

**BOARD OF TRUSTEES
MIAMI UNIVERSITY
January 19, 2011
Minutes of the Academic/Student Affairs Committee Meeting**

The Academic/Student Affairs Committee of the Miami University Board of Trustees met on January 19, 2011 in Room 104 Roudebush Hall on the Oxford campus, Oxford, Ohio. The meeting was called to order at 1:00 p.m. by Committee Chair Sue Henry. Trustees Jagdish Bhati, Thomas Grote and Dennis Lieberman and Student Trustee Lindsey Bullinger were in attendance.

In addition to the Trustees, the following Miami staff members attended the meeting: David Hodge, President; John Skillings, Interim Provost and Executive Vice President for Academic Affairs; Bobby Gempesaw, Provost-Elect; Barbara Jones, Vice President for Student Affairs; Raymond Gorman, Associate Provost and Associate Vice President, Academic Affairs; Michael Dantley, Associate Provost and Associate Vice President, Academic Affairs; Susan Mosley-Howard, Associate Vice President, Student Affairs and Dean of Students; Stephen Snyder, Secretary to the Board of Trustees; Robin Parker, General Counsel; Claire Wagner, Associate Director, University Communications; Susan Vaughn, Director, Student Ethics and Conflict Resolution; Kristine Stewart, Assistant to the Vice President for Student Affairs; and Narmar Doyle, Secretary for Academic Affairs for Associated Student Government.

Academic and Student Affairs Announcements

Committee Chair Sue Henry introduced and welcomed Bobby Gempesaw, the Provost designee, to the Committee meeting. Dr. Gempesaw was on campus for an orientation visit in preparation for assuming his official responsibilities later in the spring semester.

Vice President Jones reported that the Oxford and Hamilton Campuses of Miami University have earned the Carnegie classification for Community Engagement Campuses, a distinction held by only 115 colleges and universities nationally. She reported that an exceptional celebration for Martin Luther King Day was organized and co-sponsored by Alpha Phi Alpha Fraternity and the Office of Diversity Affairs. Dr. Jones also reported that approximately 1,650 students recently participated in the fraternity and sorority recruitment processes. Additionally, she reviewed five pieces of legislation passed by the Student Senate, included as Attachment A.

Provost Skillings reported on recent actions by University Senate, and his report is included as Attachment B. He also gave an update on enrollment activities and reported that applications are 10 percent higher this year than last year at this time, with over 16,000 applications received. There is a 14 percent increase in out-of-state applications and a 5.6 percent increase in multicultural applications. Dr. Skillings stated that three finalists for the position of Associate Vice President for Enrollment Management have been invited for on-campus visits in early February, and that the search process for a Director of Admission is underway.

Review of Committee Charter

Committee Chair Henry presented the most recent draft of the proposed charter for the Academic/Student Affairs Committee. Following review by Committee members, a motion was made, seconded and passed to add honorary degrees to the list of oversight responsibilities for academic planning and initiatives. The amended resolution is included as Attachment C. Members of the Academic/Student Affairs Committee agreed to recommend approval of the resolution to the Board of Trustees at its February 4, 2011 meeting.

Strategic Priorities Planning

Provost Skillings reviewed the status of seven of the academic recommendations of the Strategic Priorities Task Force, including goals, measurable outcomes and timelines for each recommendation. The summary of the recommendations is included as Attachment D.

Faculty Issues

Provost Skillings addressed and reviewed four areas regarding faculty profile, workload, promotion and tenure requirements, and the retire/rehire policy. Dr. Skillings distributed data about the historical trends for tenure and tenure-track positions, departmental credit hours taught, and gender and ethnicity statistics, included as Attachment E. He reviewed the promotion and tenure process, included as Attachment F, and the Faculty Workload Norms for Miami University, included as Attachment G.

Dr. Skillings also explained the retire/rehire policy for faculty members, stating that the current policy provides that when full-time faculty members retire, they are eligible for rehiring for one semester of full-time teaching per year for a maximum of three years. The rehired faculty member is paid 50 percent of his/her salary, less 14 percent that Miami University has to pay for its State Teachers Retirement System contribution. Dr. Skillings stated that the Strategic Priorities Task Force recommended elimination of the retire/rehire program due to its cost, citing that the courses taught by rehired faculty could be taught at a lower cost using temporary faculty or lecturers. An alternative viewpoint about the program is the possibility it serves as an incentive for faculty to retire, which is a positive result. In his report to the Board of Trustees in December 2010, President Hodge revised the recommendation to state that the retire/rehire policy would be changed. The Fiscal Priorities Committee and the Council of Academic Deans are developing recommendations concerning the retire/rehire policy, and the recommendations will be considered by University Senate later in the semester.

Regional Campus Issues

Provost Skillings reviewed a report from Regional Dean Michael Pratt regarding Regional Campus issues, included as Attachment H. Dr. Skillings reported that Dr. Pratt was unable to attend the Committee's meeting due to a scheduling conflict but will attend the April 12 meeting.

Student Code of Conduct

Vice President Jones and Ms. Vaughn presented a draft of proposed changes to the Student Code of Conduct, included as Attachment I. The objective of the proposed

policy change is to develop a mechanism to hold student organizations accountable for actions of its members under the student code of conduct, parallel to the accountability expected for individual students. The proposed policy changes contain criteria to identify organizational responsibility and to establish sanctions for alcohol and hazing violations. The Student Affairs Council will review the draft document later in the semester.

Mock Interview Program

Vice President Jones reviewed a report prepared by Sue Martin, Director of Career Services, regarding the mock interview program. The report is included as Attachment J.

Luxembourg Campus Plans

Provost Skillings updated the Committee on discussions regarding extending the lease for the Chateau in Differdange, Luxembourg where the Miami University Dolibois European Center (MUDEC) is currently housed. The Chateau is owned by a steel company in Luxembourg and the lease for use of the facility expires in the fall of 2012. Miami University has been approached by the Luxembourg government about leasing or using space at a new university being planned in Belval. Originally the University of Luxembourg was scheduled to open and be operational in 2015, but now the opening date has been projected no earlier than 2020. Additionally, there is uncertainty whether the administration of the new university remains interested in MUDEC relocating. The city of Differdange prefers that MUDEC remains in that city. An additional complication is the fact that the Chateau requires renovation work and the uncertainty of the entity responsible for financing the renovations. Dr. Skillings stated that negotiations will continue but a decision will have to be made in the fall of 2011 to prepare for the lease expiration in 2012 and that the Committee and Board will be apprised of further developments in the negotiations.

Role of Parents

Vice President Jones and Ms. Stewart discussed the role and interactions of students' parents with not only Miami University but colleges and universities nationally. Their report is included as Attachment K.

Executive Session

At 3:30 p.m. the Academic and Student Affairs Committee adjourned into Executive Session in accordance with the Ohio Open Meetings Act, Revised Code Section 121.22 to discuss personnel matters and consult with General Counsel. At 3:55 p.m. the Committee adjourned the Executive Session and with no other business coming before the Committee, the meeting was adjourned.


Stephen D. Snyder
Secretary to the Board of Trustees

Summary of Associated Student Government Legislation
Fall, 2010

Debt Relief Closure Act: ASG will no longer accept the debt of student organizations through the debt relief program. The program will continue until the remaining balance is paid by student organizations that are currently enrolled.

Clarifying Sprint Courses: Recommendation that the Office of the Registrar include a notation of what courses are sprint courses so students will recognize sprint courses immediately.

Student Organization Accountability Act: All student organizations not currently involved in the Student Organization Debt Relief Program and currently in deficit to the University, must pay off all outstanding balances of the debt or make significant and measurable progress on relieving that debt before the beginning of spring semester 2010-11. Failure to do so will result in ineligibility for Student Organization Funding in the second event cycle and all future event cycles until the balance is paid. All future organizations that incur debt will be subject to the same penalties.

Libraries Explore Electronic Registration of Study Rooms: Recommendation that University Libraries conduct a cost benefit analysis to consider the possibility of allowing students to reserve study rooms electronically.

Recommend Registrar examine the final exam schedule: Explore feasibility of adding one or two reading days to the University calendar after the end of classes before finals begin.

