of Miami University's architecture and interior design department, was named one of 25 Most Admired Educators of 2012 by DesignIntelligence, a bi-monthly report from the Design Futures Council.

**Miami students finalists in international design competition**

Miami University seniors Maggie Benson, Alan Oakes and Justin Willard were named three of 12 finalists in the international PAVE the Way 3D Design Challenge competition. Benson is majoring in interior design and Oakes and Willard are majoring in architecture

***Columbus Dispatch and Dayton Daily News, Monday, Nov. 14; WKRC Ch. 12, Friday, Nov. 11***

**[View Full Article »](#)**

Two stories about graduation rates include that Miami fares best among Ohio public institutions with a four-year graduation rate of 71 percent, placing it in the top 10 for graduation rate among public colleges and universities nationwide, and that the graduation rate for Miami athletes far exceeds the national average.



ASSOCIATED  
STUDENT  
GOVERNMENT

Secretary for Academic Affairs, Tyler Sinclair  
Report the Board of Trustees  
Submitted November 16<sup>th</sup>, 2011

**Miami Plan:** As of submission, Associated Student Government (ASG) is considering The Global Miami Plan Revision Act of 2011, stating that, in summary, The University should begin the process of reviewing and revising the Global Miami Plan for Liberal Education (GMP) for various reasons. Currently, the GMP does not take into account the value of experiential learning or high impact learning experiences. We must also address the changes in higher education since 1992 when the original Miami Plan went into effect. ASG believes this must begin as soon as reasonably possible.

**Advising:** ASG is deeply involved in ongoing conversations about the academic advising process at Miami University. The decentralized advising structure results in students having at least 3 and up to 5 different advisors. This creates confusion and allows for miscommunication as well as misadvising. Beginning a conversation on reforming advising is at the top of student concerns and is a priority of ASG.

**First Year Seminar:** ASG Executive Cabinet has been exploring the possibility of implementing a First Year Seminar in which all first year students would be automatically enrolled. The purpose of this course would be to foster a sense of institutional pride, develop knowledge of Miami's rich history, inform students of university resources and opportunities and strengthen the sense of community provided by Living Learning Communities.

**Registration:** ASG is involved in ongoing conversations of the Office of the Registrar on enhancing the registration experience for students. ASG passed SR011106, stating that, in summary, The University should exam the priority registration system and move to a system that gives priority to students amongst their peers instead of the entire student body.

**Calendar Committee:** As of submission, ASG is considering a resolution supporting all the recommendations of the Calendar Subcommittee. ASG generally believes implementation of the recommendations would enhance the academic experience of students and be beneficial in many ways for the university.

**Continuing Collaboration:** ASG continues to create and foster relationships across The University. ASG has hosted Dr. Maria Cronley (Chair, Academic Policy Committee), Dave Sauter (University Registrar), Michael Kabbaz (VP of Enrollment Management), Enrico Blasi (Head Men's Ice Hockey Coach), Dr. Barbara Jones (VP of Student Affairs), Dr. David Creamer (VP for Finance and Business Services) and other various guests. ASG has also greatly increased alumni outreach efforts through the creation of the Secretary for Alumni Affairs position.

November 16, 2011

**From: Professor Steven DeLue, Professor and Interim Chair Political Science and Chair, Senate Executive Committee**  
**To: Provost Gempesaw and Board of Trustee member Sue Henry, Chair of the BOT Academic/Student Affairs Subcommittee**  
**Re: Matters before Senate.**

General Comment: I briefly describe below some of the matters that Senate is addressing now and that should be of interest to this sub-committee. At the December 8 meeting, I will elaborate briefly and answer questions about them.

- Enterprise University concept. This matter is now being discussed by Faculty Welfare Committee. The question is if this approach will compromise Miami University's educational quality.
- The New Calendar. Ad hoc Calendar committee has been discussing the issue and its opinions and judgment have now been developed. The matter will have been discussed in the Senate by the time of the December 8 meeting and I can provide additional information at that time.
- Assessment. It is critical for the university to undergo an assessment regimen for the upcoming accreditation and well beyond that. Recent changes in assessment protocols have been placed on the Senate agenda. By the time of the December 8 meeting I will have a good ability to explain most of them.
- New Degree programs: Graduate Program in Chemistry Education and a Graduate Program in Life Chemistry Education, both from School of Education, Health and Society. These programs are on the agenda of the Senate for consideration and decision at the November 21, 2011 meeting. Corresponding undergraduate programs were approved in Spring, 2011.
- Associate Degree in University Honor's program. This program addition will allow students on the regional campus who receive associate degrees to participate in the University Honor's program.
- Promotion and Tenure Changes: The Senate has been asked over the last several years to include service learning as an element in the tenure and promotion consideration. The matter is now being discussed by a sub-committee of the University Promotion and Tenure Committee and once a recommendation is made by them to the Senate, the Senate will address this matter.
- Restructuring in the College of Arts and Science. Currently, there are several areas that the College will be restructuring and interim Dean Callahan along with the Process Coordinator, John Weigand, Chair of Architecture, will be discussing these matters with the Senate at the December 5 meeting. No programs will be eliminated. All programs in question will be rolled into an administrative structure more comprehensive in scope than the previous ones that governed these programs.
- Interdisciplinary Enhancement Committee. This committee has been tasked with engendering interdisciplinary initiatives at Miami. The matter will be discussed at the November 21 meeting of the Senate and I will discuss the reactions from Senators at the December 8 meeting with the Board.
- Discussion of the Miami health insurance program led by Benefits Committee. In the interest of achieving a greater consensus among faculty around this issue, many of whom see it as a threat to privacy, the matter will be addressed in a Senate discussion on November 21.
- Reports included concerns about the Multicultural Council from Associate Vice President Ronald Scott; discussion of research by Interim Associate Provost for Research and Scholarship James Oris; Regional campus update from Dean Pratt, Calendar subcommittee update led by Ray Gorman, Associate Provost, and description of enrollment management strategies from Michael Kabbaz, Associate Vice President for Enrollment Management. Also, discussed by Mr. David Creamer, Vice President Finance and Business Services, was the financial status of the Armstrong Student Center.
- Continuing Discussion of the IT Accenture report. At the December 5 meeting, this issue is on the agenda and I can report to you the Senate's reaction, particularly as the matter involves educational quality at Miami.
- Renaming of Decision and Management Information Systems (DSC) to Information and Analytics (ISA). Board will have to approve this change.

Thank you for the opportunity to participate in discussions of these matters.



## MEMORANDUM

TO: Board of Trustees  
FROM: Michael S. Kabbaz, Associate Vice President for Enrollment Management  
RE: Final Fall 2011 Profile  
DATE: Thursday, November 10, 2011

---

### First-year

Applications reached a record high of 18,485, or 9 percent growth over fall 2010. As of October 15, 2011, there were 3,581 first-year students enrolled.

- Non-resident applications grew by 18 percent to 9,728 first-year applications, including an increase of 13 percent for domestic non-resident and 44 percent increase in international non-resident students.
- Acceptance rate dropped to 74 percent from 79 percent.
- Non-resident enrollment, which includes international, increased from 33 percent of the class to 38 percent of the class.
- The class hails from 41 states, 19 foreign countries, and 1,163 high schools.
- Average ACT score increased to 26.4 from 26.1.
- Domestic students of color represent 12 percent of the first-year class (consistent with last year).
- International first-year student enrollment increased by 54 percent to 143.
- First generation students represent 19 percent of the class, up from 18.2 percent.
- Alumni legacies represent 23.1 percent of the class, up from 18.6 percent.

### Transfer

- Applications increased from 864 to 1,000 (16 percent).
- A total of 275 transfer students enrolled, representing an 11 percent growth.
- International transfer student enrollments increased by 68 percent.
- Domestic transfer students of color represent 16.4 percent of the enrolling transfer class.
- Seventy-eight percent of enrolled transfer students last attended a four-year institution. The four-year institutions, in order, were: Wright State University, University of Cincinnati, The Ohio State University, Ohio University, Northern Kentucky University, Indiana University-Bloomington, and Wittenberg University.
- Twenty-two percent of enrolled transfer students last attended a two-year institution. The top five two-year institutions, in order, were: Sinclair Community College, Cuyahoga Community College, Columbus State Community College, William Rainey Harper College, and University of Cincinnati-Raymond Walters.
- Enrolled transfer students hail from 18 states and 5 foreign countries.
- Seventy-three percent of enrolled transfer students live on campus.

# FALL 2012 ENROLLMENT UPDATE

**Board of Trustees**

December 8, 2011

Michael S. Kabbaz

Associate Vice President for Enrollment Management

# High-Level Enrollment Initiatives

- Integrating predictive modeling and market analysis coupled with expanding recruitment and communication efforts to prospective students and parents.
- Developing a fall 2013 merit scholarship strategy recommendation to enhance the student academic profile, increase diversity, positively impact in-state and out-of-state yield, and maximize net tuition revenue.
- Developing a recommendation for the consolidation of the current practice of separate student interactions with the offices of the Bursar, Registrar, and Student Financial Assistance into a “one-stop-shopping” experience as recommended by the Accenture/SASS committee.
- Hiring an Associate Director for International Recruitment to enhance international recruitment and student support services.

# Fall 2012 Application Update by Residency

<b>Residency</b>	<b>2011</b>	<b>2012</b>	<b>Difference</b>	<b>%</b>
Non-resident	6273	7369	1096	17.5%
Domestic non-resident	6095	7095	1000	16.4%
International non-resident	178	274	96	53.9%
Resident	6800	7456	656	9.6%
Residency TBD	52	82	30	57.7%
<b>Total</b>	<b>13125</b>	<b>14907</b>	<b>1782</b>	<b>13.6%</b>

*Note: data is as of 12/7/2011*

# Fall 2012 Application Update by Division

<b>Academic Division</b>	<b>2011</b>	<b>2012</b>	<b>Difference</b>	<b>%</b>
University Studies (Undeclared)	1125	992	-133	-11.8%
School of Engineering & Applied Science	1560	1736	176	11.3%
College of Arts & Science	4736	5522	786	16.6%
Farmer School of Business	3524	4199	675	19.2%
School of Education, Health & Society	1625	1753	128	7.9%
School of Fine Arts	555	705	150	27.0%
<b>Total</b>	<b>13125</b>	<b>14907</b>	<b>1782</b>	<b>13.6%</b>

*Note: data is as of 12/7/2011*

# Fall 2012 Application Trends - National



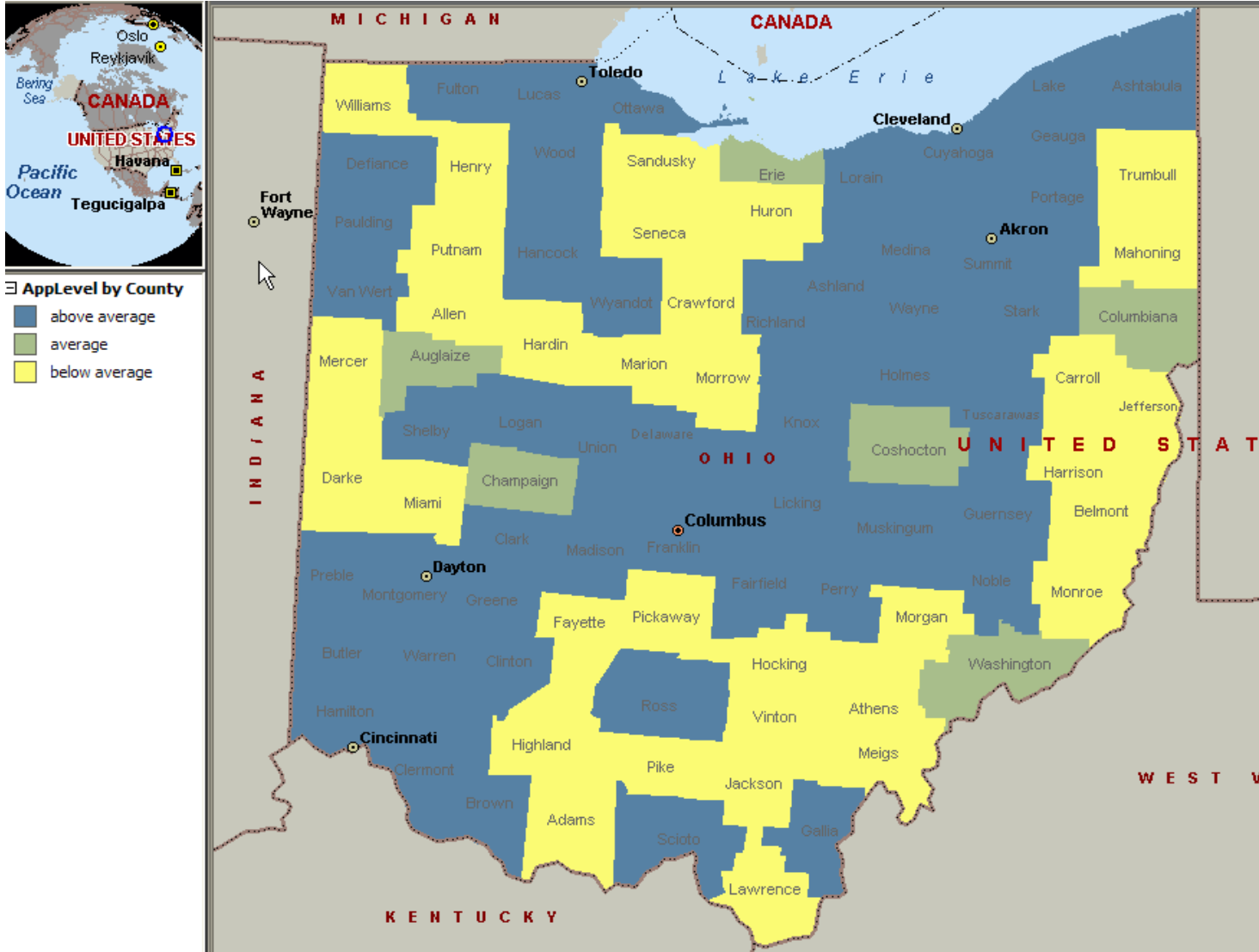
AppLevel by State

- above average
- average
- below average



Note: +/- 10% window around the seven-year average determines the category

# Fall 2012 Application Trends - Ohio



Note: +/- 10% window around the seven-year average determines the category

## Howe Center for Writing Excellence

### *History*

Funded by a generous gift from Joyce and Roger Howe, the Howe Center for Writing Excellence, opened in 2007, has completed its first four years.

### *Mission*

The mission of the Howe Center for Writing Excellence is to assure that Miami fully prepares all of its graduates to excel in the writing they will do after college in their careers, roles as community and civic leaders, and personal lives.

### *Staffing*

The Howe Center has a staff of three full-time persons and one part-time person.

- Paul Anderson, the director, guides the Center's strategic planning and leads its programs for curricular and course development.
- Kate Francis, Manager of the Howe Student Center for Writing Excellence, plans and implements the delivery, continuous improvement and advertising for the consultation services we provide to students.
- Lucy Manley (part-time), Special Programs Manager, has focused on building our support for Miami's growing number of international students.
- Maurica Allen, our full-time Administrative Assistant, manages our budget and financial transactions, makes arrangements for our numerous events and activities, and provides many other kinds of support.

The Center has up to four graduate assistants, as well as twenty to thirty undergraduate and graduate writing consultants, who work on an hourly basis. Another group of student employees staffs the welcome desk. Plans are underway to hire additional staff in support of student writing.

The Center benefits greatly from the advice of a National Advisory Board and a local Advisory Committee.

### *Activities and Programs in Support of Student Writing*

Student consultations: The CWE held more than 10,000 consultations with students between its opening in November 2007 and its third anniversary. Seventy-eight percent of respondents to the faculty survey reported that they have recommended visits to the Center to undergraduates with writing problems. Thirty-nine percent indicated that they recommend that all of their undergraduate students visit the Center. In the spring 2011 survey of students who had had a consultation at the Howe Center, 95% said they would recommend the Center to a friend.

Projects designed to engage with students on their non-course writing and to raise student awareness of the importance of writing throughout almost all aspects of their lives.



Faculty Development Activities and Programs: Each year the CWE offers workshops, grants, presentations by guest speakers, and numerous meetings and conversations with faculty. In 2010-2011, the CWE cosponsored a two-day national symposium.

- **Workshops:** Workshops are an especially important component of the Center's work because they can be used to engage faculty in the construction of assignments and teaching resources they can use in their courses. In summer 2011 the CWE had 40 participants from 26 departments in its workshop.
- **Grants for Improving Student Writing:** \$2000 grants sponsor faculty who wish to devote significant efforts to improving student writing in one of their courses or (more rarely) conducting research that has practical applications for Miami faculty. \$5,000 grants go to teams from departments that address ways of infusing writing into large-enrollment courses that serve as foundations for writing in more advanced courses or that aim to improve and integrate the writing instruction among a variety of courses in a program.
- **Speakers:** Presentations by speakers from other institutions enrich the Howe Center's offerings to faculty by broadening the range of topics and strategies they can consider.

#### *New Initiatives/Next steps*

- **Enhancement of Student Writing:** Based on the recommendation from the program review that took place in fall 2011, new resources will be devoted to the enhancement of student writing. This will most likely involve the hiring of a full-time expert in the area of improving student writing. While adding net new resources in the area of student resources, it will also free up staff time to be devoted in faculty development activities.
- **Implementation of the College of Arts and Science (CAS) Writing Requirements:** The CAS has faculty has approved a new policy through which they define writing outcomes, modify curricula, and enact writing assessment for each of the majors they offer. To supplement Miami's two-semester writing requirement for first-year students, each department and program will include additional, substantial writing instruction and practice during students' sophomore through senior years. Departments and programs are preparing the curricular plans through which they will develop their students' writing abilities. They are choosing between two kinds of plans:

**Bridge Course Plan.** Departments and programs may create a writing course that serves as a bridge between the writing students do in first-year composition and the writing they will do in the advanced courses in their majors. Typically, a bridge course is offered at the sophomore level and taught by faculty in the department or program.

**Scaffolded Courses Plan.** Departments and programs may create a set of three courses, each of which includes explicit instruction in writing, that work together to develop students' abilities. Typically, the courses in a scaffolded plan are modifications of existing courses taught by the department or program. These plans are being developed with the assistance of the Howe Center for Writing Excellence.

- **Assessment:** The Howe Center's projects focused on curricula align with two major university initiatives that are led by different units. Under the leadership of the Center for the Enhancement of Learning, Teaching, and University Assessment (CELTUA), Miami is endeavoring to increase the knowledge and use of assessment practices, especially in the College of Arts and Science.

The Howe Center gave some departments their first practical experience in designing graduation-level assessments when it helped them develop the assessment plans. The Howe Center's work with the College of Arts and Science is also helping the University prepare for its decennial reaccreditation review by the Higher Learning Commission (HLC) in 2015. The commission requires all departments to establish graduation-level learning outcomes for their majors. For many departments in the College, the writing outcomes developed for the writing policy will be used to address this requirement. The commission also requires all programs to create assessment plans that will lead to continuous improvement from cycle to cycle. The assessment plans the Center helped departments develop will help to satisfy this requirement.

# **Miami's Academic Intervention Approach**

Board of Trustee Meeting

Academic Affairs-Student Affairs Subcommittee

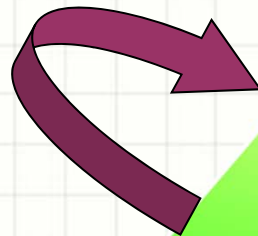
December 8, 2011

## Academic Support is Guided by a Response to Intervention (RTI) Approach

**Tertiary:** Individual, Intensive Intervention  
(~5% of students)

**Secondary:** Targeted Intervention  
(10-15% of students)

**Primary:** Universal Support  
(80-85% of students)



**Academic Intervention:**  
Early Phase-detection  
Interim 1<sup>st</sup> yr.mid-term  
First Year  
Second Year

**Academic Resources:**  
Rinella  
Howe Writing Center  
Advising & Mentoring

**Academic Behavioral Skills:**  
Help seeking  
Organization  
Time studying

**Instructional Practices and Interventions**

**Levels of Intervention**

# Universal Academic Support

- Faculty & Staff Academic Advising (first year early warning assessment system)
  - First year students experience RA interviews
  - First year students' MAPWORKS assessment
  - Faculty provide mid-term grades
- Rinella Learning Center workshops or tutoring
- Howe Writing Center
- Faculty Office Hours

# Targeted Secondary Interventions

- Mid-term Intervention: all first year students consult with advisor(s) about performance [with those receiving C- or below and “red zone” categorization from MAPWORKS receiving intensive advising]
  - Mentoring
  - Tutoring
  - Courses with SI (supplemental instruction)

# Targeted Intensive Interventions

- First Year and Second Year Interventions for students on “warning” or “probation”
  - Coaching
  - EDT 110
  - Meta-cognition training
- Effective Intervention Results
  - Seven years of first year intervention data demonstrate that students return to “good academic standing” most often when they complete the intervention plan as prescribed (see 2010 data handout)



# Faculty Transition

- Second Year Students are transitioned to faculty
  - Advisor Trac notes support transition process
  - Referrals to developmentally appropriate resources
    - Career services
    - More intensive academic support
    - Faculty mentoring
    - LD assessments, family sessions, mental health
- Second Year Student Academic Intervention
  - Second Year Intervention pilot yielded similar results as first year intervention (see 2010 data handout)



## Board of Trustees Academic Affairs-Student Affairs Subcommittee

### First Year Intervention Results 2010-2011

Annually, the Rinella Learning Center, Office of Residence Life and the Office of the Dean of Students monitor student academic progress. In October, a mid-term check-in is completed with first-year students receiving C-s or below. At the end of the fall semester, first-year students are invited to enter the academic intervention process if their GPAs are below a 2.0. The intervention process consists of completion of an on-line learning assessment, meetings with the first year advisor and a learning specialist, and then assignment to either a learning skills course (EDT 110-*Study Strategies for College Success*), academic coaching or a combination of learning supports. As students enter the process, the week of the semester in which they enter is recorded. The 2010-2011 intervention began with 312 first-year students on academic warning in December 2010 (44 students decided not to return for second semester). 267 students were then instructed to complete the intervention process and 92% (245) completed the process by the end of the semester. 54% had a spring term GPA above 2.0, and 38% achieved “good standing” at the end of the spring term intervention experience, however 25% did not improve.

**Table 1. 2010-2011 First Year Pre-Post Intervention Mean GPA Change: By Week Beginning the Intervention Process**

First 5 Weeks	Weeks 6-10	Week 11+	Never
N=178	N=44	N=23	N=22
Average Spring Term GPA Mean	Average Spring Term GPA Mean	Average Spring Term GPA Mean	Average Spring Term GPA Mean
2.04	1.95	1.75	1.08
Mean delta	Mean delta	Mean delta	Mean delta
0.57	0.59	0.49	-0.26

### The Impact of EDT 110

Average GPA of students taking EDT 110 (n=55) is 2.23; while those not taking EDT 110 is 1.92.

### Comparison with Previous Years

Over the past 6 years, data show that students who enter the intervention process within the first five weeks generally have a higher or comparable change in GPA than those who enter the process in weeks six through ten. Similarly, those who enter the process in weeks six through ten have a higher change in GPA than those that enter the process in week eleven or later. With data from 2004 to 2009, we completed statistical analyses (dependent t-tests and ANCOVAs) to confirm that all changes in GPAs by year and time of intervention entry were significant. Therefore, the first-year intervention is one effective tool that can be used to assist first-year students with changing their academic warning status to one of “good standing”. Similar results were obtained with the second-year intervention in its inaugural piloting last year.

### Second Year Intervention Results 2010-2011

During fall semester 2010 an effort to retain academically at-risk second year students was proposed by the Rinella Learning Center staff in conjunction with the Director of Second Year Programs. This pilot program targeted academically “at-risk” students entering their second year at Miami University. The group was defined as all rising-second year students who were placed on Academic Probation due to their academic performance in spring semester 2010, but had not been on academic warning previously. The identified 59 students received notification of the intervention requirements, which included one of three options: Meet regularly with a Learning Specialist in the Rinella Learning Center; complete a 2-credit hour course, EDT 110: *Study Strategies for College Success*; or engage with and attend at least 10 sessions through the Academic Coaching Program.

#### Impact of Intervention

The initial number of intervention students decreased to 40 due to changes in grades based on summer coursework and students not returning to Miami. Of the students targeted, 60% successfully completed the intervention. Included below is a breakdown of how students performed over the course of the semester in relation to their varying engagement in the intervention process, their academic progress the semester following the intervention, and their persistence to fall 2011.

**Table 2. Pilot Second Year Pre-Post Intervention Mean GPAs: By Intervention Type**

EDT 110	Academic Coaching	Meet Learning Sp.	<4 to No contact
N=12	N=6	N=6	N=16
Average Fall Term GPA Mean	Average Fall Term GPA Mean	Average Fall Term GPA Mean	Average Fall Term GPA Mean
2.51	2.39	2.37	1.57
Average Spring Term GPA Mean	Average Spring Term GPA Mean	Average Spring Term GPA Mean	Average Spring Term GPA Mean
2.5	1.7	2.17	2.23*
Retention to Fall 2011	Retention to Fall 2011	Retention to Fall 2011	Retention to Fall 2011
100%	66.7%	100%	62.5%**

\*NOTES: The spring term GPA for students who had less than 4 or no contact with the intervention process is based on 5 students, the other 11 students in this cohort were placed on academic suspension for spring 2011 based on their fall 2010 performance.

\*\*The number of students retained out of this population to fall 2011 is 77.8%. Of these students (7) 4 of them were academically suspended during spring 2011 and chose to return to Miami following their suspension.

Initial data from the pilot of the second year intervention suggest that students who take advantage of EDT 110 perform better academically during the intervention and continue to perform better in subsequent semesters. Additionally, they are retained at a better rate than most other intervention strategies. Students who engage in the on-going meetings with the learning specialists are also performing better and being retained at a higher rate. Given small sample sizes, caution is needed in interpreting data. Note that of the 16 students who fall into the “some contact” or “no contact” categories, 11 of them (68.75%) were placed on academic suspension for the following term whereas 12.5% (3 students) who engaged in one of the interventions were placed on academic suspension.

## Board of Trustees Academic Affairs-Student Affairs Subcommittee

## Rinella Learning Center: Academic Support Use Data

Program Type	Number of students	Total Hours
Tutoring (one-on-one & group)	3,020	
Supplemental Instruction (SI)	8,322 (students in courses offering SI)  3,307 (students attending SI sessions)	
Total from Services Combined	6,327	27,000

Service	Number of students	Total Hours
Learning Disability Services	459	
Coaching	75	
EDT 110	67 (Fall 2010)	

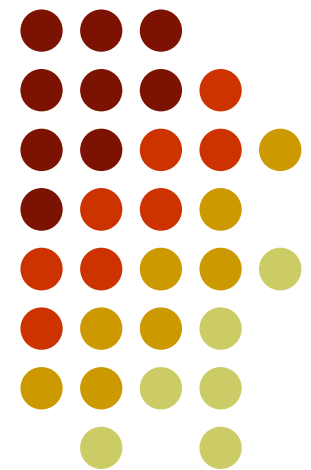
Note: During the year in which these data were collected the Rinella Learning Center contained five programs and or services; academic support services, academic support for intercollegiate athletics, office of learning disability services, scholastic enhancement program, tutorial assistance program. The data presented here only represent one of those five programs.

# Retention Steering Committee

---

Update for Board of Trustees Meeting  
8 December 2011

Dr. Barbara Jones  
Vice President of Student Affairs





# Strategic Priority Goal

- The retention and graduation rates of Miami University students is among the highest of public institutions in the United States, however, we believe we can improve.



# Review of Committee Goals

- Identify retention rates necessary to achieve an 85% graduation rate
- Establish a committee to identify opportunities to increase retention
- Identify segments of the population where targeted interventions can occur



# Review of Committee Goals

- Analyze effectiveness of academic support programs for specific student populations
- Identify and address policies and practices that may impede the persistence to graduation
- Survey non-returning students annually
- Develop and disseminate core communications concerning retention



# Fall 2011: Data Collection

- Focus groups of students who have been retained at Miami
  - *Focus groups completed and data being coded*
- Telephone calls to non-returners
  - *Phone calls completed and data being analyzed*
- Compilation of existing retention services/initiatives
  - *Data compiled and shared with Retention Steering Committee*





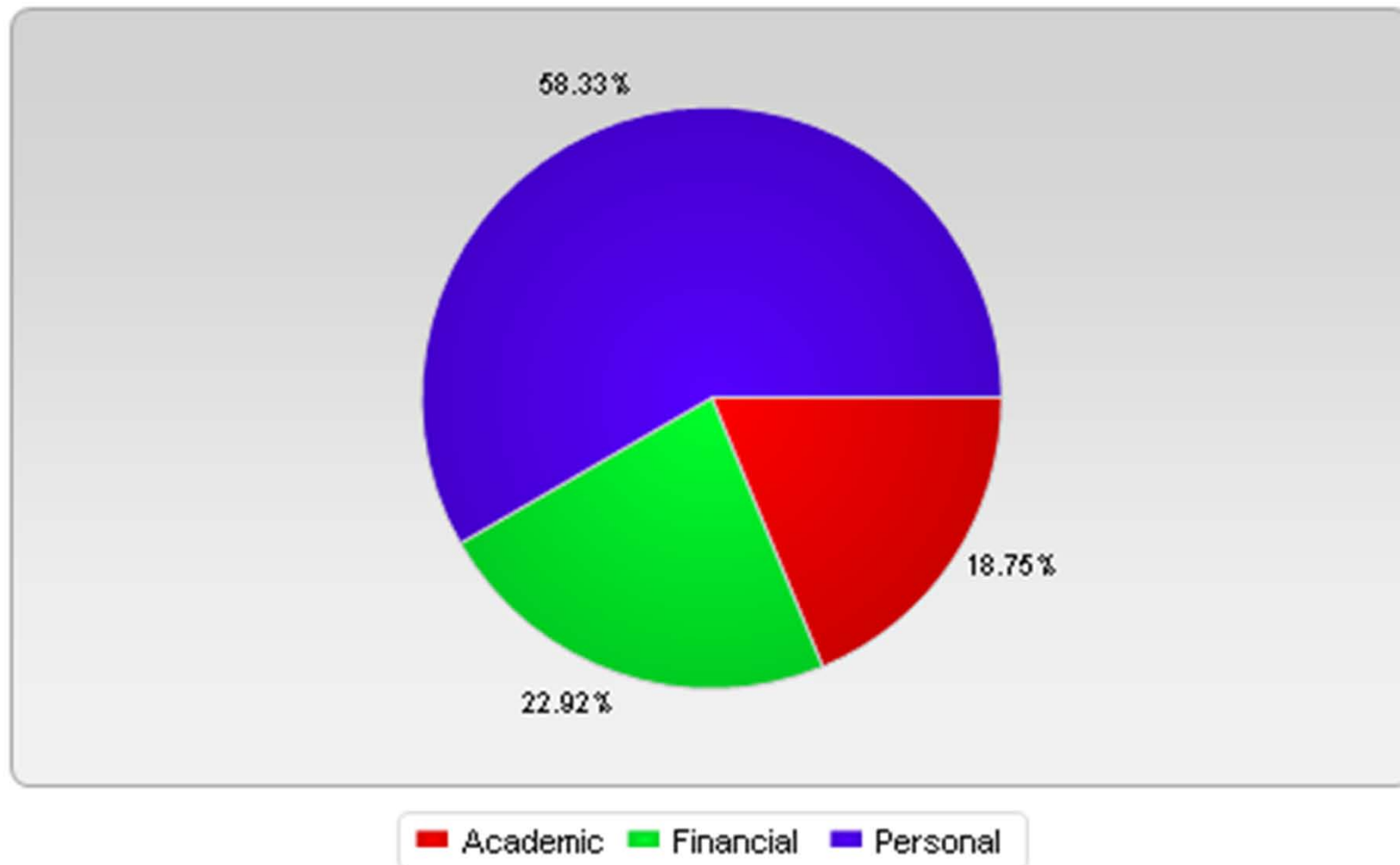
# Fall 2011: Data Collection

- Telephone calls to parents of current, out-of-state, first year students
  - Calls will be completed by December 16, preliminary analysis underway

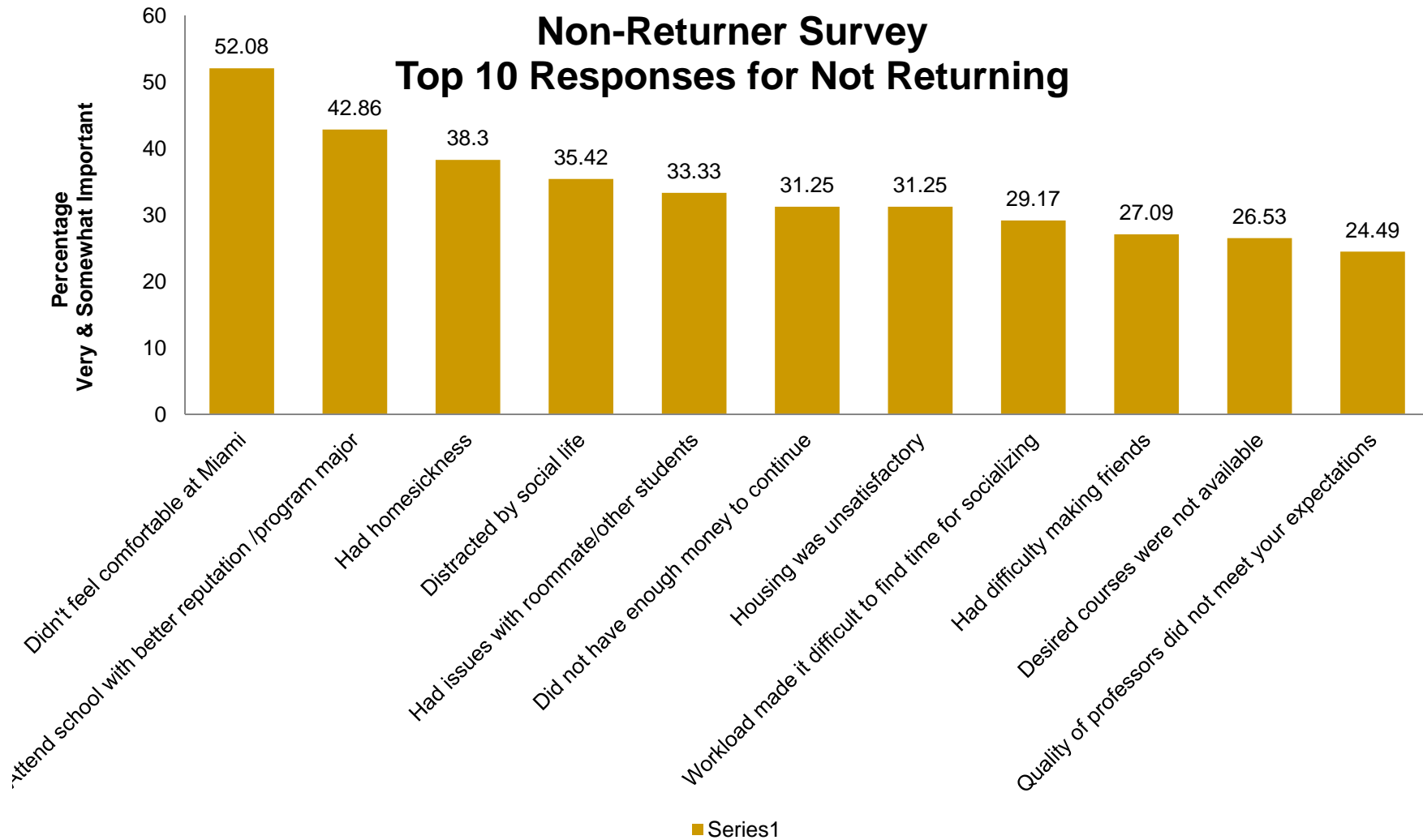


# Data Analysis: Non-returner Phone Survey

Q2. What was the primary reason you left Miami?



# Data Analysis: Non-returner Phone Survey





# Data Analysis: Things MU Does Well - Non-Returner Survey

- Focus on job placement after college
  - *95.92% of phone respondents reported that concern over Miami's job placement rate was not important in their decision to not return*
- Course work was challenging
  - *92.84% indicated course work was challenging*
- Confident could graduate in four years
  - *89.58% felt they could achieve graduation in four years*



# Data Analysis: Things MU Does Well - Non-Returner Survey

- Academic support was available
  - *83.67% identified support was available*
- Engage students in co-curricular activities
  - *81.25% of phone respondents joined a club(s) and/or organization(s) in their first year*
- Relationship building with faculty/staff
  - *79.17% of phone respondents reported not having difficulty building these relationships*



# Data Analysis: Growth Edges

- Focus on campus climate
  - *52.08% of respondents said feelings of discomfort at Miami were somewhat or very important to their decision to not return*
  - *35.42% of respondents said the distraction from MU social life was somewhat or very important to their decision to not return*
  - *27.09% of respondents said the difficulty of making friends was somewhat or very important to their decision not to return*



# Data Analysis: Growth Edges

- Promote student success stories from those not involved in mainstream organizations
  - *Initial coding of focus groups highlights a diversity of involvement while also indicating a lack of fitting into a preconceived image of what a Miami student looks like/is involved in*
  - *29.79% of phone call respondents shared that the atmosphere (ie, party scene, didn't belong/no friends, people were rude, and lack of diversity) were major decisions in their not returning*



# Data Analysis: Growth Edges

- Analysis of data by academic preparation/performance show departure of students from all levels
  - *45.26% of non-returning students had a grade point average of 3.0 or better, 32.68% had 2.0-2.99, 22.07% had below 1.99*





# Policy Recommendations

- Course Repeat Policy
  - *Allows students who do poorly in credit-bearing courses to repeat them within certain specified guidelines*
  - *Based on phone survey results this would address:*
    - *The perceived lack of academic support (18.36%)*
    - *Poor grades led to not returning (20.41%)*



# Future Activities

- Email to non-respondents from first to second year phone survey
- Phone survey of non-returners from second to third year
- Analysis of clearinghouse data on transfer students
- Initiate intervention with students who have 120+ hours who have not applied for graduation



# Future Activities

- Identify programs/actions for targeted populations
- Review findings from calling project to out-of-state parents and identify actions
- Continue discussion of the impact of policies and practices on retention
- Engage campus in retention/graduation discussion

# Board of Trustees Academic and Student Affairs Committee Steering Committee for Retention and Graduation Status Report

November, 2011

## **Committee Members**

Barb Jones, Vice President for Student Affairs, Committee Chair  
 Rosalyn Benson, Assistant Dean Fine Arts  
 Melissa Chase, Associate Dean Education, Health, and Society  
 Gwen Fears, Associate Dean of Students  
 Carolyn Haynes, Director Honors and Scholars Program  
 Susan Mosley Howard, Associate Vice President and Dean of Students  
 Michael Kabbaz, Associate Vice President for Enrollment Management  
 Denise Krallman, Director Institutional Research  
 Marti Kyger, Assistant Dean Farmer School of Business  
 Carl Paternite, Associate Dean Arts and Science  
 Ron Scott, Associate Vice President Institutional Diversity  
 Bev Thomas, Associate Vice President Finance and Business Services  
 Doug Troy, Associate Dean Engineering and Applied Science  
 Brandon Patterson, Student  
 Nick Miller, Student

## **Executive Summary**

A recommendation from the 2010 *Strategic Priorities Task Force* is a specific charge to “increase the retention rate for undergraduate students and attain a six-year graduation rate of 85%.” Measurable outcomes are increased graduation rates above the existing rate in the low 80% range in effort to achieve an 85% rate by 2015. At the direction of President Hodges, a committee was formed in June 2011, chaired by Vice President Barb Jones. The committee met throughout the summer and continues to meet bi-weekly.

Although Miami has admirable retention and graduation rates our goal is to do even better. In addition, if we continue status quo processes we risk our performance declining due to changes in our entering class demographics. Specifically, increased proportions of out-of-state students have a historically lower overall retention rate. Thus, there is a sense of urgency that new policies and practices must be implemented to maintain and increase our retention and graduation rates. Short-term recommendations to address the committee’s charge, and target dates are shown below. Longer-term recommendations are further described in this status report.

## **Background**

Miami’s historic graduation and retention rate over the past years?

- The 6-year graduation rate has ranged from 78.1% to 82.8% for cohorts entering between 1993 and 2004. The 2005 cohort graduation rate is 81.5%.
- Retention rates of the sophomore year for the Oxford campus have ranged between 88.5% and 90.7% for 1998-2008 cohorts. The most current retention data for the fall cohort of 2010 is 88.8%.

## Review of the retention committee 3/25/11 interim report

- In order to graduate 85% of first-time students in six years, we would need to retain 94.7% of students to the sophomore year.
- Among “at risk” groups with lower retention the committee identified students who remain undecided about their majors until their second year of matriculation.
- Focus on procedures and programs that are in place to integrate and support incoming students into the University community, and into their social and academic circles.
- Institute a permanent structure with the responsibility for monitoring and enhancing retention in the purview of the Associate VP for Enrollment Management.

Below is a grid developed using as action items the charge to the Retention Steering Committee. The action items are followed by recommendations and timelines developed by the committee.