University Senate Actions November 19 – December 6

- Proposal to have lecturers and clinical faculty be part of faculty Assembly – final vote in February.
- Passed preliminary proposal for Master of Arts program in Social Work (Jointly with Wright State University) program will replace the Master of Arts in Family Studies.
- Reaffirmed that no student be required to take more than three final exams in a 24-hour period of time.
- Adopted for the Miami Plan:
“Any student carrying a U.S. Visa can apply any 6 Global Miami Plan credits not used toward other Global MP requirements to complete the Foundation IIIA: Study Abroad requirement.”
- Shared the following positive news:
 - a) Miami’s Interior Design program has been ranked in the top ten nationally out of over 300 programs. The ranking was provided by Design Intelligence, a well respected publication in the interior design area.
 - b) Newsmax, a respected national news outlet, has ranked the five best colleges in Ohio. Their rankings are: 1) Case Western, 2) Miami, 3) Ohio State, 4) Ohio University, and 5) University of Dayton. Thus, Miami has been ranked as the best public institution in Ohio.
 - c) A highly successful Graduate Research Forum was held on our campus in November. Over 130 Miami graduate students presented their research results and it was an impressive event.
 - d) Elizabeth Stoll, director of new student programs at Miami, received the 2010 Outstanding Orientation Professional Award from the National Orientation Directors Association.
 - e) Dr. John Kiss, Professor of Botany, has been recognized with the Reynolds Distinguished Service Award from the American Society for Gravitational and Space Biology.
 - f) Megan Marshall, a Miami senior majoring in Physics and Math was recognized for receiving the \$10,000 Astronaut Scholarship. She is one of 20 students nationwide to receive this prestigious award.

2/4/2011 Agenda Item
Academic & Student Affairs
Committee
Resolution #1

RESOLUTION R2011-

WHEREAS, the Board of Trustees wishes to establish a standing committee that assists it in accomplishing the University's goals and mission relating to academic and student affairs; and

WHEREAS, an ad hoc Academic and Student Affairs Committee of the Board of Trustees has been operating without a charter or mission statement; and

WHEREAS, the Board of Trustees has determined that a charter is necessary to clearly delineate the responsibilities of the Academic and Student Affairs Committee;

THEREFORE BE IT RESOLVED: that the Miami University Board of Trustees hereby adopts the charter for the Academic and Students Affairs Committee as contained herein.

**MIAMI UNIVERSITY
ACADEMIC AND STUDENT AFFAIRS COMMITTEE CHARTER**

OBJECTIVES

The Academic and Student Affairs Committee (the "Committee") is appointed by the Chair of the Board of Trustees, with the primary function of assisting the Board of Trustees with its oversight responsibilities in the following areas:

- The University's long-term academic plans
- The University strategic enrollment plans
- The University's retention and graduation rate plans and goals
- The University's research activities
- The University's role in the University System of Ohio
- Student life
- Campus safety and student life risk management.

COMMITTEE MEMBERSHIP

The Committee shall be appointed by the Chair of the Board of Trustees and shall consist of no fewer than four members including at least one student trustee. One-third of the Committee, but no fewer than two members, shall constitute a quorum for the transaction of business. The Chair of the Board of Trustees shall designate the Committee chair.

MEETINGS

The Committee shall meet as often as it determines necessary, but no fewer than four times per year. The Committee shall meet from time to time with the University's senior administrators and shall maintain written minutes of its meetings.

GENERAL OVERSIGHT OF THE UNIVERSITY'S ACADEMIC PLANNING AND INITIATIVES

The Committee shall consider and make recommendations to the Board on the academic initiatives and plans of the University. This will include student recruitment initiatives and goals, strategic retention and student graduation initiatives; the annual instructional and associated academic needs of the University; and the University's research and grants initiatives. The Committee will ensure that the academic budget reflects the University's academic priorities.

The Committee's oversight responsibilities shall include, but not be limited to:

- Strategic and long range academic goals
- New degree programs and majors
- Academic structure and organization
- Quality and effectiveness of academic programs (including accreditation and peer evaluation)
- Enrollment management including student recruitment, admission, financial aid, retention and graduation rate goals
- Diversity and multiculturalism goals and initiatives
- Study abroad
- Educational technology
- Distance learning
- Appointment of deans
- Appointment of Ohio Eminent Scholars
- Promotion and tenure policies
- Faculty grievance and discipline policies
- Honorary degrees

GENERAL OVERSIGHT OF THE UNIVERSITY'S STUDENT AFFAIRS PLANNING AND INITIATIVES

The Committee shall consider and make recommendations to the Board on student affairs initiatives and plans of the University. This will include student life initiatives and needs including strategic retention and student graduation initiatives; University plans to meet the needs of diverse and at-risk student populations; University plans to meet student health needs, including counseling; campus safety, student life risk management strategies; student engagement outside the classroom; and readmission of students dismissed under Section 3345.23 of the Ohio Revised Code.

The Committee's oversight responsibilities shall include, but not be limited to:

Student transition and retention initiatives (including first and second year residency requirements, career, and academic support)

Diversity and multi-cultural student initiatives

Student health initiatives including counseling, alcohol and drug education and on-campus medical services (including student health insurance)

Structure and organization for addressing student conduct concerns

Student life initiatives

Structure and organization for addressing the University's relationship with Greek fraternities and sororities and their national organizations

Structure and organization for addressing campus safety and student life risk management issues

February 4, 2011

Recommendation 12: Reduce the number of departments /programs through consolidation and reorganization.

Recommendation 15: Streamline the administrative support to academic units.

Status: Accepted

Responsible area: Provost/Academic Affairs

Goal 1: Restructure the support staffs in academic units. Consider the support being based on buildings rather than departments and programs. Consider the use of more 9-month positions and more effective use of student workers.

Goal 2: Proceed with a reorganization of academic units to provide more collaboration, interdisciplinary work and efficiency. Such reorganization should reduce the number of departments/programs.

Action 1 The deans will identify potential cost savings that can be achieved in departmental and program administration/reorganization.

Action 2 The efficiency consultants will make additional recommendations on possible efficiencies that can be achieved in departmental and program administration.

Measurable outcome: \$700,000 in savings should be achieved by fiscal 2015.

Timeline:

Planning	Completed by July 2011
Implementation	Jan 2011 – July 2015

Recommendation 13: Appoint a study group to further explore the benefits and costs of reorganizing our divisional structure.

Status: Modified the original recommendation to: Appoint a study group to explore ways to support and promote interdisciplinary teaching and research.

Responsible area: Provost/Academic Affairs

Goal 1: Increase interdisciplinary teaching and research

Goal 2: Provide clarity of interdisciplinary programs that help recruit students

Goal 3: Increase grant activity in interdisciplinary groups

- Action 1 Appoint a study group to recommend ways to support interdisciplinary activities
- Action 2 Promote interdisciplinary opportunities that will be attractive to prospective students, and determine ways to promote these possibilities to students (e.g., interesting interdisciplinary clusters of courses / thematic sequences, minors and majors could be listed)
- Action 3 Have the Office for the Advancement of Research and Scholarship develop interdisciplinary research clusters to seek grant funding

Measurable outcome: Increased interdisciplinary activity in the curriculum and research

Timeline:

Planning	Completed by December 2011
Implementation	Jan 2011 – July 2015

Recommendation 14: Conduct a comprehensive review of all centers, programs, and offices reporting to the Provost to identify further potential savings.

Status: Accepted

Responsible area: Provost/Academic Affairs

Goal: Have fewer resources required to support the mission of the provost's office

Action 1 The review of the units reporting to the provost has commenced. Each unit has been asked to identify several cost-efficiencies, and the provost office is evaluating appropriate staffing levels in each office.

Measurable outcome: \$700,000 in savings achieved by fiscal 2015

Timeline:

Planning	Completed by March 2011
Implementation	March 2011 – July 2013

- 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.

Status: Accepted

Responsible area: Provost/Academic Affairs

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.

- Action 1 The registrar will provide data to the deans and provost each semester that will aid the units in identifying sections of classes that can be eliminated.
- Action 2 Departments and programs will identify classes that can be offered less frequently.
- Action 3 The deans and provost will identify majors that have many under enrolled classes and develop plans to increase enrollments, consolidate offerings, eliminate or justify the continuation of the major.
- Action 4 Imbalanced loads for faculty will be encouraged when sections of classes are cancelled late.
- Action 5 Guidelines for student credit hour generation will be developed for each unit.
- Action 6 New majors will be reviewed after three years to determine if they are meeting the planned enrollment targets.
- Action 7 Under enrolled sections of Miami Plan foundation courses will be identified in the process outlined in recommendations 19 and 20.
- Action 8 The Liberal Education Council is discussing goal 2 and will provide a presentation to University Senate in the spring 2011.
- Action 9 Ensure that sufficient classes are available for students to meet degree requirements.
- Action 10 Faculty resources will be adjusted as appropriate based on the changes in needed classes and majors.