Action	Recommendation	Target Date
1 - Identify retention rates necessary at various levels to achieve an 85% graduation rate.	94.7% retention of students to the sophomore year	Complete
2 - Establish a committee to identify potential opportunities to increase retention.	Implement focus groups with returning students (success group)	Focus group design – Sept. 9; recruitment of students for focus groups – Sept. 26; focus groups – Oct 3 – 13, summarize findings – November 18
3 - Identify specific segments of the population where targeted interventions can occur.  Develop an intervention strategy for second-year “at risk” students.  First year out of state student retention rates are approximately 2% below average.	Intervention by Divisional Academic Advisors for students with 120+ hours who have not graduated  Second year academic support intervention for students on warning.  Telephone calls to parents of out of state students.	Spring 2012  Pilot implemented 2010-11. Implementation for all second year students on warning 2011-12.  Underway and expect completion by Thanksgiving
4 - Analyze the effectiveness of academic support programs for specific student populations including students identified as “at risk.” (“At Risk” is defined in the broadest sense meaning both academic and personal concerns.)	Inventory existing programs for retention and graduation.	December, 2011
5 - Identify and address policies and practices that may impede the persistence to graduation of students.	Propose revision of the existing policy regarding repeating of courses to Academic Policy Committee. Sub-committee established to look at other policies that inhibit retention and graduation.	October 15, 2011, Revised a sent back November 8

<p>6 - Annually survey non-returning students to determine causes of non-retention. Revise retention strategies based on this information.</p>	<p>Implement a survey of students who have withdrawn.</p> <p>Analysis of clearinghouse data on transfers</p>	<p>Implementation - October, 2011. Analysis complete - December, 2011</p> <p>Institutional Research will produce report by mid-December</p>
<p>7 - Develop and disseminate core communications to the university community that frame retention enhancement as a fundamentally different challenge than we have faced in the past, in light of the changing context of enrollment management.</p>	<p>Succinctly and persuasively explain to the university community the new retention challenges we face associated with recruitment, retention, and timely graduation of an increasingly geographically and culturally diverse student body.</p>	<p>Fall, 2011</p>

# Interdisciplinary Enhancement Committee



Spring - Fall 2011

# Committee Members

- ☞ Peg Faimon, Chair  
Co-Director, Armstrong Institute for Interactive Media Studies |  
Director, Miami Design Collaborative | Professor, Graphic Design
- ☞ Raymond Gorman  
Associate Provost and Associate Vice President for Academic Affairs | Professor, Finance
- ☞ Carolyn Haynes  
Director, University Honors Program | Professor, English
- ☞ LuMing Mao  
Director, Asian/Asian American Studies Program | Professor, English
- ☞ Gary Peterson  
Professor & Chair, Department of Family Studies and Social Work
- ☞ Bill Renwick  
Co-Director, Institute for the Environment and Sustainability | Director, Latin American Studies |  
Professor & Chair, Department of Geography
- ☞ Rob Schorman  
Associate Dean for Academic Affairs for Middletown | Associate Professor, History
- ☞ Doug Troy  
Associate Dean, School of Engineering and Applied Science | Professor, Computer Science
- ☞ John Weigand  
Professor & Chair, Department of Architecture & Interior Design



# Charge to the Committee

- ✎ Strategic Priorities Recommendation #13:  
“Appoint a study group to explore ways to support and promote interdisciplinary teaching and research.”

# Charge to the Committee

- ∞ Describe how interdisciplinary programs advance the strategic goals of the university.
- ∞ Assess the current status of interdisciplinary programs at Miami University.
- ∞ Identify factors that have led to the successes of current programs.
- ∞ Identify additional opportunities for interdisciplinary collaborations.
- ∞ Identify impediments to additional interdisciplinary programs.
- ∞ Estimate resources (human, physical, and financial) required to eliminate these impediments.
- ∞ Identify resources required to sustain current and proposed programs.
- ∞ Propose alternative budget models for the allocation and accounting of funds devoted to an interdisciplinary program.

# Action Steps

- ☞ Reviewed the 1997 and 2006 Reports on Interdisciplinarity:
  - “Ways to Encourage Interdisciplinary Teaching,” 1997
  - “Report of the First in 2009 Coordinating Council Sub-Committee on Interdisciplinarity,” 2006
- ☞ Consulted Professional Literature and Models
- ☞ Identified Barriers
- ☞ Met with the Offices of Institutional Research and the Registrar
- ☞ Met with Interdisciplinary Program Directors
- ☞ Created Rationale, and Defined Interdisciplinarity
- ☞ Drafted report; vetted it with COAD, Provost

# Why Interdisciplinarity?



Rationale

# Relationship to Disciplines

- ∞ Interdisciplinarity demands rigorous engagement with *disciplines*.
- ∞ Ideally, it reinforces and reinvigorates disciplinary knowledge while also promoting new interdisciplinary understandings.



# Global Problems Demand Integration

- ✎ Preserving endangered species
- ✎ AIDS epidemic in Africa
- ✎ World hunger
- ✎ Middle East crisis
- ✎ Natural disasters
- ✎ Global warming



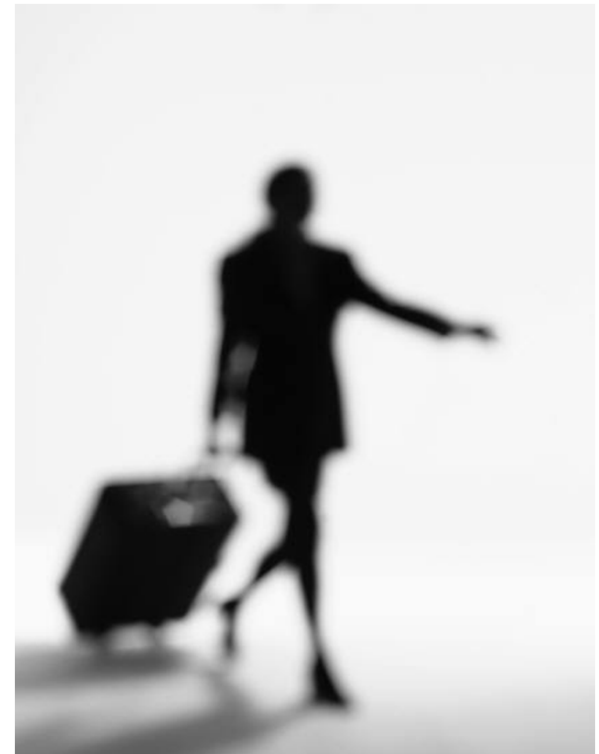
## Life Requires It

- ▶ The average person changes employers 10 times during their adult working life.
- ▶ People change careers an average of 5 times over their lifetime.
- ▶ Many professions will completely transform over the next decade.



## Employers Seek Integrative Thinkers

- ☞ Science & technology (82%)
- ☞ Diverse team work (76%)
- ☞ Integrative learning (73%)
- ☞ Critical thinking (73%)
- ☞ Intercultural knowledge (72%)
- ☞ Global issues (72%)
- ☞ Communication (73%)
- ☞ Creativity & innovation (70%)
- ☞ Problem solving (64%)





# Interdisciplinarity at Miami

- ▶ Research projects, grants
- ▶ Interdisciplinary centers
- ▶ Interdisciplinary majors and minors, including area studies concentrations
- ▶ Professional training and degrees
- ▶ Individual courses within existing disciplinary departments or honors program
- ▶ Internships, study abroad
- ▶ Living learning communities based on broad themes
- ▶ Service learning

# Defining Interdisciplinarity

- ∞ *A methodology or process of pursuing a question, solving a problem, and/or addressing a topic that cannot be dealt with adequately by a single discipline or perspective. It draws on knowledge from both within and outside disciplinary boundaries, forging intellectual partnerships, and seeing to integrate insights through purposeful creation of a more comprehensive solution. Goals include: constructing new knowledge; developing new strategies for discovering knowledge; and recognizing novel ways of perceiving phenomena that differ from established disciplines, resulting in an increased relevance to disciplines.*

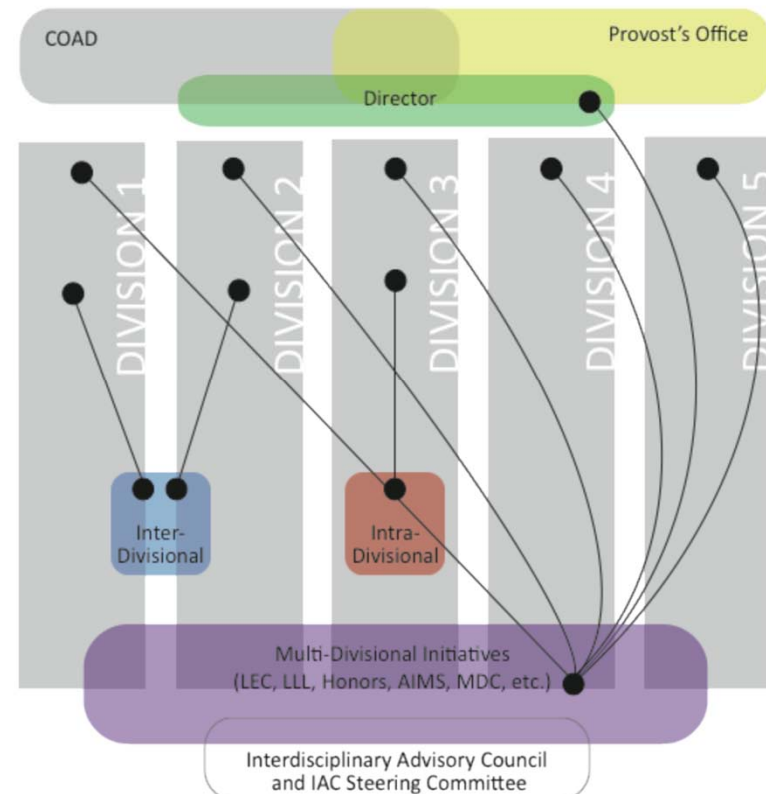
# IEC Recommendations



Structure, Data, Visibility, Incentives

# Recommendations: Structure

- ∞ Create a structure to enhance current and future ID initiatives.
- ∞ Allow different support structures for ID initiatives to advance learning and research.
- ∞ Create greater links among future and existing university-wide ID initiatives.



# Recommendations: Data

- ✎ Develop standardized practices for chairs/directors to document, record and implement ID work.
- ✎ Analyze cross-listing policies and procedures.
- ✎ Revise the program review process modestly when evaluating ID units.



# Recommendations: Visibility

- ☞ Clearly account for contributions for teaching ID courses.
- ☞ Make cross-listed ID courses be visible to students as they register; pool limits.
- ☞ Build communities of practice to facilitate relationships across divisions and departments.
- ☞ Increase external promotion of ID initiatives.

# Recommendations: Incentives

- ☞ Include category for ID work in annual report/dossier.
- ☞ Explore ways to broaden understandings of teaching, research and service.
- ☞ Clarify policies for team teaching.
- ☞ Develop resources for ID initiatives.



---

## Interdisciplinary Enhancement Committee Final Recommendation Report

October 19, 2011

### **Committee Members**

Peg Faimon, Chair

Co-Director, Armstrong Institute for Interactive Media Studies |  
Director, Miami Design Collaborative | Professor, Graphic Design

Raymond Gorman

Associate Provost and Associate Vice President for Academic Affairs | Professor, Finance

Carolyn Haynes

Director, University Honors Program | Professor, English

LuMing Mao

Director, Asian/Asian American Studies Program | Professor, English

Gary Peterson

Professor & Chair, Department of Family Studies and Social Work

Bill Renwick

Co-Director, Institute for the Environment and Sustainability | Director, Latin American Studies |  
Professor & Chair, Department of Geography

Rob Schorman

Associate Dean for Academic Affairs for Middletown | Associate Professor, History

Doug Troy

Associate Dean, School of Engineering and Applied Science | Professor, Computer Science and  
Software Engineering

John Weigand

Professor & Chair, Department of Architecture & Interior Design



---

## Executive Summary

As part of a series of recommendations proposed during the fall of 2010 by Miami's *Strategic Priorities Task Force*, a specific charge was to "appoint a study group to explore ways to support and promote interdisciplinary teaching and research." At the direction of Interim Provost John Skillings, a committee was formed, chaired by Professor Peg Faimon. This *Interdisciplinary Enhancement Committee* met during the spring of 2011, reviewed reports created by similar committees in 1997 and 2006, and met with various university administrators involved with interdisciplinary initiatives. Subsequent recommendations included in this report address four general areas: issues related to university *structure*, issues related to the registrar and reporting *data, visibility* issues both on and off-campus, and issues related to the *incentive* system for both pre- and post-tenure faculty. A key proposal, related to university structure, is the creation of the *Interdisciplinary Advisory Council (IAC)*. The committee recommends that this coalition of interdisciplinary people, programs, and initiatives be headed by a Director who would assume principal responsibility for implementing the additional recommendations contained within this report. The IAC Director would interact regularly with Directors across campus engaged with interdisciplinary activity (Honors, LEC, Latin American Studies, etc.). The IEC Committee suggests that the IAC Directorship be a half-time faculty appointment and be called "Special Assistant to the Provost for Interdisciplinary Initiatives." The IEC Committee would like to stress that this report does not argue for all faculty and curricula to be or become interdisciplinary in nature. Interdisciplinary initiatives are not at odds with disciplinary, and, in fact, good interdisciplinarity depends upon rigorous engagement of the disciplines. This report is intended to explore the enhancement of interdisciplinary work where appropriate and when it positively strengthens pedagogy and research.

---

## Introduction

*Interdisciplinary learning, teaching and research have entered the mainstream of higher education, generating interdisciplinary programs, departments, general education, schools, centers, and institutes. Crossing boundaries as Julie Klein has noted, is "a defining characteristic of our age." New forms of leadership as well as an enhanced coordination of institutional structures are needed to assure success and reorganization and to produce interdisciplinary learning and knowledge.*

Klein, J.T. (1996). *Crossing Boundaries: Knowledge, Disciplinarity, and Interdisciplinarity*. Charlottesville: University of Virginia Press.

The environment in which we learn and work today differs from that of past decades in two key ways. First, while budgetary problems are not new, the situation today, and for the foreseeable future, calls for a significant change in the way we obtain and allocate instructional resources. Second, our knowledge base and information exchange processes, and hence student needs, are evolving more rapidly than in the past, requiring greater institutional agility in how we organize and present curricula.

Historically, institutions of higher learning have responded to such challenges by simply adding new courses to existing disciplinary departments, or by creating new departments or programs. Such additions can be costly, however, both in terms of dollars and in generating controversy and conflict due to real or perceived threats to existing units. Furthermore, the complex issues confronting society — which today's students will be called upon to address — can often best be solved by exploring the intersections and interactions that occur *between* disciplines. In fact, what is needed are new forms of knowledge production that will supplement and enhance the traditional model.

For this reason, not only has interdisciplinary learning been deemed by the Carnegie Foundation for the Advancement of Teaching, the Association of American Colleges and Universities, and the Higher Learning

Commission as critical to an undergraduate liberal and general education (“Integrative Learning,” 2007), but it has been touted among disciplinary specialists and researchers. A 2004 report from the National Academy of Science identifies four primary drivers for interdisciplinary knowledge production:

1. The inherent complexity of nature and society
2. The desire to explore problems and questions that are not confined to a single discipline
3. The need to solve societal problems
4. The power of new technologies (pp. 2, 40).

This 2004 report also advises universities to develop curricula that incorporate interdisciplinary concepts and prompt students to engage in interdisciplinary research. In 2009, Brint, Turk-Bicackci, Proctor and Murphy reported that interdisciplinary research and teaching is now widely considered a notable feature of academic change, documented by a sharp increase in collaborative research, administrative advocacy, funding and a literature of best practices. Klein reports that in the last several decades, social sciences have followed this trend by expanding in two key ways: (1) through incorporating scientific advancements in human behavior and the brain; or (2) by integrating post-structural, constructivist, interpretive and critical paradigms from the humanities. In a study on faculty in the humanities, Lattuca (2001) found that an increasing number are moving their teaching and research toward cultural studies, women’s and ethnic studies and literary studies where “the epistemological and the political are inseparable” (p. 100).

Fortunately, Miami University has long been at the forefront of interdisciplinary activity in higher education. Over the last four decades, it has featured an interdisciplinary division as well as a host of interdisciplinary programs, research centers, institutes, hybrid disciplines, integrative honors courses, clustered or linked courses, self-designed majors and graduate programs, interdisciplinary components of internships, service learning and travel study as well as numerous cross-listed courses, joint faculty appointments, shared facilities, and other collaborative research and teaching projects.

Our committee’s research, with the assistance of Institutional Research, the Registrar’s Office and OARS, indicates that there is already good interdisciplinary activity occurring on all Miami campuses. During fiscal year 2009, nearly 25% of the total grant funding coming through OARS was interdisciplinary in nature, totaling \$6,014,149 in 80 grants (See detailed data for years 2005-09 in summary spreadsheet, Appendix A.). During the spring of 2011, according to available data, there were 1,360 interdisciplinary program majors/co-majors and 672 minors. As cross-listing of courses is a key indicator of interdisciplinary activity among faculty and students, we have particularly noted that there were 605 cross-listed sections in the spring of 2011, which is 15% of the total sections offered at Miami. In addition, there were 67 total divisional course offerings, and over 500 faculty involved in some type of team-teaching activity. (See detailed data in spreadsheets, Appendix B.) The committee believes there is actually more activity than is currently visible given reporting methods. We address this issue later in the document. Some examples of current interdisciplinary activity include the Arts Management Minor, the Miami University Interdisciplinary Technology Development Challenge, Highwire Brand Studio, the Miami Design Collaborative, the Engineering Management Degree, and Armstrong Interactive, to name a few.

Research shows that the impact of interdisciplinary learning on students can lead to an advancement of cognitive or higher order thinking skills such as problem-solving, critical thinking, the ability to engage multiple perspectives, tolerance for ambiguity, sensitivity to ethical issues, creative or independent thinking, listening skills, teamwork, self-reflection and humility (Brown Leonard, 2007; Buchbinder et al., 2005; Field et al., 1994; Hursh, Haas, & Moore, 1983; Kavalosvky, 1971; Klein, 2002; Lattuca et al., 2004; Newell, 1998, 2002; Wolfe & Haynes, 2003).

Although Miami already has a diversity of cross-disciplinary activities, because these activities often run counter to prevailing institutional structures, policies, and procedures, interdisciplinary learning, teaching and scholarship may not be able to reach their full potential and impact.

This report is an attempt to build on the work of previous committees and university leaders by suggesting a variety of strategies for supporting and extending the interdisciplinary work already being done. We are confident that, if these proposals are acted upon, Miami can position itself among the national leaders in supporting innovative, cross-disciplinary learning experiences that prepare its graduates for leadership positions in a complex world, without incurring added costs associated with creating new programs or realigning existing ones.

## Charge to the Committee

### Charge to the Committee

Meeting for the first time on Thursday, February 10, the committee reviewed its charge, as outlined in a memo from John Skillings, Interim Provost. The memo stated, “the Strategic Priorities Recommendation #13 is ‘Appoint a study group to explore ways to support and promote interdisciplinary teaching and research.’ This recommendation serves as the primary goal for this committee; however it would be helpful if the committee could also address some of the following issues:

- Describe how interdisciplinarity would advance the strategic goals of the university.
- Assess the current status of interdisciplinarity at Miami University.
- Identify factors that have led to the successes of current interdisciplinary activities and programs.
- Identify additional opportunities for interdisciplinary collaborations.
- Identify impediments to additional interdisciplinary activity.
- Estimate resources (human, physical, and financial) required to eliminate these impediments.
- Identify resources required to sustain current and proposed activities and programs.
- Propose alternative budget models for the allocation and accounting of funds devoted to an interdisciplinary program or initiative.”

### Additional Issues Identified by the Committee

As the committee met and discussed the current state of interdisciplinary education at Miami, it became clear that we should add to the above list. The committee identified the following additional issues:

- Identify/clarify the institutional infrastructure that could/does support interdisciplinary research and teaching.
- Understand the levels of interdisciplinary activity on campus, specifically focusing on inter-divisional initiatives.
- Understand how current policies/procedures as they relate to interdisciplinary education are communicated throughout the university and how widely they are adopted.

## Interdisciplinarity Defined

### Definition

As a first step, our committee created a shared definition of interdisciplinarity:

*Interdisciplinarity may be defined as a methodology/process of pursuing a question, solving a problem, and/or addressing a topic that cannot be dealt with adequately by a single discipline or perspective. Interdisciplinarity draws on knowledge from both within and outside disciplinary boundaries, forging intellectual partnerships, and seeking to integrate these insights through the self-conscious and purposeful creation of a more comprehensive solution. The goals of such integrative efforts include the construction of new knowledge, the development of new strategies for discovering knowledge, and/or the recognition*

*of novel ways of perceiving phenomena that differ from the established disciplines, resulting in an increased relevance to these disciplines.*

## The Current Landscape

### Review of Earlier Committee Reports

As a committee, we decided that the best course of action would be to review the reports from the two previous committees on interdisciplinarity: “Ways to Encourage Interdisciplinary Teaching” from 1997 (Appendix C), and the “Report of the First in 2009 Coordinating Council Sub-Committee on Interdisciplinarity at Miami University” from 2006 (Appendix D). (The 1997 document also referenced an earlier report created in the early 1990s.) Each report identified the barriers to interdisciplinary work, the landscape of interdisciplinary activity at Miami at the time, perspectives from various stakeholders around campus, and key recommendations for how to enhance and encourage interdisciplinarity. The cornerstone of the 2006 report was a campus-wide survey that gathered data about barriers to interdisciplinary teaching and research.

To our dismay, much of the content of these reports is still relevant to our situation today. As a committee charged with a similar task in 2011, we feel it’s key to produce a document that is not a re-issue of this earlier work, but one that moves to the next stage, and focuses on implementation of specific recommendations. We are making many of the same recommendations that were present in the 1997 and 2006 documents, but we wish to emphasize implementation by making them more tangible with specific guidelines. Clearly, since four reports have been charged and written since the early 1990s, the university feels this is an important issue to study. The committee would like to emphasize that study is not enough and now is the time to take action.

### Key Barriers to Interdisciplinary Activity

The barriers identified in 1997 that still apply, include:

- Budgets and accounting are organized by division, making it difficult to implement, credit or track cross-divisional efforts. Departments have a fear of FTE loss.
- Need to staff disciplinary courses.

The barriers identified in 2006 that still apply, include:

- The divisional/disciplinary structure makes it difficult to support and promote interdisciplinarity across these boundaries.
- The value of interdisciplinary work is not clearly articulated in the P&T process.
- Data are reported in such a way that interdisciplinary teaching is not clearly visible for analysis.

Additional barriers that our committee identified:

- Some departments have many major requirements, making it difficult to include interdisciplinary work.
- It’s difficult to account for team-teaching loads, and there’s a perception that team-teaching should count for less than a full course.
- The registration and reporting systems have become much more flexible with improvements in software, but many administrators (chairs and directors) don’t understand the best practices for these systems.
- The reward structure is still biased toward disciplinary teaching and research (P&T, merit pay, etc.)
- Physical space can impede collaboration when faculty are housed by departments.

### Meetings with Registrar's Office and Institutional Research

As part of our research, we sent the list of barriers from the 1997 and 2006 reports to several of the staff members in the Registrar's Office and the Office of Institutional Research. They were able to identify which of the barriers were still an issue and which have been resolved (see meeting notes, Appendix E). The conclusion was that the current systems allow for much more flexibility in registrar functions, such as cross-listing and reporting, than is generally known or understood by administrators (see list of reports, Appendix F). The system is fairly flexible, and the staff is very eager and willing to assist faculty and administrators with implementing more appropriate and accurate procedures. It appears that registration and the registrar's office are not barriers to increasing interdisciplinarity. In the recommendations section we discuss specific procedures and ways to promote them.

### Meetings with Program Directors

Members of the committee met with directors of existing interdisciplinary programs to glean their insights on advancing interdisciplinarity at Miami. Directors cited several barriers to interdisciplinary learning and teaching that currently exist, including: the difficulty in obtaining reliable and useful data relating to the budgets and the work of faculty in interdisciplinary programs (as well as the use of inaccurate data by central administrators in key decision-making processes); the lack of interdisciplinary "champions" in the deans and provost offices; confusion surrounding when and how courses are cross-listed and how seats are designated; a general misunderstanding of the role and challenges of interdisciplinary program directors; and a lack of awareness of the differences among interdisciplinary programs, their missions, and aims. Recommended action steps for overcoming some of these barriers include: the designation of an associate provost to serve as an advocate for interdisciplinary initiatives; the creation of a university-wide council of interdisciplinary program directors to develop policy and troubleshoot problems; the incorporation of interdisciplinarity into divisional and Miami Plan requirements; the regular creation and use of multiple ways of reporting data; transparent budget information which accurately reflect programs' costs and faculty lines; and equitable credit for cross-listed courses (see meeting notes, Appendix G).

---

## Recommendations

The 1997 and 2006 reports made these general recommendations:

- Create a structure to oversee interdisciplinary work at Miami.
- Examine the current university structure, and offer more support for interdisciplinary work.
- Make accounting and reporting procedures flexible and accurate.
- Create a new system of rewards for interdisciplinary work (P&T, grants, merit).
- Publicize what's available and what's happening.

Building upon these general recommendations, our discussions and research centered on which recommendations would result in the biggest impact, while not adding cost and structure. We developed four "buckets" to organize our thoughts: issues related to the university *structure*, issues related to the registrar's office and reporting *data, visibility* issues both on and off-campus, and issues related to the *incentive* system for both pre- and post-tenure faculty.

It's key that senior administrators including the President, Provost, and Deans buy into the importance and value of supporting interdisciplinary initiatives within the university. Such support should be clearly articulated in university goals and strategic planning. Clear goals with measureable outcomes should be identified to guide current and future strategic planning of interdisciplinary initiatives. Without this

support, interdisciplinarity will not be able to have the positive and far-reaching impact that it could have on our students and faculty.

## Recommendations: Structure

### Recommendation 1: Create a structure to enhance current and future interdisciplinary initiatives.

We recommend that a new structure be established called the *Interdisciplinary Advisory Council (IAC)*. This group would bring together interdisciplinary teaching and research initiatives throughout Miami's campus for the purpose of greater advocacy, coordination, and promotion of current work; and the development of funding and vision for future work. An ultimate goal would be for an *Institute for Interdisciplinary Initiatives (III)* to grow out of the IAC. The main charge would be the development of a CULTURE of interdisciplinarity, innovation and collaboration throughout campus, and the promotion of the efficient use of university resources.

- IAC would be an open-invitation group of inter- and intra-divisional interdisciplinary program directors and/or representatives (e.g.: the College interdisciplinary programs, Armstrong Institute for Interactive Media Studies, Miami Design Collaborative, Honors, LEC, etc.), people involved with interdisciplinary team-teaching, and other interdisciplinary initiatives and research. Anyone feeling that participation in IAC would be beneficial to his/her teaching and/or research would be welcome to participate.
- Central to the functioning of IAC would be its more formal Steering Committee, a smaller group of representatives from interdisciplinary units (similar to Graduate Council) charged with more specific tasks. The Steering Committee would function as an advisory group to set policies/procedures for interdisciplinary work (such as the standardization of MOU documents), coordinate activities and foster collaborations between programs/initiatives, and encourage funding opportunities through grants and external fundraising. (Units such as the Registrar's Office, might also join as members or ex-officio members of the Council.)
- The IAC Steering Committee would have subcommittees charged with specific tasks, such as:
  - an inter-divisional curriculum committee for the review of multi-divisional curricula;
  - a policy subcommittee;
  - a funding/grant-writing subcommittee;
  - a visioning group tasked with developing concepts for future initiatives/opportunities.
- IAC's Steering Committee and subcommittees would be coordinated/facilitated by the Council's Director. (We propose appointing a half-time faculty director who will report to one of the Associate Provosts. Initially, the IAC may be led by one of the Associate Provosts until such time that a faculty director can be appointed.)

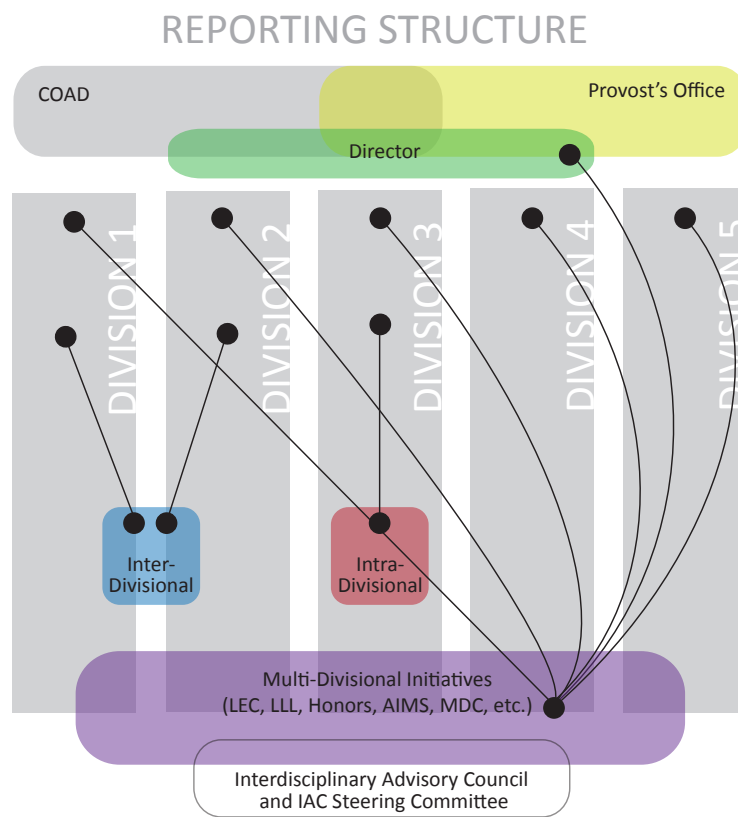
IAC would exist to facilitate communication and collaboration as well as greater efficiency among interdisciplinary units. It is not intended to function as a reporting structure or a quasi-division. It is an organizational network to coordinate existing initiatives and facilitate new opportunities for interdisciplinarity. IAC would help students and faculty to be more fully aware of existing opportunities and allow smaller isolated projects and programs to be networked into a larger, richer learning and teaching environment.

*The committee recommends that the Interdisciplinary Advisory Council be established by early spring 2012, including the appointment of the Director and the establishment of the Steering Committee. Successful completion of this recommendation is required before many of the following recommendations can be implemented.*

**Recommendation 2: Allow different types of interdisciplinary initiatives to report in various ways, depending on what works best for them. This flexibility is key to supporting the variety of teaching and research initiatives that exist at the university.**

Because IAC is about building a culture and a network for interdisciplinarity, we feel it is important to separate its mission from functional reporting issues, which often become politicized. At Miami, there are several different forms/types of interdisciplinary program/initiatives: those that reside fully within a division, those that cross two different divisions, and those that cross multiple divisions. For reporting purposes, it's clear that these different forms should be given flexibility in their reporting structures; the decision for the reporting structure should be clearly tied to the program's mission:

- *Residing within a division:* This type of interdisciplinary program has existed for quite some time and has traditionally reported to one dean. At the current time, this structure appears to be working and should be maintained for those programs that benefit from it.
- *Crossing two divisions:* There are a growing number of initiatives that are crossing divisional boundaries, with faculty participating from two different divisions. In this case, it is often best for two deans to be involved in the reporting structure and for approval of activity/initiatives.
- *Crossing multiple divisions:* The committee recommends that these cross-divisional programs report to the IAC Director, with oversight and approval by the deans. This faculty member's current responsibilities would be adjusted to advance cross-divisional teaching and learning, and this position would be a "redefinition" of the responsibilities for an existing faculty member. In addition to cross-divisional programs, cross-university support structures such as CELTUA, Lifelong Learning, Center for Writing Excellence, etc. would be included under this umbrella, to enhance communication/collaboration.
- Existing and new programs crossing multiple academic divisions will require the approval of the academic deans as to the reporting lines.



**Recommendation 3: Create greater links among future and existing university-wide initiatives.**

To ensure integration and efficiency between university-wide initiatives, the committee recommends that the Steering Committee for the Interdisciplinary Advisory Council have representatives from existing entities such as Liberal Education Council and the Honors Program. Providing a forum for communication and discussion could assist these entities in identifying overlapping curricula between the Global Miami Plan, the Honors Program and other interdisciplinary curricula that currently exist or are newly created. Identifying redundancies and synergies would be very helpful in developing greater efficiencies and innovations. In addition, we suggest that the Council advocate for inclusion of interdisciplinary components in existing curricula, such as liberal education and divisional requirements.

**Recommendations: Data****Recommendation 4: Develop standardized practices for chairs/directors to document, record, and implement interdisciplinary work.**

Throughout our research, and in sharing personal practices with one another, it became clear to the committee that the University could more effectively advance best practices relating to interdisciplinarity. Below is a list of practices we believe are especially important to the implementation of interdisciplinary teaching:

- We suggest the development of a rubric of different types of team teaching (Draft recommendation, Appendix H). Team-teaching takes many forms, and we are not accustomed to recognizing this variety. This can result in erroneous characterizations of team efforts as well as inappropriate recognition and reward of faculty effort. For example, current practice is for a “lead instructor” to be given credit for all the instruction in a team-taught class. We recommend that all instructors in a team-taught class be assigned a percentage of the total effort, and that percentage should, in turn, be credited to the home department/program of the instructors. It is only realistic to expect that departments will break down such barriers to interdisciplinary activity when we implement accounting systems of faculty effort that accurately reflect realities and provide incentives for shared efforts. (Team-teaching is also covered in the incentives section.)
- The current report structure needs to be better understood by chairs/directors. While there is widespread awareness of the importance of enrollments to resource allocation, the reports that describe enrollments by departments/programs are not always widely distributed to, or reviewed by, chairs/directors. Compilation of reports that properly assign credit for teaching to the home unit of the instructor can be a complex task, especially when instructors teach courses that are listed under interdepartmental codes and/or are listed in units other than the home unit. In order to ensure that chairs/directors have a better understanding of the enrollments that are credited to their units, the summary reports need to be more widely and frequently distributed and the underlying methodology made clear. This could do much to ease concerns that faculty who participate in interdisciplinary instruction do not do so at the expense of the home department/program.
- Standard reports should include at least two versions: one that is organized by department/program, and one that is organized by department and/or subject acronym. This will allow users to understand and evaluate both the contributions of departments/programs, and the activity that is associated with inter-departmental acronyms that would otherwise be overlooked.
- The university’s academic program review process should be modified to include the assessment of academic units’ participation in interdisciplinary efforts. As a central feature of the university’s reporting, accountability, and quality assessment for academic units, program reviews should include descriptions and evaluations of shared enrollment efforts, inter-departmental team teaching, cross-listed courses, and other inter-disciplinary collaborative efforts. Recognition of



interdisciplinary efforts in the program review process will encourage continuing long-term progress in diminishing institutional barriers. Resource allocation decisions could also be based on program review results that indicate that academic units are fostering interdisciplinary collaborations to provide incentives for academic units to continue (or initiate) these efforts that are valuable to the larger university. The assessment of an academic unit's success in interdisciplinary efforts will assist in making interdisciplinary collaboration a more general university responsibility, rather than simply the sole responsibility of programs structured to carry out specialized, interdisciplinary agendas.

- Include identification of data and information needs in the university's institutional analytics initiative.

**Recommendation 5: Analyze cross-listing policies and procedures.**

During our research, the issue of cross-listing of classes came up time and time again. Cross-listing should remain flexible and efficient, but should be regulated a bit more tightly than in the past, as a certain amount of misuse seems to be occurring.

- Cross-listing of courses can be an effective way to encourage interdisciplinary initiatives and increase efficiencies by making it easier for a single course to meet multiple degree requirements. However, multiple cross-listings complicate the course registration process from both the standpoint of the Registrar and students. In some cases, concerns about proper accounting of departmental contributions to interdisciplinary efforts have driven proliferation of cross-listings even when a single inter-departmental acronym is available.
- We need guidelines that will help determine when cross-listing is appropriate and when it becomes overly complex. In the latter case it may be more appropriate to use IDS (interdisciplinary studies) as a joint acronym.
- It is the hope of the committee that the IAC/III would undertake the task of developing these standards and best practices to be shared with departments/programs.

**Recommendation 6: We propose modest revisions to the program review process when evaluating interdisciplinary units.**

Program review is a useful university practice for determining the effectiveness of a department and how its practices compare to university guidelines. Unfortunately, the metrics used for departments do not always work well for interdisciplinary programs. Below is a list of proposed new/modified metrics for interdisciplinary program review:

- How does the interdisciplinary program/curriculum implement the mission and requirements of the program? Is interdisciplinarity underscored and defined in the mission and requirements?
- How would one assess the rigor, breadth and contemporaneity of the interdisciplinary curriculum/program? Do the assessment instruments highlight integrative learning?
- What unique opportunities are available in the interdisciplinary curriculum/program for undergraduate students to develop as interdisciplinary learners, such as interdisciplinary seminars/honors courses, integrative independent study/research, and integrative internships?
- What has been the teaching effectiveness of faculty since the last review as measured or qualitatively assessed by such instruments as student course evaluations, peer reviews, course portfolios, surveys of innovation and improvement? What has the interdisciplinary curriculum/program done to strengthen faculty members' capacity for teaching across disciplines?
- What are the accomplishments since the last review of the interdisciplinary program's curriculum's faculty in research, scholarship and creative efforts, as found in data on scholarly presentations, publications, grants, recognitions (e.g., awards, prizes), exhibitions, showings and performances? Is interdisciplinary scholarship valued and rewarded?
- What have been the professional, institutional, and public service accomplishments of the program's faculty since the last review?

- What are the data and trends since the last review on the accomplishments of students in the program, as evidenced by academic records, academic and research awards, scholarly, research and creative efforts, and graduation with honors? How has their interdisciplinary work been recognized?
- What conclusions can be drawn from the student surveys and other assessment methods about the quality of the program?
- What have been the career paths and achievements of graduates of the program since the last review, based on such information as first employment after graduation and subsequent advancements as might be discovered from surveys of alumni/ae and other sources?

Program viability is a measure of the costs versus the benefits of offering an interdisciplinary program/curriculum. The basic question is: does the program operate in cost-effective ways? To what extent does the interdisciplinary program/curriculum support itself, and does it efficiently and effectively serve the missions of the divisions and the University?

### **Recommendations: Visibility**

#### **Recommendation 7: Administrative reports must clearly illustrate department/program and divisional contributions (e.g., FTEs, student credit hours) for teaching interdisciplinary courses.**

In discussions with department chairs and program directors on our committee, it became clear that these key administrators are not informed, and are not routinely given access to administrative reports that are used to measure faculty productivity and teaching contributions. These key administrators wonder whether their departments or programs are properly credited with contributions made by their faculty for cross-listed and interdisciplinary initiatives.

- We recommend that the appropriate administrative unit (e.g., Registrar, Institutional Research) make interdisciplinary courses/programs more visible and the reporting of workload more accurate.
- We suggest that the level of detail in reports should be increased so interdisciplinary work is visible (add reports/add comments)
- Administrative workload reports need to be better promoted to, and understood by chairs and directors. We propose that chairs/directors be educated on what reports are available, and given workshops on how to read such reports.
- Departmental workload documents should reflect how interdisciplinary work is being accounted for.
- The Technical Committee Taskforce should be involved in this issue.

#### **Recommendation 8: Cross-listed interdisciplinary courses should be clearly visible to students as they register for courses and enrollment limits should be pooled.**

When scheduling cross-listed interdisciplinary courses, department chairs sharing courses typically segment the enrollment. For example CSE/ECE 278, with a total capacity for 30 students, might be scheduled with enrollment limits of 20 and 10, respectively. Often one course will close due to full enrollment while the other is open, leading to confusion among students at scheduling time.

- We recommend that the registration system make it easy for students to see cross-listed courses and for enrollment limits to be pooled across all cross-listed courses.
- We suggest that faculty and professional advisors be made aware of interdisciplinary options for students through information available in the course scheduling system.
- Degree Audit Reports could more clearly reflect interdisciplinary options towards meeting degree requirements.

- There is opportunity to enhance and clarify the DAR so that it is more useful to students and faculty for advising and planning purposes. Opportunities include using the DAR as the primary academic advising tool. Students, faculty, and staff can view course requirements in place of the current practice of cross-listing courses across various subject codes.
- Develop training programs for the DAR, including in-person and on-line for new and continuing users.

**Recommendation 9: Build communities of practice to facilitate relationships amongst faculty, staff, and students across departmental and divisional boundaries.**

Harvard Business School Professor Andrew McAfee coined the term “Enterprise 2.0” to describe how social-media tools can be used in organizations to help employees collaborate, share, and organize information. For example, dynamic people-profiles and searches, blogs, and wikis are seen as integral components of a support environment that encourages unplanned collaboration and informal interactions as ways to solve problems, generate ideas, share opinions, and publish information within the organization.