Measurable outcome: \$3.2 million in savings achieved by fiscal 2015

Timeline:

- Planning Classes completed by Feb 2011, majors considered in Fall 2011, Miami Plan by Fall 2011
- Implementation 2011 - 2014

TENURE STATUS OF FULL-TIME FACULTY
1986 - 2010
MIAMI UNIVERSITY

Oxford Campus	<u>N</u>	<u>Percent Tenured</u>	<u>Percent Tenure-Eligible</u>	<u>Percent Non-Tenure Elig.</u>	<u>Percent Perm Appt*</u>
1986	761	65.70%	27.33%	6.96%	
1987	756	67.59%	20.90%	11.51%	
1988	763	66.45%	19.40%	14.15%	
1989	769	67.49%	17.30%	15.21%	
1990	770	67.53%	19.22%	13.25%	
1991	769	69.31%	17.43%	13.26%	
1992	747	69.21%	17.00%	13.79%	
1993	763	66.06%	21.23%	12.71%	
1994	767	66.23%	22.69%	11.08%	
1995	766	66.58%	23.24%	10.18%	
1996	756	68.65%	21.30%	10.05%	
1997	750	69.07%	19.20%	11.73%	
1998	767	67.54%	17.99%	14.47%	
1999	772	66.97%	15.15%	17.88%	
2000	787	65.95%	15.37%	18.68%	
2001	814	60.93%	18.67%	20.39%	
2002	807	61.21%	19.83%	18.96%	
2003	825	60.24%	19.64%	20.12%	
2004	837	58.18%	22.46%	19.36%	
2005	822	57.18%	25.67%	17.15%	
2006	800	57.38%	26.25%	16.38%	
2007	828	57.00%	24.15%	15.46%	3.38%
2008**	839	56.62%	23.24%	16.09%	4.05%
2009	827	59.13%	22.61%	13.79%	4.47%
2010	850	58.59%	18.94%	16.82%	5.65%

Regional Campuses	<u>N</u>	<u>Percent Tenured</u>	<u>Percent Tenure-Eligible</u>	<u>Percent Non-Tenure Elig.</u>	<u>Percent Perm Appt*</u>
1986	94	57.45%	37.23%	5.32%	
1987	95	56.84%	27.37%	15.79%	
1988	102	54.90%	25.49%	19.61%	
1989	104	57.69%	14.42%	27.89%	
1990	108	60.19%	19.44%	20.37%	
1991	107	59.81%	14.95%	25.24%	
1992	99	62.63%	18.19%	19.18%	
1993	101	52.48%	30.69%	16.83%	
1994	108	51.85%	28.70%	19.45%	
1995	107	54.21%	15.89%	29.90%	
1996	105	59.05%	23.81%	17.14%	
1997	111	64.86%	14.41%	20.73%	
1998	105	59.05%	20.00%	20.95%	
1999	106	60.38%	17.92%	21.70%	
2000	118	55.08%	16.95%	27.97%	
2001	119	55.46%	18.49%	26.05%	
2002	123	52.03%	21.14%	26.83%	
2003	138	49.28%	23.19%	27.54%	
2004	136	50.74%	23.53%	25.74%	
2005	130	50.77%	23.08%	26.15%	
2006	132	50.76%	21.21%	28.03%	
2007	137	48.91%	18.98%	29.20%	2.92%
2008**	135	48.89%	23.70%	22.22%	5.19%
2009	134	52.99%	19.40%	22.39%	5.22%
2010	147	43.54%	23.13%	27.21%	6.12%

Source: AAUP annual reports. Data are supplied for all full-time instructional faculty, including instructor.

* New category added Fall 2007. Includes Lecturers and Clinical Faculty with Permanent (non-tenure) appts.

**Updated data based on clarification of identification of faculty with additional administrative appts.

**Fall 2008 and Fall 2010 Preliminary Credit Hours - Oxford Campus
By Funding Unit of Instructor**

Oxford Campus DEPARTMENT	Total				Fall 2010				Fall 2008							
	Fall 10		Percent Distribution of Hours Taught by		Fall 09		Percent Distribution of Hours Taught by		Fall 08		Percent Distribution of Hours Taught by					
	Credit Hrs	Y/T/F Fac*	Lead & Clin Fac†	FT Non-Tenure	Other**	Credit Hrs	Y/T/F Fac*	Lead & Clin Fac†	FT Non-Tenure	Other**	Credit Hrs	Y/T/F Fac*	Lead & Clin Fac†	FT Non-Tenure	Other**	
Anthropology	3,173	53.5%	0.0%	32.4%	14.6%	3,218	41.0%	0.0%	0.0%	49.4%	9.6%	0.0%	0.0%	49.4%	9.6%	
Botany	3,611	78.1%	0.0%	0.0%	21.9%	3,296	75.5%	0.0%	0.0%	12.7%	11.8%	0.0%	0.0%	12.7%	11.8%	
Chemistry & Biochemistry	9,128	73.4%	0.7%	23.3%	2.7%	9,613	83.1%	4.5%	0.0%	5.7%	6.0%	0.0%	0.0%	5.7%	6.0%	
Classics	1,262	77.4%	0.0%	0.0%	22.6%	1,967	79.5%	0.0%	0.0%	20.5%	0.0%	0.0%	0.0%	20.5%	0.0%	
Communication	6,614	38.1%	6.2%	48.9%	4.7%	6,765	53.9%	8.6%	0.0%	25.9%	11.8%	0.0%	0.0%	25.9%	11.8%	
English	15,360	32.6%	0.0%	5.9%	61.5%	15,933	31.7%	0.0%	0.0%	8.8%	59.5%	0.0%	0.0%	8.8%	59.5%	
French & Italian	3,806	38.8%	0.0%	22.7%	38.5%	3,563	32.4%	0.0%	0.0%	23.7%	43.8%	0.0%	0.0%	23.7%	43.8%	
Geography	4,446	75.1%	0.0%	23.8%	1.1%	4,545	80.3%	0.0%	0.0%	18.6%	1.1%	0.0%	0.0%	18.6%	1.1%	
Geology	4,206	37.5%	20.4%	0.0%	42.1%	3,885	38.9%	15.4%	0.0%	0.0%	45.6%	0.0%	0.0%	0.0%	45.6%	
German, Russian & EA Lang	3,868	42.2%	5.6%	31.4%	20.7%	3,919	51.7%	0.0%	0.0%	31.5%	16.9%	0.0%	0.0%	31.5%	16.9%	
History	5,440	85.3%	0.0%	11.5%	3.3%	6,216	84.5%	0.0%	0.0%	15.5%	0.0%	0.0%	0.0%	15.5%	0.0%	
Mathematics	12,659	48.6%	3.4%	28.1%	20.0%	11,860	45.9%	3.5%	0.0%	31.5%	19.1%	0.0%	0.0%	31.5%	19.1%	
Microbiology	5,401	48.8%	40.5%	0.0%	10.7%	5,283	49.9%	16.0%	0.0%	28.2%	4.8%	0.0%	0.0%	28.2%	4.8%	
Philosophy	1,892	84.7%	14.1%	0.0%	21.2%	2,715	80.4%	0.0%	0.0%	9.5%	10.1%	0.0%	0.0%	9.5%	10.1%	
Physics	5,969	55.3%	0.0%	32.8%	11.8%	5,682	61.7%	0.0%	0.0%	23.2%	15.0%	0.0%	0.0%	23.2%	15.0%	
Political Science	7,335	68.0%	0.0%	10.5%	21.5%	6,736	67.1%	0.0%	0.0%	11.4%	21.4%	0.0%	0.0%	11.4%	21.4%	
Psychology	9,763	55.4%	9.4%	25.9%	9.3%	10,034	48.7%	8.3%	0.0%	21.3%	21.7%	0.0%	0.0%	21.3%	21.7%	
Comparative Religion	1,788	70.5%	0.0%	23.0%	6.5%	1,494	73.9%	0.0%	0.0%	25.9%	0.2%	0.0%	0.0%	25.9%	0.2%	
Sociology & Gerontology	4,615	77.6%	0.0%	5.8%	16.6%	3,613	85.9%	0.0%	0.0%	0.0%	14.1%	0.0%	0.0%	0.0%	14.1%	
Spanish & Portuguese	5,951	21.5%	16.1%	49.3%	13.1%	4,998	34.8%	5.0%	0.0%	33.8%	28.4%	0.0%	0.0%	33.8%	28.4%	
Speech Pathology & Audiology	2,335	53.4%	8.2%	16.3%	22.1%	2,186	47.0%	0.0%	0.0%	8.0%	45.0%	0.0%	0.0%	8.0%	45.0%	
Statistics	3,312	49.3%	0.0%	23.2%	27.5%	2,979	53.9%	0.0%	0.0%	33.3%	12.8%	0.0%	0.0%	33.3%	12.8%	
Zoology	10,057	58.1%	12.9%	7.6%	21.5%	7,653	44.7%	20.9%	0.0%	13.2%	21.2%	0.0%	0.0%	13.2%	21.2%	
Programs in:																
Aerospace Studies	198	0.0%	0.0%	0.0%	100.0%	161	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	
American Studies	1,959	52.7%	7.4%	35.0%	4.9%	1,158	40.8%	43.9%	0.0%	13.0%	2.4%	0.0%	0.0%	13.0%	2.4%	
Asian American Studies	105	100.0%	0.0%	0.0%	0.0%	912	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Black World Studies	783	47.8%	0.0%	52.1%	0.0%	182	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	
Environmental Sciences	102	0.0%	0.0%	0.0%	100.0%	2,339	19.5%	15.9%	0.0%	64.6%	0.0%	0.0%	0.0%	64.6%	0.0%	
International Studies	2,096	28.1%	27.0%	42.1%	4.8%	1,509	43.3%	16.5%	0.0%	20.9%	19.3%	0.0%	0.0%	20.9%	19.3%	
Journalism	1,255	7.4%	41.4%	32.1%	19.1%	557	54.3%	0.0%	0.0%	45.2%	0.0%	0.0%	0.0%	45.2%	0.0%	
Latin American Studies	497	39.0%	0.0%	37.4%	23.5%	450	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	
Naval Science	407	0.0%	0.0%	0.0%	100.0%	598	55.9%	0.0%	0.0%	0.0%	44.1%	0.0%	0.0%	0.0%	44.1%	
Western College	520	85.4%	0.0%	0.0%	14.6%	598	55.9%	0.0%	0.0%	0.0%	44.1%	0.0%	0.0%	0.0%	44.1%	
Women's Studies	768	57.4%	0.0%	42.6%	0.0%	702	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
ARTS & SCIENCE	141,601	52.6%	6.5%	20.0%	21.0%	136,743	54.6%	4.9%	0.0%	19.2%	21.3%	0.0%	0.0%	19.2%	21.3%	