- Promote Enterprise 2.0 social networking technology through Niihka to enhance the ability for faculty and staff to find collaborators across the university.
  - Request Miami’s Niihka developers to expand the existing Niihka profile to include specific boxes for teaching and research interests;
  - Develop a “tab cloud” or “drop down” list of teaching and research interest terms that people can mark as interests;
  - Add capability on the search for colleagues based on the interest terms.
- We also request that the mission of OARS be expanded to include the increased facilitation of interdisciplinary research where appropriate.
- We suggest that IT work with Academic Personnel to enhance the public information available in the current online directory, given the limitations of the current system.
- Promote the ability to personally edit an individual’s directory page, and possibly add fields to the page, such as research and teaching interests.
- Add a search feature to the directory that allows individuals to search keywords.
- Use programs/software being investigated with by the university, such as Community of Science and CRM software, to enhance the quality of the data available regarding faculty research and teaching interests. Community of Science allows for improved search of research funding opportunities and can be used as a “dashboard” to connect people engaged in similar activities. The CRM software (specific package is in the process of being chosen) can be used to develop faculty profiles for easy search and identification of possible research and teaching partners.

**Recommendation 10: Increase external promotion of Miami interdisciplinary initiatives for the purposes of student and faculty recruitment and development activities.**

Potential faculty and students alike are attracted to emerging learning and research opportunities that are interdisciplinary in nature. Examples are bioinformatics, bioengineering, social entrepreneurship, and many others. Promoting interdisciplinary initiatives within the university can help to attract high performing faculty and students.

- We recommend that University Communications promote interdisciplinary programs and research on websites, and other media.
- We propose that admission marketing materials, including the viewbook, feature the many interdisciplinary programs and student engagement opportunities available at Miami.
- Faculty search committees could be encouraged to provide information about our interdisciplinary programs to anyone applying for a faculty position at Miami.

## **Recommendations: Incentives**

### **Recommendation 11: Have a category or sub-category for Interdisciplinary work in the annual report/dossier.**

While interdisciplinary work is valued and promoted across divisions and throughout the university, there is no built-in mechanism for faculty to document and to get rewarded for their interdisciplinary work. A visible or tangible incentive for faculty to carry out and advance interdisciplinary work does not exist. We suggest that a separate category or sub-category for interdisciplinary work be created in the annual report/dossier so that faculty's contributions to, and development in, interdisciplinary work can be documented and rewarded accordingly. We suggest that the IAC Steering Committee take on the task of specifically developing these guidelines.

### **Recommendation 12: Explore ways to broaden understandings of teaching, research and service.**

Teaching, research, and service at Miami tend to be defined according to each discipline and needs of one's home department or program. Work that fails to meet this definition but is quite relevant to knowledge construction and to disciplinary advancement thus faces an uphill battle to be valued and counted by the promotion and tenure committee. Interdisciplinary work is predicated upon discursive practices that draw upon knowledge from both within and outside disciplinary boundaries. To help remove this barrier, we suggest that more flexible, more productive definitions of teaching, research, and service be developed at the department and program level and faculty be encouraged to pursue work that challenges canonical frameworks, contributes to methodological and epistemological innovations, and forms new interdisciplinary partnerships.

To ensure that faculty seeking promotion are not penalized for risk-taking or collaboration across disciplines, promotion and tenure committees must cultivate an appreciation of quality indicators for interdisciplinary teaching and scholarship and appropriately value work in these areas. Guidelines for promotion and tenure might be rewritten to express the explicit requirement that departments take care to evaluate interdisciplinary scholarship and teaching properly. In some cases, the creation of a truly interdisciplinary committee might be most appropriate, and the faculty member's appointment letter might stipulate the expectation and desirability for interdisciplinary teaching and/or scholarship. In other cases, the formal inclusion of representatives from other disciplines might be valuable or the written input from other areas might be a required part of a faculty review process. Program directors in particular might be offered a stronger voice and more active role in the support and subsequent promotion of pre-tenure faculty.

### **Recommendation 13: Clarify policies for team-teaching**

Team-teaching is central to advancing interdisciplinary work. While Miami has a history of encouraging and promoting team-teaching, policies to date for team-teaching are not clearly defined, nor readily transparent or consistent. To encourage faculty to join colleagues outside of their home department or program in team-teaching, we suggest that policies for team-teaching be clarified and further communicated to faculty and administration. We propose that such policies be specific in terms of the incentives and support for faculty who commit to team-teaching, and that these policies identify the rewards faculty will receive for doing so. They should also include concrete metrics with which to credit faculty's team-teaching work, ranging from each faculty receiving full course credit to receiving a certain percentage of the credit of the course they teach as long as each meets low enrollment standards. (Team teaching can be supported where resources permit.)

### **Recommendation 14: Develop resources for interdisciplinary initiatives.**

Internal support for interdisciplinary projects should be better defined as a category of work deserving support. For instance, the Committee for Faculty Research might create a subcommittee on interdisciplinary proposals to parallel its current review panels from arts and humanities, applied and natural sciences, and business, education and social sciences; application forms for ARA or FIL might provide a specific opportunity to highlight interdisciplinary projects; separate (non-departmental) travel funds might be designated for interdisciplinary conferences or visits to other institutions; annual recognition or awards of some sort might be offered faculty who excel in interdisciplinary teaching or research. Other relatively low-cost initiatives for interdisciplinary professional development might include: workshops, forums, and seminars on interdisciplinary scholarship and teaching; coordinated scheduling and forums for external speakers; the establishment of mentoring or networking opportunities for faculty interested in interdisciplinary work. This will necessitate a partnership among the deans and the Office of the Provost and possible redirection of funds.

---

## Summary of Needed Resources

Taking the necessary steps to achieve the goals of the described above will necessarily involve some start-up costs, but need not require a permanent increased cost to the university beyond the cost of supporting a Director. If, through the implementation of a performance based budgeting systems, we're able to realize all of the savings from greater efficiencies, there may even be long run cost savings. We further believe that as a consequence of accepting the recommendations in this report, there will be an expansion in the number of interdisciplinary programs, course offerings, and research collaborations. While this expansion has resource implications, we expect that the incremental revenue generated by these new programs will more than cover their costs. Further, over time, as students and faculty are more involved with interdisciplinary programs, there will necessarily be a reduced demand for courses and programs in more traditional, disciplinary areas. This creates the opportunity to transfer resources from areas that have reduced in size to those more interdisciplinary programs.

Beyond this, we believe that as the initiative expands, it will become an increasingly attractive opportunity for the receipt of outside funding. To the extent that our interdisciplinary programs attract outside funding, University resources may actually be freed up as a result of our development of interdisciplinary programs.

---

## Suggested Timeline for Year One

Date	Action Step	Agent
Summer/Fall 2011	Finalize report of the Interdisciplinary Enhancement Committee (IEC); secure approval from Provost Gempesaw.	IEC
Fall 2011	Present report to the President for discussion and feedback	Provost
	Present report to the Council of Academic Deans (COAD) for discussion and feedback.	Provost
	Create preliminary job description for the Director of the IAC, a tentative mission statement for the IAC, and a draft governance document for the IAC Steering Committee.	IAC in consultation with Provost

Fall 2011	Present report at Academic Administrators Breakfast	Selected IEC members
	Invite representatives to serve on IAC Steering Committee; IAC Steering Committee to be chaired by appointed Director/Associate Provost	Provost
	Create subcommittees as needed.	IAC Director/Committee
Spring 2012	Draft preliminary three-year strategic plan, including major events and programs.	IAC Director/Committee
	Hold kick-off event for IAC.	IAC Director/Committee
	Work with the Office of Institutional Research to develop a standardized practice for reporting interdisciplinary activity.	IAC Director/Committee
	Work with the Registrar and COAD to create standardized procedures for cross-listing courses and for crediting team teaching efforts.	IAC Director/Committee
	Create policies and procedures for reporting lines for interdisciplinary units. Share with COAD for review and feedback.	IAC Director/Committee
	Benchmark against other interdisciplinary centers and institutes to revise mission statement and governance document. Begin development of website for IAC.	IAC Director/Committee
	Launch IAC website and create other promotional materials as needed. Connect with University Communications and Office of Admission.	IAC Director/Committee
	Revise and finalize strategic plan.	IAC Director/Committee
	Work with Provost to create solid foundation for IAC.	IAC Director/Committee
Summer & Fall 2012	Develop plans for major events and programs through 2014	IAC Director/Committee
	Develop recommendations for changes to program review and P&T processes to recognize interdisciplinary teaching, service and scholarship.	IAC Director/Committee

---

## Bibliography

- Brint, S. G., Turk-Bicackci, L., Proctor, K., and Murphy, S. P. (2009). "Expanding the social frame of knowledge: Interdisciplinary, degree-granting fields in American colleges and universities, 1975-2000." *Review of Higher Education*, 32(2), 155-183.
- Brown Leonard, J. (2007). *Integrative learning as a developmental process: A grounded theory of college students' experiences in integrative studies*. Unpublished doctoral dissertation, University of Maryland, College Park.
- Buchbinder, S. B., Alt, P. M., Eskow, K., Forbes, W., Hester, E., & Struck, M. (2005). Creating learning prisms with an interdisciplinary case study workshop. *Innovative Higher Education*, 29, 257-274.
- Field, M., Lee, R., & Field, M. L. (1994). Assessing interdisciplinary learning. In J. T. Klein & W. G. Doty (Eds.). *Interdisciplinary studies today* (pp. 69-84). San Francisco: Jossey-Bass.
- teaching and research at Griffith University, Australia. *Studies in Higher Education*, 32, 167-185.
- Hursh, B., Haas, P., & Moore, M. (1983). An interdisciplinary model to implement general education. *Journal of Higher Education*, 54, 42-49.

- "Integrative learning: Opportunities to connect." (2007, January). Public Report of the Integrative Learning Project sponsored by the Association of American Colleges and Universities and The Carnegie Foundation for the Advancement of Teaching. Edited by Mary Taylor Huber, Cheryl Brown, Pat Hutchings, Richard Gale, Ross Miller, and Molly Breen. Stanford, CA. Accessed on 25 May 2011 at: <http://gallery.carnegiefoundation.org/ilp/>
- Kavalovsky, V. C. (1979). Interdisciplinary education and humanistic aspiration. In J. J. Kockelmans (Ed.) *Interdisciplinarity and higher education* (pp. 224-243). University Park: Pennsylvania State University Press.
- Klein, J. T. (Ed.). (2002). *Interdisciplinary education in K-12 and college: A foundation for K-16 dialogue*. New York: The College Board.
- Lattuca, L. (2001). *Creating Interdisciplinarity: Interdisciplinary research and teaching Among college and university faculty*. Nashville: Vanderbilt University Press.
- Lattuca, L. R., Voigt, L. J., & Fath, K. Q. (2004). Does interdisciplinarity promote learning? Theoretical support and researchable questions. *The Review of Higher Education*, 28, 23-48.
- National Academy of Science, Committee on Facilitating Interdisciplinary Research. (2004). *Facilitating Interdisciplinary Research*. Washington, D.C.: National Academies Press.
- Newell, W. H. (1998). Interdisciplinary curriculum development. In W. H. Newell (Ed.), *Interdisciplinarity: Essays from the literature* (pp. 51-65). New York: The College Board.
- Newell, W. H. (2002). Integrating the college curriculum. In J. T. Klein (Ed.), *Interdisciplinary education in K-12 and college* (pp. 119-137). New York: The College Board.
- Wolfe, C. R., & Haynes, C. A. (2003). Interdisciplinary writing assessment profiles. *Issues in Integrative Studies*, 21, 126-169.

## Report on Strategic Priorities Recommendations 19-21

### Streamlining the Curriculum

- Recommendation 19: Reduce the number of undergraduate sections by at least 200
- Recommendation 20: Conduct a systematic University-wide evaluation of majors for viability with the goal of reducing the overall number of majors
- Recommendation 21: Re-evaluate the Miami Plan Foundation offerings with the goal of delivering liberal education more efficiently and effectively.

- Goal 1:** Reduce extra sections of courses that have lower than expected enrollments.
- Goal 2:** Identify some courses that can be offered less frequently and establish a rotation for when the courses will be offered so that students can plan their schedules for meeting degree requirements.
- Goal 3:** Identify some classes that can be co-listed to meet the needs of students from more than one major / minor / thematic sequence.
- Goal 4:** Identify majors that have a large number of under enrolled courses that can be considered for consolidation or elimination.
- Goal 5:** Reduce the number of foundation courses that are under enrolled.
- Goal 6:** Begin a discussion on ways that the foundation courses can be offered in a manner that is both intellectually engaging and more efficient.

#### **Accomplishments/Activities**

##### *Under-enrolled classes*

Prior to finalizing course schedules, the Provost's office provides the divisional deans class size data with an identification of under-enrolled classes. Deans are required to justify to the provost any course with an enrollment of 10 or fewer students and cancel those courses for which the low enrollment cannot be justified. In the past year, the number of classes with fewer than 10 students enrolled has been reduced by 25%.

##### *Low enrollment majors*

In conjunction with the analysis of under-enrolled courses, the deans are asked to monitor whether there is a predominance of under-enrolled courses within certain majors, and if so, to review the viability of that major. This complements a process already in place that occurs as a part of academic program review. We expect that as we move towards a responsibility centered management budget model per SPTF recommendation #7, we expect that the new model will



induce divisions to give additional consideration to the elimination of underperforming majors and minors, even as it looks to develop new programs that might attract additional enrollment.

In the past four years we have eliminated four bachelor's level majors and 2 associate's level majors.

*Liberal Education Reform*

The Liberal Education Council is discussing ways to revise the Miami Plan to make it more modern and efficient. This is being conducted in conjunction with the self-study report being prepared in anticipation of our 2015-16 re-accreditation visit by the Higher Learning Commission. Part of the revision of the Miami Plan will consist of an evaluation of the optimal number of courses needed in the plan.

Low Enrollment Summary Undergraduate and Graduate  
(Less than 10 Students)  
Oxford Campus  
Spring 2012 (201220)

Undergraduate Course Sections by Enrollment									
Enrollment	Business	Fine Arts	Education, Health & Society		Engineering & Appl.Sci.	Arts & Science		Total	
9	5	11	(a)	3	2	16	(a)	37	
8		4		7	(a)	2	16	29	
7	1	8		5	2	22	(b)	38	
6	1	3		5		10	(a)	19	
5	1	6				12	(c)	19	
4				2	(a)	8	(a)	10	
3		2				2		4	
2		1		3		6	(c)	10	
1	2	1		6		7	(a)	16	
0	3	1		12		5	12	(d)	33
Total	13	37		43		11	111	215	

Graduate Course Sections by Enrollment						
Enrollment	Business	Fine Arts	Education, Health & Society	Engineering & Appl.Sci.	Arts & Science	Total
9			4		6	10
8			2		4	6
7			2	2	7	11
6			1		7	8
5	4		3	1	6	14
4	1		3	2	7	13
3	1	1	2		8	12
2	4	2	1	2	3	12
1		1	2	1	6	10
0	9			2	12	23
Total	19	4	20	10	66	119

Graduate and Undergraduate Course Sections by Level									
Course Level	Business	Fine Arts	Education, Health & Society		Engineering & Appl.Sci.	Arts & Science		Total	
100		5	(a)	21	(a)	2	25	(e)	53
200	7	15		6	(a)	2	28	(b)	58
300	3	6		11			30		50
400	3	11		5		7	28		54
500		1		1		2			4
600	19	2		11		8	48		88
700		1		8			18		27
Total	32	41		63		21	177		334

Note: Crosslisted course enrollments added together. If together the total <10, included in report.  
Includes: 201220 Enrollment, Active Sections, GR & UG Day & Evening Course Offerings for the Oxford Campus.  
Excludes: Workshops, Studios, Independent Study, Senior Capstone, Student Teaching, Practicum, Professional Practice, Horseback Riding, Music Pedagogy, Theatre Production, International focus courses, Naval Science courses, Aerospace Studies courses, Honors seminar courses.

(a) = includes 1 Miami Plan course  
(b) = includes 2 Miami Plan courses  
(c) = includes 3 Miami Plan courses  
(d) = includes 4 Miami Plan courses  
(e) = includes 14 Miami Plan courses

Business									
SUBJ	CRSE	SECT	CRN	ENRL	MAX ENRL	MPF	COURSE TITLE	MEETING	MEETS WITH
ACC	321	F	70049	0	30		Intermed Financial Accounting	0800 - 0915, TR	
ACC	453	A	20160	1	23		Financial Statement Auditing	0800 - 0915, MW	
ACC	622	A	72820	5	28		Info Business Valuation Decn	0930 - 1045, TR	
ACC	650	A	71418	5	28		Fraud Examination	1415 - 1530, MW	
ACC	695	A	20173	5	28		Integrative Acc Capstone	1115 - 1230, MW	
BUS	623	TA	68379	0	32		Internal Process Integration	1415 - 1555, TR	
BUS	624	TA	68381	0	32		Process Design & Improvement	1010 - 1150, T	
BUS	625	UA	72639	0	32		Graduate Business Seminar I	1010 - 1150, TR	
BUS	626	A	64867	0	32		Graduate Business Seminar II	1415 - 1555, M	
BUS	629	A	63611	0	32		Graduate Business Field Study	F	
BUS	637	A	68383	0	32		Managing Competition	0930 - 1210, M	
DSC	480	A	72757	1	25		Topics In Decision Sciences	1610 - 1700, T	
ECO	601A	A	26114	0	0		Grad Survey In Microeconomics		
ECO	601B	A	26116	0	0		Grad Survey In Macroeconomics		
ECO	640	A	20746	3	12		Topics In Microeconomics	1730 - 2010, T	
ECO	650	A	20747	2	12		Topics In Macroeconomics	1415 - 1530, MW	
ECO	671	VA	20748	2	12		Topics In Applied Econometrics	1545 - 1700, MW	
ECO	672	VA	20749	2	12		Applied Time Series Analysis	1115 - 1230, TR	
ECO	685	A	20750	2	12		Economic Research Methods	1545 - 1700, TR	
FIN	351	B	64836	9	20		Principles Of Insurance	0800 - 0850, MWF	
FIN	655	A	73135	5	35		Analysis/Bus Fin & Investments	0800 - 0915, TR	
MGT	291	O	72729	0	0		Intro to Management&Leadership	1010 - 1100, MWF	
MGT	291	N	72728	0	0		Intro to Management&Leadership	0800 - 0850, MWF	
MGT	291	M	63577	9	0		Intro to Management&Leadership	1520 - 1610, MWF	
MGT	304	A	63589	9	0		Cross Cultural Management	1115 - 1230, TR	
MGT	615	A	63599	4	30		Seminar In Managerial Skills	0800 - 0915, MW	
MGT	644	UA	69605	0	32		Ldrshp, Chg & Crss-Cultral Mgt	1415 - 1705, TR	
MKT	291	D	21856	9	9		Principles Of Marketing	0800 - 0850, TR	
MKT	291	K	64904	9	9		Principles Of Marketing	0905 - 0955, TR	
MKT	291	I	21860	5	5		Principles Of Marketing	1625 - 1715, MW	
MKT	291	J	63491	6	6		Principles Of Marketing	0800 - 0850, TR	
MKT	405	E	71446	7	25		Creating Customer Value	1800 - 1915, TR	