Oxford Faculty Credit Hours by Funding Unit comparison of fall 09 and fall 10 lect separate

Oxford Campus DEPARTMENT	Total Fall 2010				Fall 2009			
	Fall 10		Percent Distribution of Hours Taught by		Fall 09		Percent Distribution of Hours Taught by	
	Credit Hrs	FT Non-Tenure	Lea. & Clin. Fac	Other**	Credit Hrs	FT Non-Tenure	Lea. & Clin. Fac	Other**
Educ Leadership	4,484	24.4%	2.1%	10.7%	3,656	26.4%	3.8%	14.8%
Educ Psychology	5,489	55.7%	4.6%	9.2%	4,747	54.8%	3.9%	23.6%
Family Studies & Social Work	3,994	38.0%	18.8%	43.3%	3,919	44.6%	5.8%	49.5%
Kinesiology & Health	11,952	37.2%	7.7%	20.6%	11,686	44.0%	7.3%	10.6%
Teacher Education	10,725	41.5%	7.5%	2.4%	8,732	47.1%	6.4%	7.7%
EDUCATION, HEALTH & SOCIETY	36,044	39.8%	7.7%	14.7%	32,950	44.3%	8.0%	16.8%
Accountancy	7,124	37.7%	51.8%	4.5%	6,956	41.7%	10.1%	34.8%
Decision Science & MIS	5,233	48.9%	7.8%	27.6%	5,333	44.6%	12.3%	29.5%
Economics	6,789	72.6%	0.0%	14.7%	7,237	95.3%	0.0%	0.0%
Finance	7,660	64.9%	5.2%	22.6%	6,500	82.7%	16.1%	8.3%
Management	5,709	64.6%	8.2%	22.7%	7,209	50.2%	25.1%	23.2%
Marketing	6,734	48.9%	10.4%	26.0%	6,068	56.2%	6.2%	24.8%
Business, General	1,760	2.3%	0.0%	40.1%	750	0.0%	0.0%	79.5%
FARMER SCHOOL OF BUSINESS	41,029	54.2%	13.8%	20.1%	40,053	56.1%	11.5%	20.8%
Architecture	4,805	74.3%	0.0%	10.9%	4,886	71.3%	0.0%	17.9%
Art	5,403	55.2%	0.0%	7.1%	5,565	54.8%	0.0%	4.3%
Music	5,256	65.4%	1.3%	29.9%	5,266	72.9%	1.4%	19.9%
Theatre	2,002	76.4%	0.0%	8.9%	1,664	85.1%	0.0%	4.7%
Dean's Office	173	0.0%	0.0%	0.0%	283	36.4%	0.0%	0.0%
FINE ARTS	17,639	66.0%	0.4%	15.1%	17,664	67.3%	0.4%	12.8%
Mechanical & Manufacturing Engineering	2,318	63.7%	0.0%	7.6%	2,054	69.6%	0.0%	13.3%
Electrical & Computer Engineering	1,689	100.0%	0.0%	0.0%	901	96.6%	0.0%	0.0%
Chemical and Paper Engineering	931	100.0%	0.0%	0.0%	847	87.5%	0.0%	0.0%
Computer & Software Engineering	4,289	41.9%	4.3%	16.7%	4,114	48.2%	4.4%	17.4%
Dean's Office	78	0.0%	0.0%	0.0%	80	0.0%	0.0%	0.0%
ENGINEERING & APPLIED SCIENCE	8,705	62.1%	2.1%	9.8%	7,996	63.2%	2.3%	12.3%
Miscellaneous Units (HON, IJMS, CAVC, IDS)	3,001	17.5%	0.0%	0.0%	1,657	13.9%	0.0%	0.0%
TOTAL OXFORD CAMPUS	248,019	51.9%	7.2%	18.3%	237,063	54.7%	5.7%	18.3%

*Includes tenured administrators; tenure/tenure eligible regional campus faculty
**Other includes graduate assistants, teaching associates, part-time faculty, adjunct faculty,
Lux instructors, retired faculty and departmental hours not identified with a specific instructor

**Full-time, Tenured and Tenure-Eligible Faculty
Miami University - All Campuses**

Rank	Total Faculty	Women	% of Total	Minority Women	% of Total
Full Professors					
1988	233	14	6.0%	Not available	
1992	289	26	9.0%	1	0.3%
1996	294	38	12.9%	0	0.0%
1997	299	40	13.4%	0	0.0%
1998	305	45	14.8%	0	0.0%
1999	293	48	16.4%	0	0.0%
2000	297	57	19.2%	1	0.3%
2001	293	59	20.1%	2	0.7%
2002	288	61	21.2%	2	0.7%
2003	285	83	28.1%	2	0.7%
2004	293	68	23.2%	3	1.0%
2005	280	71	24.5%	5	1.7%
2006	271	70	25.8%	7	2.6%
2007	271	71	26.2%	6	2.2%
2008*	262	69	26.3%	7	2.7%
2009	269	70	26.0%	9	3.3%
2010	261	74	28.4%	10	3.8%
Associate Professors					
1988	271	57	21.0%	Not available	
1992	282	79	28.0%	5	1.8%
1996	253	97	38.3%	9	3.6%
1997	255	101	39.6%	12	4.7%
1998	260	104	40.0%	13	5.0%
1999	263	108	41.1%	13	4.9%
2000	264	100	37.9%	12	4.5%
2001	260	102	39.2%	11	4.2%
2002	257	103	40.1%	12	4.7%
2003	254	119	46.9%	16	6.3%
2004	242	101	41.7%	12	5.0%
2005	237	102	43.0%	15	6.3%
2006	246	104	42.3%	16	6.5%
2007	258	106	41.1%	17	6.6%
2008*	271	114	42.1%	20	7.4%
2009	280	122	43.6%	21	7.5%
2010	289	126	43.6%	24	8.3%
Assistant Professors					
1988	267	128	47.9%	Not available	
1992	212	104	49.1%	17	8.0%
1996	196	90	45.9%	12	6.1%
1997	175	81	46.3%	10	5.7%
1998	167	78	46.7%	11	6.6%
1999	141	69	48.9%	13	9.2%
2000	151	77	51.0%	14	9.3%
2001	170	85	50.0%	20	11.8%
2002	185	90	48.6%	23	12.4%
2003	202	101	50.0%	25	12.4%
2004	226	107	47.3%	30	13.3%
2005	243	109	44.9%	25	10.3%
2006	242	107	44.2%	17	7.0%
2007	232	110	47.4%	17	7.3%
2008*	235	117	49.8%	25	10.6%
2009	224	109	48.7%	27	12.1%
2010	207	106	51.2%	26	12.6%
All Tenured & Tenure-Eligible Faculty					
1988	771	199	25.8%	Not available	
1992	783	209	26.7%	23	2.9%
1996	743	225	30.3%	21	2.8%
1997	729	222	30.5%	22	3.0%
1998	732	227	31.0%	24	3.3%
1999	697	225	32.3%	26	3.7%
2000	712	234	32.9%	27	3.8%
2001	723	246	34.0%	33	4.6%
2002	730	254	34.8%	37	5.1%
2003	751	303	40.3%	43	5.7%
2004	761	276	35.3%	45	5.9%
2005	770	282	36.6%	45	5.8%
2006	759	281	37.0%	40	5.3%
2007	761	287	37.7%	40	5.3%
2008*	768	300	39.1%	52	6.8%
2009	773	301	38.9%	57	7.4%
2010	757	306	40.4%	60	7.9%

*Updated data based on clarification of identification of faculty with additional administrative appts.

Tenured/Tenure-Eligible Faculty by Ethnicity and Gender

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
TOTAL MIAMI UNIVERSITY						
Total T/TE faculty	777	764	766	768	773	757
African American	41 5.3%	43 5.6%	41 5.4%	46 6.0%	47 6.1%	50 6.6%
Asian-American	48 6.2%	51 6.7%	52 6.8%	67 8.7%	71 9.2%	61 8.1%
Hispanic	18 2.3%	16 2.1%	18 2.3%	22 2.9%	21 2.7%	25 3.3%
American Indian	3 0.4%	4 0.5%	1 0.1%	2 0.3%	3 0.4%	0 0.0%
Multi-Racial					0 0.0%	6 0.8%
Native Hawaiian/Pacific Islander					0 0.0%	1 0.1%
Total ethnically diverse	110 14.2%	114 14.9%	112 14.6%	137 17.8%	142 18.4%	143 18.9%
Male	490	480	475	468	472	451
Female	287	284	291	300	301	306

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
OXFORD CAMPUS						
Total T/TE faculty	681	669	672	670	676	659
African American	36 5.3%	37 5.5%	36 5.4%	39 5.8%	40 5.9%	42 6.4%
Asian-American	42 6.2%	46 6.9%	47 7.0%	59 8.8%	63 9.3%	54 8.2%
Hispanic	17 2.5%	16 2.4%	17 2.5%	21 3.1%	20 3.0%	24 3.6%
American Indian	2 0.3%	2 0.3%	1 0.1%	2 0.3%	2 0.3%	0 0.0%
Multi-Racial					0 0.0%	5 0.8%
Native Hawaiian/Pacific Islander					0 0.0%	1 0.2%

Total ethnically diverse	97 14.2%	101 15.1%	101 15.0%	121 18.1%	125 18.5%	126 19.1%
Male	445	433	431	421	425	404
Female	236	236	241	249	251	255

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
HAMILTON CAMPUS						
Total T/TE faculty	49	50	49	53	54	59
African American	2 4.1%	3 6.0%	2 4.1%	3 5.7%	3 5.6%	5 8.5%
Asian-American	3 6.1%	3 6.0%	3 6.1%	4 7.5%	4 7.4%	3 5.1%
Hispanic	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
American Indian	1 2.0%	1 2.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Multi-Racial					0 0.0%	0 0.0%
Native Hawaiian/Pacific Islander					0 0.0%	0 0.0%
Total ethnically diverse	6 12.2%	7 14.0%	5 10.2%	7 13.2%	7 13.0%	8 13.6%
Male	22	22	21	24	25	27
Female	27	28	28	29	29	32

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
MIDDLETOWN CAMPUS						
Total T/TE faculty	47	45	45	45	43	39
African American	3 6.4%	3 6.7%	3 6.7%	4 8.9%	4 9.3%	3 7.7%
Asian-American	3 6.4%	2 4.4%	2 4.4%	4 8.9%	4 9.3%	4 10.3%
Hispanic	1 2.1%	0 0.0%	1 2.2%	1 2.2%	1 2.3%	1 2.6%
American Indian	0 0.0%	1 2.2%	0 0.0%	0 0.0%	1 2.3%	0 0.0%
Multi-Racial					0 0.0%	1 2.6%
Native Hawaiian/Pacific Islander					0 0.0%	0 0.0%
Total ethnically diverse	7	6	6	9	10	9

	14.9%	13.3%	13.3%	20.0%	23.3%	23.1%
Male	23	25	23	23	22	20
Female	24	20	22	22	21	19

(1) high-quality teaching and academic advising, (2) productive professional service, (3) a record of research, scholarly and/or creative achievement of high quality and its prospective continuation, and (4) professional collegiality.

If the emphasis is to differ from the above, at the beginning of a candidate's probationary period, or when there is a significant change in the candidate's assigned responsibilities, the department, the department chair, the program director (when appropriate), the dean, the Dean of the Regional Campuses (when appropriate), the Provost and the candidate shall agree in writing upon the relative importance to be attached to each of the above criteria.

The criteria applied to tenure recommendations are normally the criteria in force at the time the application is considered. In cases where new specifically-stated criteria have been adopted since a candidate was first appointed to a tenure-eligible position at Miami, the candidate has the option of being judged by the criteria in force at the time of appointment.

7.8 The Tenure and Promotion Process

For the policy regarding eligibility to participate in the tenure and promotion process, see "Employment of Members of the Same Family"

7.8.A Candidate's Preparation of Tenure and Promotion Materials

Individuals in their final probationary year and other members of the instructional staff who wish to be considered for promotion are responsible for assembling and submitting a dossier of relevant supporting materials (the application). Candidates may solicit suggestions from the department chair or program director (when appropriate) as to appropriate materials. The *Promotion and Tenure Guidelines for Dossier Preparation* are reviewed and approved each year by University Senate.

7.8.B Departmental Evaluation

After receiving the positive or negative recommendation of the department tenure or promotion committee, the department chair makes a positive or negative recommendation on the application to the divisional dean. The department's recommendation to the dean may be a joint report of the committee and the department chair or program director (when appropriate). However, if the recommendations of the committee and the department chair or program director (when appropriate) differ, both are transmitted to the dean. The *Promotion and Tenure Guidelines for Dossier Preparation* are reviewed and approved each year by University Senate.

Note: To evaluate candidates seeking promotion to full professor, members of a promotion committee must hold the rank of full professor with tenure. To evaluate candidates seeking promotion to associate professor, members of a promotion and tenure committee must be tenured and hold the rank of associate or full professor.

7.8.C Divisional Evaluation

The faculty of each division may develop procedures for divisional handling of tenure and promotion matters. The dean of the division is responsible for making a positive or negative recommendation on each application for tenure or promotion. If the dean's recommendation differs from the department chair's, the program director's (when appropriate), or the department committee's, the dean will discuss the case with the department chair, the program director (when appropriate), or the committee (as appropriate), prior to the University Promotion and Tenure Committee meeting.

7.8.D University Promotion and Tenure Committee Evaluation

The Committee consists of the Provost as chair, the deans of the academic divisions, the Graduate Dean, the Dean of the Regional Campuses, and six tenured members of the instructional staff (at least one of whom is based on a regional campus) appointed by the President as members for staggered three-year terms. This committee considers all candidates who have received a positive recommendation on their application from the department committee, or the department chair, the program director (when appropriate), or the dean. The candidate's application, the departmental or program (when appropriate) recommendation(s), and the dean's recommendation shall all be forwarded to the University Promotion and Tenure Committee.

7.8.E Provost, President, and Board of Trustees Evaluation

Candidates who receive a positive recommendation from the University Promotion and Tenure Committee are advanced to the Provost for consideration. Candidates who receive a positive recommendation from the Provost are advanced to the President for consideration. Candidates who have the positive recommendation of the President are advanced to the Board of Trustees. Final action is taken by the Board of Trustees. If granted, tenure and/or promotion is conferred effective the next July 1 and is not specific to a given campus.

7.8.F Procedure When a Negative Tenure Recommendation is about to be Made

In the event any individual or committee is about to make a negative tenure recommendation, the annual written evaluations described in Section 7.5, Annual Review of Probationary Members of the Instructional Staff, will be reviewed by the individual or committee and appended to the candidate's tenure application.

7.8.G Notification of Recommendation by Any Individual or Committee

A candidate who receives a positive recommendation is notified as soon as possible.

A candidate who receives a negative recommendation is notified in writing with a Statement of Reasons for the negative recommendation. This written Statement of Reasons, which becomes part of the record, must be given no later than ten (10) working days from the date the negative recommendation is made.