Fine Arts									
SUBJ	CRSE	SECT	CRN	ENRL	MAX ENRL	MPF	COURSE TITLE	MEETING	MEETS WITH
ARC	401	A	20214	2	30		Architecture Design Studio	1300 - 1650, MWF	
ARC	402	A	20215	1	10		Architecture Design Studio	1300 - 1650, MWF	
ARC	404Z	XA	70334	9	19		Public Speaking & Presentation	1800 - 2040, R	ARC 504Z XA
ARC	405Q	A	70319	8	19		Housing Case Studies	1010 - 1100, MWF	ARC 505Q A
ARC	614	A	72643	3	15		Graphic Media III	1415 - 1555, TR	
ART	111	B	69197	9	18		Visual Fundamentals	1010 - 1200, MWF	
ART	122	A	24245	3	18		Drawing II	0800 - 0950, MWF	
ART	122	C	63985	7	18		Drawing II	1245 - 1435, MWF	
ART	171	C	20262	7	18		Visual Fundamentals-3D	0800 - 1045, TR	
ART	221	B	20272	7	18		Drawing III	0800 - 1045, TR	ART 222 B
ART	231	A	71741	9	15		Painting I	1415 - 1700, TR	
ART	241	B	24132	7	15		Printmaking I	1115 - 1400, TR	
ART	261	B	20282	5	13		Ceramics I	1245 - 1435, MWF	
ART	261	A	20281	6	13		Ceramics I	1010 - 1200, MWF	
ART	271	B	70088	5	13		Sculpture I	1115 - 1400, TR	
ART	276	A	73693	7	30		Introduction to Black Art	1115 - 1230, TR	
ART	295	A	71730	0	25		Early Childhood Art Education	1245 - 1400, MW	
ART	296	A	73152	5	20		Middle to Adult Art Education	1010 - 1125, MW	
ART	308E	C	73153	9	20		Art Experience/Early Childhood	1300 - 1530, MW	
ART	321	A	20295	7	20		Drawing V	1115 - 1400, TR	ART 421 A ART 422 A ART 322 A
ART	364	A	20311	9	17		Jewelry Design And Metals II	1115 - 1400, TR	ART 365 A ART 464 A ART 564 A
ART	371	A	20313	6	24		Sculpture II	1520 - 1805, MW	ART 372/471/571/472/572/670 A
ART	441	A	26273	7	11		Printmaking IV	1730 - 2015, TR	ART 442 A ART 640 A
ART	450	A	70067	8	15		Alternative Design Media		
ART	457	A	26438	5	17		Photography IV	1220 - 1410, MWF	ART 458 A ART 558 A ART 557 A
ART	532	A	73809	1	0		Painting V		
IMS	418	B	73830	9	0		Social Media Marketing		
IMS	461	A	73097	3	20		3D Visualization & Simulation	0905 - 1020, MW	
MUS	189H	B	72920	9	24	IIA	Great Ideas In Western Music	1115 - 1205, MWF	
MUS	252	B	22059	6	12		Sight Singing And Dictation	0800 - 0850, TR	
MUS	252	C	22060	9	12		Sight Singing And Dictation	1245 - 1335, TR	
MUS	359	A	22074	9	30		Instrmntl Mthds-Elem & Secndry	1115 - 1205, MWF	
MUS	371	A	71680	9	30		Composition	1415 - 1530, TR	MUS 471 A MUS 372 A
MUS	430	A	73558	7	15		Piano Pedagogy	1115 - 1205, MW	MUS 530 A
MUS	452	A	22080	5	46		Advcd Sight Singng & Dictation	0800 - 0850, MW	MUS 552 A
THE	205	A	73211	9	15		Costume Construction Lab.	1415 - 1530, F	
THE	207	A	73697	8	12		Scenery and Props Lab	1535 - 1615, TR	
THE	252	A	73213	5	14		Technical Production	1115 - 1230, TR	
THE	255	A	73215	8	12		Scenery Construction and Props	1415 - 1530, TR	
THE	610	A	71848	2	12		Seminar: Theatre Topics	1245 - 1530, F	
THE	703	A	71850	2	12		Graduate Colloquium in Theatre	1245 - 1400, W	

Education, Health & Society									
SUBJ	CRSE	SECT	CRN	ENRL	MAX ENRL	MPF	COURSE TITLE	MEETING	MEETS WITH
EDL	100	TK	73736	0	0		Career Devlp College Student	1610 - 1750, MW	
EDL	100	UI	66035	8	16		Career Devlp College Student	1415 - 1555, TR	
EDL	100	TF	60842	8	12		Career Devlp College Student	1010 - 1150, MW	
EDL	100	UE	20759	6	16		Career Devlp College Student	1610 - 1750, MW	
EDL	100	UF	71468	2	12		Career Devlp College Student	1010 - 1150, MW	
EDL	100	UG	69138	1	16		Career Devlp College Student	1010 - 1150, MW	
EDL	100	TG	69137	7	16		Career Devlp College Student	1010 - 1150, MW	
EDL	100	UL	73739	7	16		Career Devlp College Student	1415 - 1555, TR	
EDL	100	UK	73737	0	0		Career Devlp College Student	1610 - 1750, MW	
EDL	141	A	72357	0	0		Mentoring Diverse Students		
EDL	204	L	20767	8	20	IIB	Sociocultural Studies In Educ	1245 - 1335, MWF	
EDL	206	B	70690	0	0		The Nature of Group Leadership	1610 - 1750, T	
EDL	280	A	71073	6	0		Undergraduate Research	1415 - 1545, M	
EDL	301H	TB	73743	0	0		Student Develop Residence Hall	1415 - 1555, W	EDL 301 TB
EDL	301H	TC	73744	0	0		Student Develop Residence Hall	1610 - 1750, T	EDL 301 TC
EDL	310	UA	62014	0	0		Col Studnt Dvlpmt & Grp Procs	1600 - 1740, W	
EDL	334	A	20790	8	20		Yth Subcult Popclt&Nonfrml Ed	0930 - 1045, TR	
EDL	662	A	73418	9	15		New Literacies & Social Media	1900 - 2140, W	
EDL	667	A	73163	2	15		Diversity and Equity	0905 - 1145, R	
EDL	711	A	71987	4	15		Intern Curr Plnning&Supervsn	1610 - 1850, R	
EDL	745	A	73169	7	15		Higher Ed Learning Contexts	1610 - 1850, T	
EDL	751	A	73419	6	15		Social Engagement in Higher Ed	1610 - 1850, W	
EDL	772	A	71988	5	15		Advanced Research Design	1610 - 1850, T	
EDL	780A	A	62161	8	15		Education and Democratic Soc	1610 - 1850, M	
EDL	780S	A	64170	4	15		Staff Devlpmt & School Reform	1610 - 1850, T	
EDL	790T	A	60487	1	10		College Teaching Seminar		
EDL	F104	A	73423	4	20	IIC	Leadership for the Public Good	1230 - 1345, TR	
EDP	256	F	66640	7	50		Psy/Learners With Exception	1545 - 1700, WF	
EDP	301A	B	64174	9	42		Assesst & Eval In Ed Settings	1900 - 2140, W	
EDP	543	A	72909	5	40		Av Instrctn:Mthds Media & Tech		
EDP	611	A	20891	9	10		Psychoeduc Assess&Intervent I	1245 - 1500, MW	
EDP	656	A	72296	9	10		Educ/Ind/Exceptionalities	1730 - 2000, W	
EDP	662	A	20898	9	10		Pers Theories/Measures&Techn	1730 - 2000, T	
EDP	796	A	20901	3	8		Sup Field Experience In Edp		
EDT	110	F	28145	1	0		Learning Strategy/Coll Success	1415 - 1505, TR	
EDT	110	G	60571	0	0		Learning Strategy/Coll Success	1115 - 1205, TR	
EDT	110	C	20905	1	0		Learning Strategy/Coll Success	1010 - 1100, MW	
EDT	110	D	20906	1	0		Learning Strategy/Coll Success	1010 - 1100, TR	
EDT	110	E	20907	1	0		Learning Strategy/Coll Success	1115 - 1205, MW	
EDT	110	J	69249	0	0		Learning Strategy/Coll Success	1415 - 1505, MW	
EDT	222	TA	73637	4	30		Teach. Lang. & Lit. for TELLs	1610 - 1750, TR	
EDT	272E	C	72897	9	0		Int.Early Childhood Education		
EDT	310	A	20924	2	0		Methods Of Tutoring Adults		
EDT	421A	C	72347	8	22		Classroom Management	1610 - 1750, T	EDT 521A C
EHS	668	A	71507	3	20		Behavior Statistics II	1610 - 1840, R	
FSW	413	A	21383	8	15		Senior Seminar Social Work II	1800 - 1940, W	

Education, Health & Society (cont.)									
SUBJ	CRSE	SECT	CRN	ENRL	MAX ENRL	MPF	COURSE TITLE	MEETING	MEETS WITH
FSW	413	B	65370	7	15		Senior Seminar Social Work II	1800 - 1940, R	
FSW	660	A	73366	4	15		Family Diversity	1400 - 1630, W	
KNH	112	A	72422	0	0		Transit. for College Students	0900 - 0955, MW	
KNH	112	B	72423	0	0		Transit. for College Students	1415 - 1505, TR	
KNH	112	C	72424	0	0		Transit. for College Students	1245 - 1335, TR	
KNH	183L	B	67727	7	20		Fdtns Athletic Training Lab	1220 - 1400, R	
KNH	336I	TA	73456	9	35		Coaching Tech&Tactics:Softbal	0800 - 0940, TR	
KNH	348	A	67786	6	20		Teaching Physical Education II	0930 - 1045, MWF	
KNH	348F	A	67787	6	20		Field Experience	0800 - 1050, TR	
KNH	382	E	70806	6	10		Fitness Assess Exer Prescript	1415 - 1555, W	
KNH	393	A	67806	2	30		Perf Dev & Analy:Ed Gym & Danc	1245 - 1400, TR	
KNH	453F	A	67821	1	10		Seminar: Exerc/Spts Psychology	1220 - 1400, F	KNH 553F A
KNH	453Q	A	67824	8	15		Youth Fitness Assmt in Schools	0930 - 1045, TR	
KNH	633	A	67845	8	20		Psy Interventions in Sports	0800 - 0940, MW	
KNH	668	A	73202	1	0		Adv Physio & Bio: Human Actvty	1010 - 1125, MW	
KNH	673	A	73190	7	25		Dev Perspc Yth Sprt Partcptn	1800 - 2030, M	
KNH	684	A	71517	5	20		Adv Seminar in Exerc. Science	1245 - 1415, W	

Engineering & Applied Science									
SUBJ	CRSE	SECT	CRN	ENRL	MAX ENRL	MPF	COURSE TITLE	MEETING	MEETS WITH
CPE	418	A	72822	7	40		Biological Transport Phenomena	1010 - 1100, MWF	CPE 518 A
CPE	473	A	72886	8	35		Chemical Process Design	0800 - 0915, T	CPE 573 A
CPE	490B	A	72891	0	0		Printing & Converting Process		
CPE	573	B	72907	4	27		Chemical Process Design	0930 - 1045, M	CPE 473 B
CPE	590A	A	72910	0	7		Paper Coating		
CPE	600	A	72911	2	10		Graduate Seminar	1610 - 1700, M	
CPE	612	A	72912	2	15		Chemical Engineering Analysis	1310 - 1400, MWF	
CSE	148	HH	73837	0	0		Business Computing	1910 - 2025, TR	
CSE	241	A	72940	9	18		Computational Modeling	1115 - 1230, TR	
CSE	471	A	71351	7	24		Simulation	0930 - 1045, TR	CSE 571 A
CSE	606	A	71357	7	10		Data Structures & Algorithms	1800 - 1940, MW	
CSE	610B	A	73793	5	16		Secure Distributed Programming	1415 - 1505, R	
CSE	610H	A	73852	0	10		Linked Data on Semantic Web	1520 - 1610, T	
CSE	621	A	73016	4	18		Foundations of Software Engrng	1115 - 1230, TR	
CSE	631	A	72960	7	18		Ontologies for Semantic Web	1245 - 1400, TR	
ECE	102	C	73035	0	0		Computing and Engineering	1220 - 1400, F	CSE 102 C
ECE	291	A	72791	9	36		Energy Systems Engineering	1115 - 1205, MWF	
ECE	426	A	72789	8	40		Biomedical Signal Analysis	0800 - 0915, TR	ECE 526 A
MME	410	A	73481	0	0		Undergraduate Research Sem	1415 - 1505, R	
MME	495	A	71406	0	25		Applied Nonlinear Dynamics	0800 - 0915, MW	MTH 495/595 A MTH 595 A
MME	623	A	71412	1	10		Mech Behavior of Materials	1415 - 1530, MW	



Arts & Science									
SUBJ	CRSE	SECT	CRN	ENRL	MAX ENRL	MPF	COURSE TITLE	MEETING	MEETS WITH
AAA	207	A	73849	0	25	IIC IIIB	China and Globalization	1115 - 1230, MW	SOC 207 A
AAA	351	A	73052	7	42		Gender & Sexuality in Asian/Am	1415 - 1530, MW	AAA/ENG/WGS 351/351H
AMS	205	H	71474	0	0	IIB IIIA	Intro to American Studies	1415 - 1530, TR	
AMS	310K	A	73666	7	25		Amer Life & Cult in the 1950s	1415 - 1530, TR	
ARB	202	B	66346	9	14		Intermediate Modern Arabic	1245 - 1335, MWF	
BOT	483	A	23945	2	0		Transmis Electr Microscopy Lab	1245 - 1545, M	BOT 583 A
BOT	605	A	73176	7	24		Advanced Molecular Biology	0930 - 1045, TR	MBI 605 A ZOO 605 A
BOT	650	A	20450	4	40		Seminar In Molecular Biology	1310 - 1400, F	CHM/MBI/ZOO 650 A
BOT	672	A	28903	9	33		Ecosystem and Global Ecology	1115 - 1205, MWF	ZOO 672 A MBI 672 A
BOT	F107	A	62828	7	20	IVA	First Year Seminar	0905 - 0955, MWF	
BWS	352	A	73690	1	40		Medicine and Society in Africa	1610 - 1850, R	HST 352 A
BWS	370B	A	73570	4	30		African Pol&Soc thru Literatur	1115 - 1230, TR	POL 370B A
BWS	383	A	72077	9	25		By/About Afro Brazilian Women	1010 - 1100, MWF	WGS/POR/ENG/FST 383 A
CHI	102	UB	73848	0	0		Elementary Chinese	1415 - 1555, MTWR	
CHI	105	ZA	61450	8	25		Evrydy Spoken Chinese for Trav	1520 - 1750, T	
CHI	254	A	70530	8	25		Modern Chinese Autobiography	1115 - 1205, MWF	
CHI	256	A	73382	4	20		Forbidden Romance in Modern Ch	1245 - 1400, MW	
CHI	311	A	73158	5	20		Business Chinese I	1415 - 1505, MWF	
CHI	330	A	73712	2	20		Chinese Verbal Theatre Perf	1545 - 1700, TR	
CHI	402	A	64031	9	20		Fourth Year Chinese II	1010 - 1100, MWF	
CHM	103	A	72435	0	0		Research in Biology Lab	1610 - 1700, M	
CHM	418	A	27726	6	20		Adv Inorganic Chemistry Lab	0800 - 1205, R	CHM 517 A
CHM	430Q	A	72993	1	20		Prin: Bioinorgan Chem	0905 - 0955, MW	CHM 760Q A
CHM	600	A	20514	0	70		Seminar In Chemistry	1610 - 1800, R	
CHM	641	A	20515	0	20		Organic Principles And Theory	0905 - 0955, MWF	
CHM	672	A	66888	0	10		Molecular Spectroscopy	0905 - 0955, MWF	
CHM	720	A	20518	0	35		Seminar in Organic Chemistry	1310 - 1400, F	
CHM	725	A	27906	0	20		Biological Chemistry Seminar	1415 - 1505, F	
CHM	730	A	66889	0	13		Seminar Chemistry Education	1600 - 1650, W	
CHM	760B	A	72994	0	10		Bio/Chem Nanosensing	M	
CHM	760M	A	72765	0	10		Methods in NMR	1115 - 1205, MW	
CHM	780	A	20520	0	25		Analytical Inorganic & Phy Chm	1730 - 1840, T	
CLS	331	A	73170	9	25		Topcs In Classics:Epic-Romance	1415 - 1505, MWF	
CLS	F110	A	73177	0	20	IIB	Nostalgia:Past,Present,Future	1245 - 1335, MWF	
COM	180A	A	73595	9	20		Oral Interpretation	1415 - 1530, TR	
ENG	226	A	21171	9	20		Intro/Creat Wrt:Sht Fctn&Poet	0800 - 0915, MW	
ENG	298	A	70650	6	20		Intro:Literary&Cultural Study	0930 - 1045, MW	
ENG	298	C	70830	7	20		Intro:Literary&Cultural Study	1415 - 1530, TR	
ENG	302	B	71585	0	0		Structure Of Modern English	1415 - 1555, TR	
ENG	481	A	73715	0	0		Writing Center Consulting	1115 - 1230, TR	ENG 581 A
ENG	630	A	73058	4	12		Studies In 18th Cent 1660-1789	1300 - 1540, M	
ENG	660	A	70216	7	15		Stds In Twentieth Century Lit	1600 - 1840, T	WGS 660 A
ENG	735	A	73060	9	12		Research Methods Composition	1300 - 1540, M	
ENG	750	A	73061	6	12		Histories & Methodologies	1300 - 1540, T	
FRE	102	D	21317	6	18		Elementary French	0905 - 0955, MTWR	



Arts & Science (cont.)									
SUBJ	CRSE	SECT	CRN	ENRL	MAX ENRL	MPF	COURSE TITLE	MEETING	MEETS WITH
FRE	102	B	21315	5	18		Elementary French	0800 - 0850, MTWR	
FRE	102	E	21318	7	18		Elementary French	0905 - 0955, MTWR	
FRE	301	A	21338	7	25		Culture & Interpretation	1115 - 1205, MWF	
FRE	341	B	26791	5	15		French Converstn&Current Event	1415 - 1505, MWF	
FRE	600L	A	73258	3	10		Montaigne	1415 - 1645, M	
FRE	691	A	21357	3	10		Wksp Teaching 1st Year French		
GEO	410D	A	72739	8	20		Advanced Regional Geography	1220 - 1400, MW	POL 440/540/GEO 510D ATH 436/536/RUS 436/HST 436/536 A REL 470/570 A
GEO	457	A	73588	7	17		Global Cities, World Economies	1115 - 1230, MW	GEO 557 A
GEO	476	A	68593	8	17		Global Poverty	1415 - 1645, T	GEO 576 A
GEO	601	A	66743	6	15		Seminar In Research Techniques	1730 - 2000, W	
GER	301	A	64032	6	20		German Lang Through the Media	0905 - 0955, MWF	
GLG	492	WA	73107	9	24		Global Tectonics	1610 - 1750, M	GLG 592 WA
GLG	663	A	73746	0	0		Dynamics of Topography		
GLG	720	A	73711	3	0		Advanced Mineralogy		
GLG	730	A	73111	6	12		Advanced Igneous Petrology	1730 - 1915, T	
GSC	601	A	70829	1	0		Grad Student Tchng Enhancement		
GSC	603	A	72232	5	0		Academic Cultures	1900 - 2100, W	
GTY	603	A	73068	1	20		Psych of Aging in EverydayLife	1115 - 1230, MW	
GTY	605	B	61129	5	15		Gerontology Proseminar	0905 - 0955, F	
GTY	605	D	61130	3	15		Gerontology Proseminar	1010 - 1100, F	
GTY	611	A	61131	5	15		Linking Research and Practice	0930 - 1045, MW	
GTY	641	A	68535	4	10		Orgnzns & Aging Enterprise	1245 - 1400, MW	
GTY	686	A	71490	1	10		Global Health and Health Care	1700 - 1940, T	
GTY	702	A	73069	3	15		Knwldge Construction/AdvTheory	0930 - 1045, TR	
GTY	708	A	67467	5	15		Quant. Methods & Statistics	1245 - 1420, TR	
HBW	102	A	21549	4	25		Beginning Modern Hebrew	0930 - 1035, MWF	
HIN	202	A	69077	8	15		Intermediate Hindi II	1010 - 1100, MWF	
HST	206	C	67918	6	20		Intro to Historical Inquiry	0905 - 0955, MWF	
HST	360B	A	71122	5	40		Race, Civ, Sex Anglo-Am World	1415 - 1505, MWF	
HST	388	A	27753	8	40		US Constitution Since 1865	1800 - 2040, W	
HST	602	A	72710	7	20		History and Theories	1315 - 1555, T	
HST	611	A	72711	5	15		Prospectus Workshop	1400 - 1450, R	
HST	670C	A	72719	8	20		Atlantic Port Cities 1660-1763	1315 - 1555, M	
IES	610G	A	63006	9	27		Student Team Project	1245 - 1445, R	
IMS	390C	B	73829	9	0		IMS: Commercialization		
IMS	390V	A	72457	7	15		Topics in IMS: Visualization	1730 - 2015, TR	
JPN	202	A	21668	7	15		Second Year Japanese	1010 - 1100, MWF	
JRN	333	A	67099	9	20		International Journalism	1415 - 1530, MW	
JRN	350	A	73404	7	2		Specialized Journalism	1245 - 1400, TR	
JRN	421	A	62569	4	12		Capstone in Journalism	1415 - 1530, TR	
KOR	102	A	66614	8	25		Beginning Korean 2	1245 - 1350, MWF	
KOR	202	A	66618	3	15		Intermediate Korean 2	1415 - 1505, MWF	
LAS	410G	A	73770	4	15		Ethnomusicology	1115 - 1205, MWF	MUS 490G A MUS 590G A