7.8.H Effect of Degree Completion on Promotion

No promotion is effected solely by the completion of a degree. In those cases where an individual's appointment letter offers a rank contingent upon the completion of a degree, rank will be assigned as of the first day of the first regular academic term following award of the degree or the next July 1, whichever is earlier.

7.9 Rights of a Candidate Who Has Received a Negative Recommendation or Been Denied Tenure or Promotion**7.9.A Reconsideration**

Within ten (10) working days of receipt of the written Statement of Reasons, the candidate may request, in writing, reconsideration by the individual or committee that rendered the negative recommendation. Reconsideration is on the merits of the case.

The candidate may respond, in writing, to the written Statement of Reasons prior to reconsideration. The candidate may not alter his or her application or submit new evidence. "New evidence" includes accomplishments since the submission of the application and evidence of accomplishments not included in it. The candidate's response to the written Statement of Reasons must be submitted no later than ten (10) working days from the date of the request for reconsideration. Reconsideration shall be completed within ten (10) working days of the receipt of the candidate's response or, if no written response is given, within twenty (20) working days of the request for reconsideration.

A candidate who receives a positive recommendation upon reconsideration is notified as soon as possible. A candidate who receives a negative recommendation upon reconsideration is notified, in writing, with a Statement of Reasons for the negative recommendation. This written Statement of Reasons must be given no later than ten (10) working days from the date the negative recommendation is made.

The original application, written Statement of Reasons for the negative recommendation, request for reconsideration, candidate's response to the written Statement of Reasons, and recommendation upon reconsideration, including the written Statement of Reasons, if any, become part of the record.

7.9.B Appeal of Denials

Any candidate whose application for tenure or promotion has been denied has the right to appeal to the Committee on Faculty Rights and Responsibilities and, subsequently, to the President under Sections 8.1.E and 8.1.H. The basis for the appeal must be an alleged procedural error or inequitable treatment.

Faculty Workload Norms for Miami University, Oxford

March 2008

Miami is developing a set of norms and expectations regarding faculty workload to ensure that we have the faculty resources necessary to support the teaching program that is at the core of the university, to increase transparency and equity in faculty assignments, and to recognize that faculty at different points in their career may benefit from varying mixes of teaching, scholarship, creative activity, and service.

The clear expectation and responsibility for all faculty is to contribute at the very highest levels of quality in the three domains of teaching, research/creative activity, and service. Determining how the balance among these three areas is struck must be done in the context of Miami's unique expectations that do not mirror perfectly either those of research extensive universities or those of small liberal arts colleges. While observing boundaries, faculty may undertake different mixes of assignments and still be rewarded for helping to fulfill Miami's mission.

Faculty time is the University's most precious resource. Department chairs and program directors, working in conjunction with deans, are the key decision-makers in the allocation of faculty time taking into account general University norms and expectations as well as the unique characteristics of specific departments and disciplines. This document is intended to lay out procedures and expectations at the university, divisional, departmental, and faculty levels.

University

- A. The Provost's office will monitor credit hours taught by faculty in every department. Observations regarding trends in teaching will be discussed with deans and department chairs.
- B. The University will encourage, where sensible, applications to external grantors for course buy-outs which appropriately compensate departments for the loss of faculty time committed to teaching.
- C. Whenever possible, programs internal to Miami University should encourage alternatives to course buy-outs when formulating workload assignments. For example, the director of a new initiative should be given summer salary instead of a course release to get the program started.

Departments

A. Workloads

1. The University norm for teaching load for tenured and tenure-track faculty—assuming research productivity, teaching and advising, and service that

satisfy expectations---is either three and three or three and two (using the three credit hour course as the unit of account), depending on disciplinary standards and benchmarks and labor-intensive pedagogical practices. To the maximum extent possible, each faculty member is expected to teach across a range of courses.

2. It is not the University's intention for the teaching load norm to drive out valuable instances of faculty engagement (e.g., independent study) that are currently not easily counted. Indeed, we must develop new ways to account for the enviable amount of faculty interaction with students that does occur and to encourage even greater engagement with our students. For instance, conversations should occur both within and between departments to develop appropriate metrics to equate the extent of independent study mentoring with three credit hour courses.
3. Similarly, metrics for equating an individual faculty member's investment in advising doctoral students and graduate students in research-intensive master's programs to traditional three credit hour classes should be developed.
4. No faculty should teach less than three regular three credit hour courses per year without explicit conversation and permission of the divisional dean and provost.
5. There are legitimate reasons for individuals to have lower course loads than the University norm including:
 - a) Production of high quality research above the norm, as determined by the department in consultation with the dean and based on disciplinary standards.
 - b) Significant engagement with students outside of formal courses.
 - c) Courses that are longer than three hours.
 - d) Innovative pedagogies that require unusual time investments.
6. There are also legitimate reasons for tenured faculty to have higher course loads including:
 - a) The desire of an excellent teacher to make a more substantial contribution of time to teaching.
 - b) Research productivity below the norm, as determined by the department in consultation with the dean and based on disciplinary standards.
 - c) Courses that are shorter than three hours.
7. Chairs must ensure that there is a legitimate reason for any faculty to have a teaching load lower than the university norm. There cannot be across-the-board exemptions. For instance, in departments that have doctoral programs, only those faculty who are actually directing or very significantly contributing

to the work of graduate students should have reduced teaching loads for that purpose.

8. For faculty with joint appointments, workloads shall be developed jointly by the relevant department chair(s) and program director.

B. Differential workloads

1. Departments should have written differential workload policies to recognize the varying strengths of faculty. These differentiated workload policies must be approved by the divisional dean and the Provost's office.
2. Deans, in conjunction with chairs and the Provost, will establish expectations regarding each department's total teaching contribution and some parameters with regard to distribution of teaching resources at various levels of instruction. Each chair should be made mindful of these targets when making individual teaching assignments.
3. The research activity of faculty should be judged by production and quality. That is, colleagues cannot simply opt to be "research active" but must show on a consistent basis that they are producing above departmental norms.
4. The research activity of faculty should be re-evaluated on a regular basis (e.g., a rolling average over the last three years). It is not a one-time determination.
5. All faculty not on leave are expected to teach every semester.
6. A critical component of differential workload policies is the ability to tie excellence in teaching, research and service to significant salary gains. In particular, faculty who are excellent teachers and whose teaching loads exceed department norms should be compensated at levels that recognize their important contributions, just as our most productive researchers should be awarded for their contributions.

C. Course reductions for administrative duties

1. Chairs and program directors should receive a reduction in teaching load proportional to their responsibilities and their department's or program's size. The divisional dean must be consulted regarding the chair's course reduction.
2. Faculty fulfilling other administrative responsibilities in a department will normally receive a reduction in teaching load of up to one course per year depending on their responsibilities and the department's size. The divisional dean must be consulted regarding reductions for administrative responsibilities.

3. The University must reduce the recent tendency for the number of course releases related to service to increase even while total service requirements remain steady.

D. Low-enrollment courses

Departments should be aware that low-enrollment (i.e., fewer than ten undergraduates enrolled) courses are extremely expensive to staff. The Registrar now identifies low-enrollment courses throughout the registration process and transmits these data to deans. We will increasingly move to a posture that requires a positive justification for teaching a low-enrollment course.

Faculty

A. Probationary faculty: course reductions.

Departments will provide a reduction in teaching load of one course per year in each of the first and second years of the probationary period.

B. Probationary faculty: leaves.

It is the University's intent to award all probationary faculty a research leave or the equivalent in course reduction spread out over multiple semesters during their probationary period.

C. Lecturers and Professionally Licensed/Clinical Faculty.

The standard teaching load for colleagues in these categories is nine to twelve credit hours per term.

D. Faculty on Retire/Rehire.

The standard teaching load for faculty on the retire/rehire program is nine to twelve credit hours per term.

E. Visitors.

The standard teaching load for full-time visitors is nine to twelve credit hours per term.

Outline of Academic and Structural Plans for a Regional Campus System

Vision:

The Miami Regional Campuses will provide a commuter based, convenient and affordable means to complete a variety of applied Associate, Bachelor and Master degree programs designed to enhance the economic development of the region and beyond. For those without the financial means or the academic qualifications to enroll in Miami's Oxford Campus programs, the regional campuses provide the opportunity for students to develop, through the small class and high faculty-student interaction environment of the regional campuses, the ability to relocate for a traditional, residential campus experience.

Functional Mission:

- 1) Expand and Develop careers oriented and skills based work force needed to redevelop SW Ohio economy in the 21st Century through a series of applied Bachelor and professional Master Degrees. As part of Miami University, these applied degrees are wrapped around core Miami values as expressed in the Miami Plan and the traditional liberal arts. The applied degrees do not duplicate programs offered on the Oxford Campus of Miami University.
- 2) Provide place bound or financially disadvantaged High School and Community College students with an opportunity to mature, focus, and develop academic skills needed to relocate to the Oxford Campus via an environment of small classes, high impact student-faculty interaction, the Miami Plan, and basic courses relating to many traditional majors.

In addressing our functional mission significant budget reductions may be offset by the following developments related to increasing enrollment:

1) *Increase Enrollment through Academic Program Expansion*

Academic Program Expansion can be viewed as a series of "tiers" based on the relative independence or connection with departments and programs in Oxford.

- a) Tier 1. Degrees offered only on the Regional Campuses
 - i) Bachelor of Integrative Studies (additional tracks)
 - ii) Bachelor of Science in Nursing (develop possible MSN)
 - iii) Bachelor of Engineering Technology (currently, 2 tracks)
 - iv) Associate of Criminal Justice Studies (develop Bachelor of CJS)
 - v) Examples of possible new bachelor degree areas
 - (1) Health Information Technology (OBR proposal under development)
 - (2) Forensic Science
 - (3) Intelligence Studies
 - (4) Emergency Preparedness
- b) Tier 2. Bachelor Degree completion programs through articulation agreements (only on Regional Campuses)
 - i) CC Associate to Bachelor (BIS as +2, ENT as +2, Nursing as +2)- seek additional articulations
 - ii) Possible expansions to BIS "as degree completion": Pre-K admin, Culinary Arts from CSTCC
- c) Tier 3. "Connected degrees" (Bachelor and Professional Graduate degrees offered by Oxford Departments on the Regional campus.)
 - i) Professional MBA (additional times)
 - ii) Professional M Ed.(additional programs)
 - iii) Bachelor in Biology (if supported by the Oxford Department)
- d) Tier 4. Oxford campus degree's offered on the regional campus
 - i) No Current Plans

- e) Tier 5. Current Associate Degree programs- additional articulation agreements
- 2) *Increase Enrollment through alternate delivery or scheduling*
 - a) Develop Online degree program for the Associate of Applied Business (BTE)
 - b) Increase Online/Hybrid delivery (expand Saturday Select)
 - c) Develop “Weekend” programs
- 3) *Increase Enrollment through expanded Marketing and Brand recognition*
 - a) Develop area wide brand
 - b) Regional Mass Media advertising
 - c) “Push” marketing presence beyond Butler Co.
 - d) Increase community participation in on-campus events (includes MUHD)

The ongoing and proposed administrative restructure is designed to develop a regional approach to administration, operations, and development efforts across the existing program sites.

- 1) Admissions/Financial Aid (ongoing)
 - a. Develop Regional leadership under Archie Nelson, with associate directors on each campus
 - b. Develop a coordinated recruiting plan that includes all campuses
 - c. Develop a single admission to enrollment process (including financial aid and initial advising)
- 2) Office of Regional Development (ongoing following departure of 2 of 3 campus development directors)
 - a. Create Senior Director to plan, schedule and oversee regional development issues.
 - b. Three tiered “regional” development structure designed to meet and exceed development goals
 - c. Move current grant writing to development to enhance opportunity for institutional grants
 - d. Increase outreach to regional alumni
- 3) Develop/Revise Master Plans for the Middletown and Hamilton Campuses as a basis for future PFD growth.
- 4) Restructure Senior Leadership to reflect a more traditional model
 - a. Associate Dean leadership in Academic Affairs; Enrollment/Student Affairs; Development/Marketing/Community Relations; and Budget/Finance.
 - b. Restructure or realign current Dept. Chair-Coordinator roles into regional structure across all campuses.
 - c. Develop regional faculty decision-making structure.

CODE OF STUDENT CONDUCT *PROPOSED REVISIONS* (for 2011-2012)

Student Organizations

Student organizations (defined in Part 5, Chapter 1, Section 5.1.A of the Student Handbook) and fraternities and sororities (Part 5, Chapter 3 of the Student Handbook) are subject to standards similar to those for individual students in the University community. Student Organizations should be fully cognizant of the University policies, including but not limited to: the Code of Student Conduct, The Student Handbook, University hazing and alcohol policies, and/or Federal, State and Local Law. An organization may be held responsible for a violation of University policy or rule when:

1. one or more of its officers, members, or authorized representatives acting in the scope of their organization capacities commits the violation;
2. one or more members of an organization or group fail to promptly report their knowledge or any reasonable information, including identity of members involved, about a violation to the appropriate University authorities;
3. the violation occurs on the premises owned, leased, or operated by the organization;
4. the violation arises out of an organization sponsored, financed, or endorsed event.

A. Sanctions

Sanctions for organizational misconduct may include, but are not limited to (see Chapter 3, *Sanctions*, of the Code of Student Conduct):

1. Revocation of recognition (either immediate revocation or at the close of the current semester. An organization whose recognition has been revoked must petition for re-recognition.);
2. Disciplinary probation (may include disciplinary restrictions);
3. Revocation of the right to the use of University facilities, University funding or other privileges for a defined period of time;
4. Planning of and attendance at educational programming;
5. Prohibition of participation in or sponsorship of social, intramural, or other activities or events;
6. Other appropriate sanctions permitted under the Code of Student Conduct or other codes, standards, governing documents of the University, and/or national governing bodies.

If members of a student organization, fraternity or sorority are aware of or should have been aware of individual culpability and fail to report it to the Office of Ethics and Student Conflict Resolution, the organization, its officers, and individual members are subject to summary suspension and/or further disciplinary action until such time as individual names are disclosed. (This will not be a stand-alone paragraph. It will be included in section 111, Failure to Comply).

Comment [IS1]: This will be noted in Section 111: Failure to Comply

Organizational Sanctions for Alcohol Violations (105B)

Minimum Penalties:

- a. First Offense - The minimum penalty for a first offense is required attendance of members of the organization at a two-hour substance abuse program designed to acquaint

organization members with their civil and legal responsibilities as well as the personal and organizational implications of alcohol and other substance abuse. Programs must be pre-approved by the Office of Ethics and Student Conflict Resolution. Attendance requirements will be established by the Office of Ethics & Student Conflict Resolution.

- b. Second Offense - No less than two semesters of Disciplinary Probation and any of the following Disciplinary Restrictions:
 - 1. No events with alcohol for a time period to be specified by the Office of Ethics and Student Conflict Resolution;
 - 2. Provide evidence of a risk management plan for organization sponsored events. If applicable, provide proof of national organization involvement in the development of the risk management plan;
 - 3. Denial of the ability to host events for a time period to be specified by the Office of Ethics and Student Conflict Resolution;
 - 4. Additional substance abuse education as specified by the Office of Ethics and Student Conflict Resolution;
 - 5. Restriction of access to University controlled space and resources;
 - 6. Community service approved by the Office of Ethics and Student Conflict Resolution
 - 7. Required meeting(s) with an appropriate university official; and
 - 8. Restriction from participation in university sponsored events.
- c. Third Offense - Revocation of recognition, either immediately or at the close of the semester. Disciplinary Probation for two semesters following the period of revocation of recognition.

An organization must apply in writing to the Office of Ethics and Student Conflict Resolution to be considered for recognition following the period of revocation. Conditions for recognition will be outlined in the original sanction. Should another violation occur within the subsequent probationary period the normal recommended sanction will be revocation of recognition of the organization for a longer time period than the original sanction.

If an organization, fraternity or sorority has been found to have committed an alcohol offense and three calendar years have elapsed from date of incident without a subsequent finding for such an offense, a prior offense will be considered in determining the current penalty, but the minimum penalty is not mandatory. For multiple violations of the Code of Student Conduct, prior disciplinary history will be considered and additional penalties may be warranted and imposed in accordance with normal University disciplinary procedures.

Organizational Sanctions for Hazing Violations (109)

Minimum Penalties:

- a. First Offense - The minimum penalty for a first offense shall be at least two of the following:
 - 1. Provide evidence of a risk management plan for organization-sponsored events. If applicable, provide proof of national organization involvement in the development of the risk management plan.

2. Denial of the ability to recruit new members for a time period to be specified by the Office of Ethics & Student Conflict Resolution;
 3. Education as specified by the Office of Ethics & Student Conflict Resolution;
 4. Restriction of access to University controlled space and resources;
 5. Disciplinary Probation for a period of no less than two semesters; and
 6. Suspension for no less than two semesters.
- b. Second Offense - The minimum penalty for a second offense is Revocation of recognition from the University, either immediately or at the close of the semester. Disciplinary Probation for two semesters following the revocation of recognition.