Arts & Science (cont.)									
SUBJ	CRSE	SECT	CRN	ENRL	MAX ENRL	MPF	COURSE TITLE	MEETING	MEETS WITH
LAT	410	A	73174	8	20		Latin Seminar	1610 - 1725, TR	
MBI	490	A	26656	1	15		Undergrad Seminar	1520 - 1610, W	
MBI	690	A	21745	2	22		Graduate Seminar	1100 - 1150, T	
MBI	750A	A	27155	1	20		Pathogenic Microbiology		
MBI	750B	A	26480	0	20		Immunology		
MBI	750H	A	66936	0	20		Virology		
MBI	F107	A	73182	6	20	IVA	First Year Seminar	0905 - 0955, MWF	
MTH	151	B	73300	0	0	V	Calculus I	0800 - 0850, MTWRF	
MTH	430	A	27912	6	10		Problems Seminar		
MTH	638	A	21996	6	10		Advanced Graph Theory	1115 - 1230, TR	
MTH	651	A	66928	4	10		Functions Of A Complex Variable	0905 - 0955, MTRF	
MTH	691	A	21998	3	10		Topology	1115 - 1220, MWF	
PHL	601	A	71570	1	10		Teaching Philosophy	0800 - 0915, WF	
PHL	610	A	25979	7	10		Research Seminar	0800 - 0940, TR	
PHY	174	J	73242	5	21	IVB	Physics Laboratory	1605 - 1755, T	
PHY	174	L	73243	2	21	IVB	Physics Laboratory	1605 - 1755, R	
PHY	174	Q	73247	1	21	IVB	Physics Laboratory	1800 - 1950, R	
PHY	174	M	73244	5	21	IVB	Physics Laboratory	1800 - 1950, M	
PHY	174	O	73246	5	21	IVB	Physics Laboratory	1800 - 1950, W	
PHY	174	I	73241	4	21	IVB	Physics Laboratory	1605 - 1755, M	
PHY	174	N	73245	2	21	IVB	Physics Laboratory	1800 - 1950, T	
PHY	182F	D	73205	7	29	IVB	The Physical World	1245 - 1350, MWF	
PHY	184	A	22362	2	21	IVB	Physics Laboratory	1215 - 1405, M	
PHY	294	C	70768	1	10		Lab-Electronic Instrumentation	1410 - 1600, TR	
PHY	294	A	73212	7	10		Lab-Electronic Instrumentation	1215 - 1405, MW	
PHY	421	A	73220	3	45		Molecular & Cell. Biophysics	1010 - 1150, TR	PHY 521 A
PHY	441	A	73225	6	20		Optics And Laser Physics	0905 - 0955, MWF	PHY 541 A
PHY	491	A	22391	9	30		Intro to Quantum Mechanics I	1115 - 1220, MWF	PHY 591 A
PHY	642	A	73231	2	15		Adv Kinetic Thry&Stat Mechnics	1415 - 1555, TR	
POL	221	B	27630	5	70		Modern World Governments	1610 - 1750, TR	
POL	221	D	73372	1	30		Modern World Governments	0800 - 0940, TR	
POL	221	A	22405	9	70		Modern World Governments	1610 - 1750, MW	
POL	241	C	65436	8	30		American Political System	0800 - 0940, TR	
POL	261	C	29763	6	50		Public Administration	0930 - 1035, MWF	
POL	271	C	66777	5	30		World Politics	0800 - 0940, MW	
POL	303	A	71877	7	45		Modern Political Philosophy	1010 - 1150, MW	
POL	332	B	69429	5	30		Post-Soviet Russian Politics	0930 - 1045, WF	
POL	357	A	69617	7	45		Politics Of Organized Intrests	1115 - 1230, WF	
PSY	111	CD	69047	9	9	IIC	Introduction To Psychology	1010 - 1100, W	
PSY	211	A	68896	7	0		Leadership and Pedagogy	1010 - 1100, MW	PSY 211H A
PSY	313	A	71818	6	0		Advancing Leadership		
PSY	313	B	71819	0	0		Advancing Leadership		
PSY	345	B	73282	8	40		Child Psychoph&Dvlpmntl Dsblty	0800 - 0915, MW	
PSY	351	A	22510	8	22		Advanced Biopsychology	1010 - 1150, TR	
PSY	375	A	73283	9	20		Perception	1415 - 1530, TR	
PSY	495	A	73291	5	30		Analysis/Variance Structures	1245 - 1400, TR	PSY 595 A

Arts & Science (cont.)									
SUBJ	CRSE	SECT	CRN	ENRL	MAX ENRL	MPF	COURSE TITLE	MEETING	MEETS WITH
PSY	602	A	70517	8	21		Stats & Methods II	1415 - 1530, TR	
PSY	604	A	22524	9	20		Proseminar In Psychology II	1115 - 1205, M	
PSY	620	C	73322	1	20		Sem:In Experimental Psychology		
PSY	620	B	73321	4	20		Sem:In Experimental Psychology		
PSY	630	A	68873	6	20		Seminar In Social Psychology		
PSY	643I	ZA	73323	9	20		Interpersonal Approach		
PSY	644T	YA	73324	8	20		Interprsnal Approach Assessmnt		
PSY	645G	XA	73325	8	20		Group Therapy		
PSY	647	A	70760	4	20		Psychological Assessment II		
PSY	649	A	68895	7	20		Ethics in Clinical Psychology		
PSY	670	A	22530	3	20		Graduate Placement In Psy		
PSY	750	B	22538	5	20		Advanced Clinical Techniques		
PSY	750	A	22537	6	20		Advanced Clinical Techniques		
REL	430	A	68716	9	22		Early Christian Lit & Religion	1800 - 2120, W	REL 530 A
REL	600B	A	70472	3	5		Seminar inComparative Religion	1730 - 2040, M	
RUS	302	A	22573	9	14		Advanced Russian	1115 - 1205, MWF	
RUS	311	A	73269	7	20		Readings In Russian	1415 - 1505, MWF	
SOC	205	A	68937	7	40		Sociology of Globalization	1800 - 2030, R	
SPN	101	A	70522	0	28		Beginner's Course	1115 - 1220, MWF	
SPN	111	G	73257	5	28		Intensive Basic Spanish	0800 - 0905, MWF	
SPN	201	H	22695	7	28		Second Year Spanish	1520 - 1610, MWF	
SPN	201	R	73628	8	28		Second Year Spanish	1415 - 1505, MWF	
SPN	202	A	23839	7	28		Second Year Spanish	0800 - 0850, MWF	
SPN	202	L	22706	4	28		Second Year Spanish	1520 - 1610, MWF	
SPN	420Y	A	73336	4	20		Virtue & Deviance Trans World	1610 - 1725, MW	
SPN	430F	A	73337	8	20		Span & Latin American Film	1610 - 1725, TR	
STA	363	A	22754	7	25		Regression&Design-Experiments	1415 - 1505, MWF	
STA	473	XA	26214	0	13		Applied Multiple Regression	1010 - 1100, MTWR	STA 573 XA
STA	476	YA	22763	0	13		Experimental Designs	1010 - 1100, MTWR	STA 576 YA
STA	663	A	22772	4	15		Intro To Applied Probability	1245 - 1400, MW	
STA	665	A	22773	7	15		Theory Of Statistics	1010 - 1100, MWF	
STA	666	A	22774	7	15		General Linear Models	1245 - 1400, MW	
STA	667	A	73264	9	15		Intro - Multivariate Stat Anly	0800 - 0850, MWF	
WGS	602	A	73417	6	20		Feminist Theory & Methodology	1610 - 1850, M	
WST	215	A	72794	7	20		Inquiry Center Seminar 1	1800 - 2000, T	WST 315 A
WST	251	A	70576	9	15		Individualized Studies Seminar	1245 - 1335, W	
WST	322	A	71853	8	20		Analytical & Rhetorical Tools	0930 - 1045, TR	
ZOO	408	A	22946	8	0		Ornithology	0700 - 1100, W	ZOO 508 B ZOO 508 A
ZOO	408	B	65607	8	0		Ornithology	0700 - 1100, F	
ZOO	458	A	64371	7	14		Neuroanatomical Methods	1245 - 1530, T	ZOO 558 A
ZOO	464	A	73142	1	18		Lab in Cell/Molecular Biology	1415 - 1705, TR	ZOO 564 A
ZOO	483	A	23958	2	0		Transmis Electr Microscopy Lab	1245 - 1545, M	ZOO 583 A
ZOO	710S	A	73818	2	15		Dev Patterning of the Nerv Sys	1200 - 1250, M	

Undergraduate								Graduate							
Course Sections by Enrollment								Course Sections by Enrollment							
Enrollment	Business	Fine Arts	Education, Health & Society	Engineering & Appl.Sci.	Arts & Science		Total	Enrollment	Business	Fine Arts	Education, Health & Society	Engineering & Appl.Sci.	Arts & Science	Total	
9		5	2	(a)	2	13	(b)	22	5		2	1	3	6	
8		7				15		22	4		2	1	4	8	
7		5	3		1	10	(c)	19	3	1	1	3	10	14	
6		3	2			9	(b)	14	2		1		2	3	
5		1	1			5		7	1			1	4	5	
4	1		3	(a)		5	(a)	9	0				9	11	
3	1	1	2			4	(a)	8	2						
2	1		1		1			3							
1			4			5	(c)	9							
0	1		9		3	6	(b)	19							
Total	4	22	27		7	72		132	Total	2	1	6	6	32	47

Undergraduate								Graduate							
Course Sections by Level								Course Sections by Level							
Course Level	Business	Fine Arts	Education, Health & Society	Engineering & Appl.Sci.	Arts & Science		Total	Course Level	Business	Fine Arts	Education, Health & Society	Engineering & Appl.Sci.	Arts & Science	Total	
100		2	16	(a)	1	18	(d)	37	600	2	1	2	6	17	28
200	3	13	6	(a)	1	18	(b)	41	700			4		15	19
300	1	3	5			15		24	Total	2	1	6	6	32	47
400		4	0		5	21		30							
Total	4	22	27		7	72		132							

Note: Graduate level 600 and above <6 included in report.

Note: Undergraduate crosslisted course enrollments added together. If together the total < 10, included in report.

Includes: 201220 Enrollment, Active Sections, GR & UG Day & Evening Course Offerings for the Oxford Campus.

Excludes: Workshops, Studios, Independent Study, Senior Capstone, Student Teaching, Practicum, Professional Practice, Horseback Riding, Music Pedagogy, Theatre Production, International focus courses, Naval Science courses, Aerospace Studies courses, Honors seminar courses.

- (a) = includes 1 Miami Plan course
- (b) = includes 2 Miami Plan courses
- (c) = includes 3 Miami Plan courses
- (d) = includes 12 Miami Plan courses

Business									
MAX									
SUBJ	CRSE	SECT	CRN	ENRL	ENRL	MPF	COURSE TITLE	MEETING	MEETS WITH
ACC	321	F	70049	0	30		Intermed Financial Accounting	0800 - 0915, TR	
ECO	601A	A	26114	0	0		Grad Survey In Microeconomics		
ECO	601B	A	26116	0	0		Grad Survey In Macroeconomics		
MGT	291	N	72728	3	33		Intro to Management&Leadership	0800 - 0850, MWF	
MGT	291	L	63576	4	33		Intro to Management&Leadership	1415 - 1505, MWF	
MGT	291	M	63577	2	33		Intro to Management&Leadership	1520 - 1610, MWF	

Fine Arts									
SUBJ	CRSE	SECT	CRN	ENRL	MAX ENRL	MPF	COURSE TITLE	MEETING	MEETS WITH
ARC	405Q	A	70319	7	19		Housing Case Studies	1010 - 1100, MWF	ARC 505Q A
ARC	614	A	72643	4	15		Graphic Media III	1415 - 1555, TR	
ART	122	A	24245	3	18		Drawing II	0800 - 0950, MWF	
ART	171	C	20262	6	18		Visual Fundamentals-3D	0800 - 1045, TR	
ART	235	A	73150	8	30		The Gods are Here	1400 - 1515, MW	
ART	241	B	24132	9	15		Printmaking I	1115 - 1400, TR	
ART	261	B	20282	7	13		Ceramics I	1245 - 1435, MWF	
ART	261	A	20281	9	13		Ceramics I	1010 - 1200, MWF	
ART	271	B	70088	8	13		Sculpture I	1115 - 1400, TR	
ART	276	A	73693	8	30		Introduction to Black Art	1115 - 1230, TR	
ART	296	A	73152	5	20		Middle to Adult Art Education	1010 - 1125, MW	
ART	321	A	20295	7	20		Drawing V	1115 - 1400, TR	ART 421 A ART 422 A ART 322 A
ART	371	A	20313	8	24		Sculpture II	1520 - 1805, MW	ART 372/471/472/571/572/670 A
ART	441	A	26273	9	11		Printmaking IV	1730 - 2015, TR	ART 442 A ART 640 A
ART	457	A	26438	7	17		Photography IV	1220 - 1410, MWF	ART 458 A ART 558 A ART 557 A
MUS	252	C	22060	8	12		Sight Singing And Dictation	1245 - 1335, TR	
MUS	252	B	22059	7	12		Sight Singing And Dictation	0800 - 0850, TR	
MUS	371	A	71680	9	30		Composition	1415 - 1530, TR	MUS 471 A MUS 372 A
MUS	452	A	22080	6	46		Advcd Sight Singng & Dictation	0800 - 0850, MW	MUS 552 A
THE	205	A	73211	9	15		Costume Construction Lab.	1415 - 1530, F	
THE	207	A	73697	8	12		Scenery and Props Lab	1535 - 1615, TR	
THE	252	A	73213	6	14		Technical Production	1115 - 1230, TR	
THE	255	A	73215	8	12		Scenery Construction and Props	1415 - 1530, TR	



Education, Health & Society									
SUBJ	CRSE	SECT	CRN	MAX		MPF	COURSE TITLE	MEETING	MEETS WITH
				ENRL	ENRL				
EDL	100	TK	73736	0	0		Career Devlp College Student	1610 - 1750, MW	
EDL	100	TG	69137	7	16		Career Devlp College Student	1010 - 1150, MW	
EDL	100	UK	73737	0	0		Career Devlp College Student	1610 - 1750, MW	
EDL	100	UG	69138	1	16		Career Devlp College Student	1010 - 1150, MW	
EDL	100	UL	73739	6	16		Career Devlp College Student	1415 - 1555, TR	
EDL	100	UE	20759	7	16		Career Devlp College Student	1610 - 1750, MW	
EDL	100	UI	66035	7	16		Career Devlp College Student	1415 - 1555, TR	
EDL	100	UF	71468	2	12		Career Devlp College Student	1010 - 1150, MW	
EDL	F104	A	73423	4	20	*	Leadership for the Public Good	1230 - 1345, TR	
EDL	141	A	72357	0	0		Mentoring Diverse Students		
EDL	204	L	20767	9	20	*	Sociocultural Studies In Educ	1245 - 1335, MWF	
EDL	206	B	70690	4	0		The Nature of Group Leadership	1610 - 1750, T	
EDL	280	A	71073	5	0		Undergraduate Research	1415 - 1545, M	EDL 301 TB
EDL	301H	TB	73743	0	0		Student Develop Residence Hall	1415 - 1555, W	EDL 301 TC
EDL	301H	TC	73744	0	0		Student Develop Residence Hall	1610 - 1750, T	
EDL	310	UA	62014	0	0		Col Studnt Dvlpmt & Grp Procs	1600 - 1740, W	
EDL	334	A	20790	9	20		Yth Subcult Popclt&Nonfrml Ed	0930 - 1045, TR	
EDL	667	A	73163	2	15		Diversity and Equity	0905 - 1145, R	
EDL	711	A	71987	4	15		Intern Curr Plnning&Supervsn	1610 - 1850, R	
EDL	772	A	71988	5	15		Advanced Research Design	1610 - 1850, T	
EDL	790T	A	60487	3	10		College Teaching Seminar		
EDP	796	A	20901	4	8		Sup Field Experience In Edp		
EDT	110	C	20905	3	0		Learning Strategy/Coll Success	1010 - 1100, MW	
EDT	110	F	28145	1	0		Learning Strategy/Coll Success	1415 - 1505, TR	
EDT	110	D	20906	3	0		Learning Strategy/Coll Success	1010 - 1100, TR	
EDT	110	E	20907	1	0		Learning Strategy/Coll Success	1115 - 1205, MW	
EDT	110	G	60571	0	0		Learning Strategy/Coll Success	1115 - 1205, TR	
EDT	110	J	69249	1	0		Learning Strategy/Coll Success	1415 - 1505, MW	
EDT	222	TA	73637	4	30		Teach. Lang. & Lit. for TELLs	1610 - 1750, TR	
EDT	246E	C	72896	0	0		Foundations of Literacy		
EDT	272E	C	72897	0	0		Int:Early Childhood Education		
EDT	310	A	20924	6	0		Methods Of Tutoring Adults		
EHS	668	A	71507	5	20		Behavior Statistics II	1610 - 1840, R	

Engineering & Applied Science									
SUBJ	CRSE	SECT	CRN	ENRL	ENRL	MPF	COURSE TITLE	MEETING	MEETS WITH
CPE	418	A	72822	7	40		Biological Transport Phenomena	1010 - 1100, MWF	CPE 518 A
CPE	490B	A	73866	2	25		Printing & Converting Process	1625 - 1715, MWF	CPE 590B A
CPE	600	A	72911	3	10		Graduate Seminar	1610 - 1700, M	
CPE	612	A	72912	3	15		Chemical Engineering Analysis	1310 - 1400, MWF	
CSE	610B	A	73793	5	16		Secure Distributed Programming	1415 - 1505, R	
CSE	610H	A	73852	1	10		Linked Data on Semantic Web	1520 - 1610, T	
CSE	621	A	73016	4	18		Foundations of Software Engrng	1115 - 1230, TR	
ECE	102	C	73035	0	0		Computing and Engineering	1220 - 1400, F	CSE 102 C
ECE	291	A	72791	9	36		Energy Systems Engineering	1115 - 1205, MWF	
ECE	426	A	72789	9	40		Biomedical Signal Analysis	0800 - 0915, TR	ECE 526 A
MME	410	A	73481	0	0		Undergraduate Research Sem	1415 - 1505, R	
MME	495	A	71406	0	0		Applied Nonlinear Dynamics	0800 - 0915, MW	MTH 495/595 A MME 595 A
MME	623	A	71412	3	10		Mech Behavior of Materials	1415 - 1530, MW	



Arts & Science									
SUBJ	CRSE	SECT	CRN	ENRL	MAX ENRL	MPF	COURSE TITLE	MEETING	MEETS WITH
AAA	207	A	73849	9	25	*	China and Globalization	1115 - 1230, MW	SOC 207 A
AMS	205	H	71474	1	0	*	Intro to American Studies	1415 - 1530, TR	
BOT	483	A	23945	4	0		Transmis Electr Microscopy Lab	1245 - 1545, M	BOT 583 A
BOT	720B	1	70858	0	0		Molecular/Physiological		
BOT	720B	B	72365	0	0		Molecular/Physiological		
BOT	720B	A	70828	0	0		Molecular/Physiological		
BWS	383	A	72077	9	25		By/About Afro Brazilian Women	1010 - 1100, MWF	ENG/FST/POR/WGS 383 A
CHI	102	UB	73848	0	20		Elementary Chinese	1415 - 1555, MTWR	
CHI	105	ZA	61450	8	25		Evrydy Spoken Chinese for Trav	1520 - 1750, T	
CHI	254	A	70530	9	25		Modern Chinese Autobiography	1115 - 1205, MWF	
CHI	256	A	73382	4	20		Forbidden Romance in Modern Ch	1245 - 1400, MW	
CHI	311	A	73158	8	20		Business Chinese I	1415 - 1505, MWF	
CHI	330	A	73712	8	20		Chinese Verbal Theatre Perf	1545 - 1700, TR	
CHM	418	A	27726	6	10		Adv Inorganic Chemistry Lab	0800 - 1205, R	
CHM	430Q	A	72993	1	20		Prin: Bioinorgan Chem	0905 - 0955, MW	CHM 760Q A
CHM	460B	A	73870	4	20		Bio/Chem Nanosensing	1010 - 1100, MW	CHM 760B A
CHM	600	A	20514	3	70		Seminar In Chemistry	1610 - 1800, R	
CHM	641	A	20515	0	20		Organic Principles And Theory	0905 - 0955, MWF	
CHM	672	A	66888	1	10		Molecular Spectroscopy	0905 - 0955, MWF	
CHM	720	A	20518	0	35		Seminar in Organic Chemistry	1310 - 1400, F	
CHM	725	A	27906	1	20		Biological Chemistry Seminar	1415 - 1505, F	
CHM	730	A	66889	0	13		Seminar Chemistry Education	1600 - 1650, W	
CHM	760M	A	72765	0	10		Methods in NMR	1115 - 1205, MW	
CHM	780	A	20520	3	25		Analytical Inorganic & Phy Chm	1730 - 1840, T	
CLS	310I	A	73167	8	25		Ancient Imperialism	1245 - 1335, MWF	
ENG	481	A	73715	0	0		Writing Center Consulting	1115 - 1230, TR	ENG 581 A
ENG	630	A	73058	4	12		Studies In 18th Cent 1660-1789	1300 - 1540, M	
FRE	102	E	21318	7	18		Elementary French	0905 - 0955, MTWR	
FRE	600L	A	73258	3	10		Montaigne	1415 - 1645, M	
FRE	691	A	21357	3	10		Wksp Teaching 1st Year French		
GEO	457	A	73588	7	17		Global Cities, World Economies	1115 - 1230, MW	GEO 557 A
GER	201	A	21472	9	20		Second Year German	0905 - 0955, MWF	
GLG	663	A	73746	2	0		Dynamics of Topography		

Arts & Science									
SUBJ	CRSE	SECT	CRN	ENRL	MAX ENRL	MPF	COURSE TITLE	MEETING	MEETS WITH
GLG	720	A	73711	3	0		Advanced Mineralogy		
GRK	202	A	21532	9	20		Plato	1010 - 1100, MWF	
GSC	601	A	70829	2	0		Grad Student Tchng Enhancement		
GTY	605	D	61130	4	15		Gerontology Proseminar	1010 - 1100, F	
GTY	686	A	71490	5	10		Global Health and Health Care	1700 - 1940, T	
GTY	750	A	70159	4	15		Special Topics-Quantitative	1610 - 1750, R	
HIN	202	A	69077	7	15		Intermediate Hindi II	1010 - 1100, MWF	
HST	206	C	67918	7	20		Intro to Historical Inquiry	0905 - 0955, MWF	
HST	360B	A	71122	5	40		Race, Civ, Sex Anglo-Am World	1415 - 1505, MWF	
HST	388	A	27753	9	40		US Constitution Since 1865	1800 - 2040, W	
IMS	422	A	73131	9	20		Advanced Web Design	1010 - 1130, TR	
IMS	461	A	73097	3	20		3D Visualization & Simulation	0905 - 1020, MW	
JRN	350	A	73404	8	2		Specialized Journalism	1245 - 1400, TR	
KOR	102	A	66614	8	25		Beginning Korean 2	1245 - 1350, MWF	
KOR	202	A	66618	3	15		Intermediate Korean 2	1415 - 1505, MWF	
LAS	410G	A	73770	6	15		Ethnomusicology	1115 - 1205, MWF	MUS 490G A MUS 590G A
LAT	410	A	73174	9	20		Latin Seminar	1610 - 1725, TR	
MBI	750A	A	27155	1	20		Pathogenic Microbiology		
MBI	750B	A	26480	0	20		Immunology		
MBI	750H	A	66936	3	20		Virology		
MTH	151	B	73300	0	0	*	Calculus I	0800 - 0850, MTWRF	
MTH	151	W	73898	0	25	*	Calculus I	1245 - 1335, MWF	
MTH	430	A	27912	6	10		Problems Seminar		
PHL	601	A	71570	1	10		Teaching Philosophy	0800 - 0915, WF	
PHY	174	N	73245	3	21	*	Physics Laboratory	1800 - 1950, T	
PHY	174	O	73246	6	21	*	Physics Laboratory	1800 - 1950, W	
PHY	174	I	73241	6	21	*	Physics Laboratory	1605 - 1755, M	
PHY	174	M	73244	7	21	*	Physics Laboratory	1800 - 1950, M	
PHY	174	L	73243	4	21	*	Physics Laboratory	1605 - 1755, R	
PHY	174	J	73242	7	21	*	Physics Laboratory	1605 - 1755, T	
PHY	174	Q	73247	1	21	*	Physics Laboratory	1800 - 1950, R	
PHY	182F	D	73205	7	29	*	The Physical World	1245 - 1350, MWF	
PHY	184	A	22362	1	21	*	Physics Laboratory	1215 - 1405, M	

Arts & Science									
SUBJ	CRSE	SECT	CRN	ENRL	MAX ENRL	MPF	COURSE TITLE	MEETING	MEETS WITH
PHY	294	A	73212	8	10		Lab-Electronic Instrumentation	1215 - 1405, MW	
PHY	294	C	70768	1	6		Lab-Electronic Instrumentation	1215 - 1405, TR	
PHY	421	A	73220	7	45		Molecular & Cell. Biophysics	1010 - 1150, TR	PHY 521 A
PHY	427	A	73248	5	25		Nano Science Technology	1010 - 1150, TR	PHY 527 A
PHY	441	A	73225	6	20		Optics And Laser Physics	0905 - 0955, MWF	PHY 541 A
PHY	491	A	22391	9	30		Intro to Quantum Mechanics I	1115 - 1220, MWF	PHY 591 A
PHY	642	A	73231	4	15		Adv Kinetic Thry&Stat Mechnics	1415 - 1555, TR	
POL	271	C	66777	5	30		World Politics	0800 - 0940, MW	
POL	332	B	69429	5	30		Post-Soviet Russian Politics	0930 - 1045, WF	
POL	357	A	69617	7	45		Politics Of Organized Intrests	1115 - 1230, WF	
PSY	111	CD	69047	9	9	*	Introduction To Psychology	1010 - 1100, W	
PSY	313	B	71819	0	0		Advancing Leadership		
PSY	313	A	71818	8	0		Advancing Leadership		
PSY	320B	A	73279	8	0		Advanced Psychophysiology		
PSY	351	A	22510	9	22		Advanced Biopsychology	1010 - 1150, TR	
PSY	495	A	73291	6	13		Analysis/Variance Structures	1245 - 1400, TR	PSY 595 A
PSY	620	B	73321	5	10		Sem:In Experimental Psychology		
PSY	620	C	73322	3	10		Sem:In Experimental Psychology		
PSY	647	A	70760	3	10		Psychological Assessment II		
PSY	670	A	22530	3	5		Graduate Placement In Psy		
PSY	750	A	22537	5	6		Advanced Clinical Techniques		
REL	600B	A	70472	3	5		Seminar inComparative Religion	1730 - 2040, M	
RUS	311	A	73269	9	20		Readings In Russian	1415 - 1505, MWF	
SPN	101	A	70522	0	28		Beginner's Course	1115 - 1220, MWF	
SPN	111	G	73257	3	28		Intensive Basic Spanish	0800 - 0905, MWF	
SPN	201	H	22695	8	28		Second Year Spanish	1520 - 1610, MWF	
SPN	201	R	73628	8	28		Second Year Spanish	1415 - 1505, MWF	
SPN	202	A	23839	6	28		Second Year Spanish	0800 - 0850, MWF	
SPN	202	L	22706	5	28		Second Year Spanish	1520 - 1610, MWF	
SPN	292	A	73911	9	0		Language & Latin Am. Diaspora		
SPN	420Y	A	73336	7	20		Virtue & Deviance Trans World	1610 - 1725, MW	
SPN	430F	A	73337	8	20		Span & Latin American Film	1610 - 1725, TR	
WST	215	A	72794	6	20		Inquiry Center Seminar 1	1800 - 2000, T	WST 315 A

Arts & Science									
SUBJ	CRSE	SECT	CRN	ENRL	ENRL	MPF	COURSE TITLE	MEETING	MEETS WITH
WST	322	A	71853	8	20		Analytical & Rhetorical Tools	0930 - 1045, TR	
ZOO	408	B	65607	8	0		Ornithology	0700 - 1100, F	
ZOO	458	A	64371	8	14		Neuroanatomical Methods	1245 - 1530, T	ZOO 558 A
ZOO	483	A	23958	4	0		Transmis Electr Microscopy Lab	1245 - 1545, M	ZOO 583 A
ZOO	710	B	73913	0	15		Advanced Seminar	1600 - 1650, T	

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

**Status:** Accepted

**Responsible Area:** Vice President for Student Affairs

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

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

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

**Timeline:**

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

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

**Comments:**

After much review we are now confident in the system to accurately estimate the revenue generated based on third party billing. However, the actual revenue is subject to a wide variation based on the number of cases and issues such as the severity of the flu season. There is ongoing education for the staff in relation to billing as well as comparisons of the cost effectiveness of handling billing internally or contracting with an external source.

**Accomplishments/Activities**

- *The first-year goal of reducing the University portion of the budget by \$180,000 will be achieved; however, payments are behind last year at this time.*

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

**Status:** Accepted

**Responsible Area:** Vice President for Student Affairs

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

Action 1 Determine how budgets and requests are made for the following areas: Student Media Organizations, University Lecture Series, Associated Student Government, newspaper readership program, multicultural concert and lecture series, music organizations, forensics, mock trial and debate.

Action 2 Benchmark processes and policies from other institutions.

Action 3 Establish a timeline and process for requesting funds that is consistent for each of these components.

Action 4 Identify the approval process for funding.

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

**Timeline:**

Planning	Jul 2010 - Mar 2011
Implementation	Mar 2011

**Comments:**

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

**Accomplishments/Activities**

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

*Organizations for approval. The Committee on Student Media Organizations will then submit one budget request for all student media.*

- *A proposal is being explored to develop an unclassified staff position that would oversee all student media business operations on a trial basis. The goal of this position would be to increase revenue and reduce dependence on student fees.*

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

**Status:** Accepted

**Responsible Area:** Vice President for Student Affairs

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

Action 1 Review the current audit process.

Action 2 Implement a freeze of student organization accounts not in compliance with current audit procedures.

Action 3 Benchmark the level of funding compared to other large, residential institutions.

Action 4 Work with institutional internal auditing to make sure processes are in accordance with institutional procedures.

Action 5 Establish a formal training process for the Vice President of Student Organizations for Associated Student Government with Director of Budget and Technology in the Division of Student Affairs.

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

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

### **Timeline:**

Planning Oct 2010 - May 2011

Implementation Jul 2011

### **Comments:**

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

### **Accomplishments/Activities**

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



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

**Status:** Accepted

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

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

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

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

**Timeline:**

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

**Accomplishments/Activities**

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

**Recommendation 36:** Increase the retention rate for undergraduate students and attain a six-year graduation rate of 85%

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

**Responsible area:** Provost/Academic Affairs, Vice President for Student Affairs

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

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

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

**Timeline:**

Planning	Through Dec 2011
Implementation	Jan 2011 – Jul 2015

**Comment:**

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

**Accomplishments/Activities**

- *A first to second year retention rate of 94.7% will be needed to achieve an 85% graduation rate.*
- *Student groups who appear to be most “at risk” include first year students living off campus, out of state students, students of color in STEM programs, Miami Access Program students, and first generation students.*
- *A telephone survey was conducted in October with 358 students who did not return for their second year. The results are being analyzed and compared with information on students who may be determined to be “at risk” based on entering characteristics or the MapWorks survey to determine appropriate interventions strategies.*
- *Focus groups were also conducted with students who have been successful to identify useful patterns in persistence.*

- *An inventory of existing academic support programs is underway to determine overlaps and gaps.*
- *Recommendations for a new course repeat policy have been developed and forwarded to the Academic Policy Committee.*
- *Division academic advisors will reach out to students who have 120+ credits but who have not graduated to determine the best way to help them complete successfully.*
- *A telephone calling project with parents of out of state students is currently underway.*

# School of Engineering and Applied Science (SEAS)

---



**Meeting of the  
Academic/Student Affairs  
Subcommittee  
of the Board of Trustees**

**December 8, 2011**

**Dean Marek Dollar's  
report**



**MIAMI  
UNIVERSITY**  
OXFORD, OHIO

*Engineering, Computing, and Nursing in a student-centered,  
vibrant, interactive environment*

**Se&Sas**

# SEAS Today

---

- Oxford-based programs  
45 full-time faculty; about 1125 students in Oxford and 180 on regional campuses; departments:
  - Chemical and Paper Engineering
  - Computer Science and Software Engineering
  - Electrical and Computer Engineering
  - Mechanical and Manufacturing Engineering
- Regional campuses  
35 full-time faculty and about 1300 students; departments:
  - Computer and Information Technology
  - Engineering Technology
  - Nursing

# SEAS Today

---

## Interdisciplinary Programs

- Engineering Management (5 tracks)
- General Engineering
- Bioengineering
- Health Information Technology

## Master's programs

- Computational Science and Engineering (3 tracks)
- Computer Science
- Chemical and Paper Engineering



# SEAS Transformation (Oxford)

## Phase I 2001 - 2008

---

- From four niche undergraduate majors to a well-balanced spectrum of eleven undergraduate programs
- From a focus on teaching and learning to a more balanced emphasis on the highest quality of instruction along with an improved research climate and a significant increase in faculty scholarship productivity
- From retraining to research-based master's programs
- From hardly adequate facilities in Kreger and Gaskill Halls to the state-of-the-art complex on High Street

# SEAS Transformation (Oxford) Phase II 2009 - 2013

---

## SEAS Strategic plan for 2009 - 2013

Central principles that drive the strategic plan:

- A. to increase enrollment and ensure student success
- B. to enhance SEAS distinction as a scholarly community and broaden and enhance graduate education
- C. to establish a new standard for excellence in undergraduate education of engineers, computer scientists, and nurses



# A. Recruitment and Enrollment (Oxford)

---

Semester	Number of 1 <sup>st</sup> year SEAS students	Number of SEAS students (# of tenure – line faculty in parenthesis)
Fall 2007	234	799 (45)
Fall 2008	276	856 (45)
Fall 2009	231	923 (44)
Fall 2010	319	1036 (44)
Fall 2011	346	1125 (42)
	48% growth	41% growth

## B. Research productivity of SEAS Oxford faculty

Calendar Year	# of journal publications	# of conf. proceedings publications	External grants (\$)	# of tenure-line faculty
1999	6	11	168,000	28
2003	29	42	440,000	35
2007	29	61	1,590,000	45
2010	55	67	2,365,000	42

## Just a few recognitions of SEAS faculty and students

---

- E. Phillips Knox Teaching Award : 4 SEAS Faculty out of 17 recipients of the award
- 3 NSF Career Award winners (out of 5 at Miami University)
- Provost Student Academic Achievement Award : since its inception in 2007, 11 awards for SEAS students (out of 42 at Miami)
- *US News & World Report 2012*: SEAS tied at 21st in the category of Best Undergraduate Engineering Programs where the highest degree is a bachelor's or master's (out of over 320 programs)

## C. Establish a new standard for excellence in undergraduate education

---

### 5 strategic initiatives

- I. Develop new and enhance existing discipline-oriented SEAS programs
- II. Promote interdisciplinary teaching and learning
- III. Emphasize experiential learning
- IV. Develop a strong global presence
- V. Enrich synergies between the liberal arts and professional education

# What's missing – national priorities

---

## *National dialogue*

The need to infuse leadership, innovation, and entrepreneurship into engineering, computing, and nursing programs is clear

## *National Academy of Engineering: The Engineer of 2020*

“Engineers must understand the principles of leadership and be able to practice them in growing proportions as their careers advance”

# Answering National Priorities

---

Lockheed Martin's commitment  
of \$1.25 million over 5 years  
will enable us to establish  
unique and visionary programs  
under the auspices of:

**SEAS Lockheed Martin Leadership Institute**

# SEAS Budgetary Challenges

---

## SEAS budget

\$9.5 million in FY 2009

\$9.2 million in FY 2012

\$8.5 million in FY 2015?



# SEAS budgetary opportunities

---

- New revenue opportunities
  - further explore university partnership opportunities, finalize SEAS revenue enhancing initiatives planning and start implementation phase in the summer of 2012
- Responsibility-center management (RCM) financial model
  - challenge for SEAS: to educate an undergraduate in engineering (as well as, e.g., in fine arts and sciences) costs significantly more than, e.g., in a liberal arts program
  - two solutions – factoring the different costs explicitly into RCM and/or introducing engineering fees



# Engineering Course and Program Fees Benchmarking

Institution	Fees
Ohio State University	\$360 per quarter
University of Cincinnati	\$336 per quarter
Ohio University	\$65 per quarter
University of Toledo	\$17.50 per credit hour
University of Akron	\$15 per credit hour

## Facility Tour – Engineering and Computing

Academic/Student Affairs Subcommittee of the Board of Trustees

Miami University - School of Engineering and Applied Science  
Thursday, December 8, 2011

Tour Led by: Dr. Marek Dollár, Dean

Time (approximate)	Location	Description	Faculty Hosts
11:30 am	275 EGB	Electrical and Computer Engineering Department Research lab: <i>Ultra-Wideband Radar Lab.</i>	Dr. Dmitry Garmatyuk, Associate Professor, Electrical and Computer Engineering Department  Dr. Don Ucci, Chair, ECE
11:36 am	164 EGB	Chemical and Paper Engineering Department: <i>Solar cell research lab (solar cells on paper substance)</i>	Dr. Lei Kerr, Associate Professor, Chemical and Paper Engineering Department  Dr. Shashi Lalvani, Chair, CPE
11:42 am	144 EGB	Mechanical and Manufacturing Engineering Department: <i>Dynamic Systems and Controls lab</i>	Dr. Amit Shukla, Associate Professor; Dr. Jeong-Hoi Koo, Assistant Professor; Dr. Kumar Singh, Assistant Professor, Mechanical and Manufacturing Engineering Department  Dr. Tim Cameron, Chair, MME
11:48 am	57 EGB And 63 EGB	Walk through the High Bay area and the Paper machine area	Various students and faculty
11:53 am	7 BEN	Computer Science and Software Engineering Department: <i>Mobile Learning Lab</i>	Dr. Jerry Gannod, Professor, Computer Science and Software Engineering Department  Dr. James Kiper, Chair, CSE

## Career Fair Report September 21, 2011

	<b>2011</b>	<b>2010</b>
Number of Employers	203	179
Number of Students	2,500	2,000
Number of Employers for Next Day Interviews	39	23
Number of Interviews	498	314
Net Revenue	\$74,500	\$55,685

**MIAMI UNIVERSITY**  
**2011-2012**

**Department of Housing, Dining and Guest Services**  
**Office of Student Housing and Meal Plan Services**

**Occupancy Report # 2 ( after no shows )**  
September 6, 2011

**First Year Halls**

Hall	Standard Capacity	Residents	Occupancy %	Vacant Spaces	Doubles Sold as Singles
Anderson	224	222	99%	2	0
Brandon	168	166	99%	2	0
Collins*	144	148	103%	(4)	0
Dennison	178	237	133%	(59)	0
Dodds	205	208	101%	(3)	0
Dorsey	245	239	98%	6	0
Emerson*	324	332	102%	(8)	0
Havighurst	311	307	99%	4	0
Mary Lyon	81	80	99%	1	0
McBride	142	157	111%	(15)	0
McFarland	172	172	100%	0	0
McKee	75	74	99%	1	0
Morris	352	354	101%	(2)	0
Peabody*	145	148	102%	(3)	0
Stanton	216	220	102%	(4)	0
Symmes	187	198	106%	(11)	0
Tappan*	294	286	97%	8	0
Thomson*	194	182	94%	12	0
Wells*	147	146	99%	1	0
<b>Subtotal</b>	<b>3804</b>	<b>3876</b>	<b>102%</b>	<b>(72)</b>	<b>0</b>

<b>Actual First Year Resident Calculation:</b>	
First Year Hall Residents	3876
Upperclass RA's in First Year Halls	(136)
Upperclass Students in First Year Halls	(237)
Clawson FY Students	44
<b>Total First Year Students</b>	<b>3,547</b>

**Upperclass Halls**

Hall	Standard Capacity	Residents	Occupancy %	Vacant Spaces	Doubles Sold as Singles
Bishop	98	98	100%	0	0
Clawson*	107	115	107%	(8)	0
Elliott	35	34	97%	1	0
Flower	315	313	99%	2	0
Hahne	313	310	99%	2	1
Hamilton	181	180	99%	1	0
Hepburn	266	272	102%	(6)	0
MacCracken	196	195	99%	1	0
Minnich	235	234	100%	1	0
Ogden	170	167	98%	3	0
Porter	182	195	107%	(13)	0
Richard	197	199	101%	(2)	0
Scott	271	275	101%	(4)	0
Stoddard	43	45	105%	(2)	0
Swing	229	227	99%	2	0
Wilson	71	69	97%	2	0
Blanchard House	72	72	100%	0	0
Fisher	72	72	100%	0	0
Logan	70	65	93%	5	0
Pines Lodge	72	72	100%	0	0
Reid	72	72	100%	0	0
Tallahanda	72	71	99%	1	0
<b>Sub Totals</b>	<b>3339</b>	<b>3352</b>	<b>100%</b>	<b>(14)</b>	<b>1</b>
<b>Grand Totals**</b>	<b>7143</b>	<b>7228</b>	<b>101%</b>	<b>(86)</b>	<b>1</b>
One Year Ago	7143	7262	102%	(120)	1

<b>Total First Year Residents</b>	
11/12	<b>3,547</b>
10/11	3,538
<b>Increase (Decrease)</b>	<b>9</b>

<b>New Transfer Residents</b>	
11/12	<b>245</b>
10/11	226
<b>Increase (Decrease)</b>	<b>19</b>

<b>Upperclass Residents (including Transfer)</b>	
11/12	<b>3,681</b>
10/11	3,724
<b>Increase (Decrease)</b>	<b>(43)</b>

<b>Total Occupancy Increase (Decrease)</b>	
	<b>(34)</b>

\* Halls Housing Both Upperclass and First Year Students