An organization must apply in writing to the Office of Ethics & Student Conflict Resolution to be considered for recognition following the period of revocation. Conditions for recognition will be outlined in the original sanction. Should another violation occur within the subsequent probationary period the normal recommended sanction will be revocation of recognition of the organization for a longer time period than the original sanction.

If an organization, fraternity or sorority has been found to have committed a hazing offense and three calendar years have elapsed from the date of incident without a subsequent finding for such an offense, a prior offense will be considered in determining the current penalty, but the minimum penalty is not mandatory. For multiple violations of the Code of Student Conduct, prior disciplinary history will be considered and additional penalties may be warranted and imposed in accordance with normal University disciplinary procedures.

Career Services Mock Interview Report

Sue Martin
January 10, 2011

- Career Services mock interview program has been in existence for over 15 years, albeit for a small cadre of students. (423 served last year)
- The Parents' Council has funded a proposal for \$8,000 to hire a Mock Interview Coordinator for calendar year 2011 which will allow us to expand the reach of the service.
 - We have identified a person for the position, and have worked with HR to identify the position level; the hiring process will be complete in the next 5 to 7 days.
 - Mock Interview Coordinator responsibilities include:
 - Recruit, train and supervise volunteer interviewers including parents and alumni
 - Establish the interview schedule and notify students and interviewers of details
 - Continue and expand face to face interviews, initiate a telephone interview process and a Skype option
 - Maintain all related data
 - Current Asst. /Assoc. Directors will interact with faculty to provide a mock interview option for classes

Our goal is a 100% increase in the number of students we serve in calendar year 2011.

Miami University Parents Office

The Role of Parents with the University

Mission

Our mission is to develop the potential of each student through education, communication, and opportunities that draw upon the expertise and wisdom of parents, families, and guardians in collaboration with the expertise and wisdom of the university and its resources.

Vision

Our vision is to be recognized nationally as a model resource for parents, families, and guardians of Miami students by creating an inclusive learning environment and communication network that supports student development and success.

Scope of Activities

Management of Parents Council, parent communications, recruitment and retention related activities, fundraising, and administration of the Parents Fund.

Parents Council

Purposes of the Parents Council: The Miami University Parents Council represents the national Miami parent and student population. It serves to support the principal objectives of the Association, acts as an advisory body to the University, and recommends funding allocations from the Parents Fund. The Council meets on campus at least two times per academic year to consider student/parent issues and to approve Parents Fund expenditures. Additional activities are as follows:

- To serve as a liaison between all Miami parents and the administration and the faculty of the University by communicating the needs and concerns of parents.
- To provide advice and counsel to the University administration.
- To serve as leaders for the Parents Fund.
- To assist in the implementation of programs involving Miami parents.
- To recommend funding allocations from the Parents Fund.
- To serve in such other capacities as the President may request.
- The work of the Parents Council shall be facilitated by the Vice President for Student Affairs, the Assistant to the Vice President for Parent Programs, Associate Vice President for University Advancement and the Director of Development for Student Affairs.

Membership of the Parents Council: The Council shall be composed of parents of undergraduate students and shall be to the extent possible reflective of the student body. All members shall be appointed by the President of the University from a list of nominees provided by members of the University staff, alumni, and by current and former members of the Parents Council. See attachment for current Parents Council member information.

The President, the Vice President for Student Affairs, the Vice President for University Advancement, the Assistant to the Vice President for Parent Programs, and the Director of Development for Student Affairs shall be *ex officio*, non-voting members of the Council.

Responsibilities:

- Attendance at meetings: New Council members shall attend, if possible, the orientation for new members.
- All Council members are expected to attend:
 1. Fall and Spring Parents Council meetings.
 2. Any other meetings that might arise as a result of individual committee responsibilities.
- Support for the Miami University Parents Fund: All members shall agree to contribute to the Miami University Parents Fund with a minimum contribution of \$1,000. Currently, the average contribution is \$5,000 per family per year.
- Involvement: Council members are encouraged to be actively involved to achieve the mission of the Parents Council and to enhance the quality of student life at Miami University. Council members are encouraged to assist the Assistant to the Vice President for Parent Programs by attending and/or hosting:
 1. Admitted Student Receptions
 2. Summer Send-Offs
 3. Parents' Weekend events
 4. Other events supported by the Parents Fund

Members of the Parents Council may also participate in one of the following areas:

- Fundraising:
 - Identify Prospects: Assist the Student Affairs Development Officer in identifying leadership gift and major gift prospects.
- Solicit Prospects:
 - Ask selected parents for Parents Fund gifts by correspondence/ phone/personal visits or any combination of the three methods.
 - Report the results of the contact to the Student Affairs Development Officer.

- Committees of the Council:
Executive committee, Wellness, Development, Off Campus/Out of State, Diversity, Career, Greek Affairs

Parent Communications

Parent Website:

<http://www.miami.muohio.edu/parents>

Homepage views: 24,260 (July 1, 2010-January 3, 2011)

Most popular parts of the parent homepage:

1. academic-calendar.html—13,937
2. mark-your-calendar/index.html—10,820
3. family-weekend.html—9,917
4. plan-your-visit/index.html—5,124
5. planning-calendar.html—4,330
6. be-informed/index.html—1,752
7. stay-in-touch/index.html—1,514
8. call-for-answers/index.html—1,329
9. residence-hall-directory.html—1,176

This represents a total of 74,159 hits for July 1, 2010–January 3, 2011.

Newsletter links:

<http://www.miami.muohio.edu/parents/stay-in-touch/newsletters.html>

2010-11 Family Calendar link:

<http://www.miami.muohio.edu/documents/parents/calendar-10.pdf>

Telephone calls and emails: Over 466 calls to the Parent/Vice President's office since July 1, 2010 and 1,065 general emails.

myMiami for Families: Allows access to certain student records by parents if approved by their student (see attached PowerPoint). Current number of users is 9,712.

Recruitment and Retention Related Activities

Recruitment events for 2010 with admission yield rates for those attending:

- Glenview, IL 92% yield rate
- White Plains, NY 92% yield rate
- Nashville, TN 83% yield rate

Recruiting events for 2011:

April 3, 2011-Rye, NY
 April 6, 2011-Washington DC
 April 13, 2011-Chicago,

Columbus Public School Initiative:

Began in 2008 with the goal of increasing the number of Columbus public school students attending Miami University has resulted in significant increases applications and acceptances (graph follows).

Applications - Columbus Publics	2006	2007	2008	2009	2010
Beechcroft High School	4	1	4	2	11
Briggs High School	2	3	2	0	2
Brookhaven High School	0	1	1	6	2
Centennial High School	4	5	5	5	11
Columbus Africentric Secondary	1	0	1	3	2
East High School	0	2	2	3	4
Eastmoor Academy	5	10	8	3	7
Fort Hayes High School	3	5	0	2	7
Independence High School	8	5	9	6	15
Linden McKinley High School	0	1	0	3	1
Marion-Franklin High School	0	1	1	3	5
Mifflin High School	2	4	2	1	1
Northland High School	8	1	3	4	3
South High Urban Academy	1	0	3	0	1
Walnut Ridge High School	2	3	0	1	6
West High School	0	0	1	2	0
Whetstone High School	5	6	7	5	7
Total	45	48	49	49	85
Confirmations - Columbus Publics	2006	2007	2008	2009	2010
Beechcroft High School	0	1	0	0	1
Briggs High School	1	0	1	0	0
Brookhaven High School	0	0	0	0	1
Centennial High School	1	0	0	0	3
Columbus Africentric Secondary	0	0	0	1	1
Columbus Alternative School	4	0	1	1	6
East High School	0	0	1	1	0
Eastmoor Academy	1	3	0	0	1
Fort Hayes High School	0	0	0	1	2
Independence High School	0	1	6	0	3
Linden McKinley High School	0	0	0	0	0
Marion-Franklin High School	0	1	0	0	2
Mifflin High School	0	0	0	0	0
Northland High School	1	1	0	0	0
South High Urban Academy	0	0	1	0	0
Walnut Ridge High School	0	1	0	0	0
West High School	0	0	0	0	0
Whetstone High School	1	0	2	1	1
Total	9	8	12	5	21

Fundraising

Parents Fund 2009-2010: \$389,641.84

This fund is established to support activities endorsed by the Parents Council or approved through an application process for students, student organizations, or university departments.

Endowed Gifts from Parents:

- O'Toole Family Professorship Fund (Kathryn & Terry O'Toole – former Parents Council and Foundation Board)
- José and Kathy Barahona Latino Resource Fund (Kathy and Jose Barahona – former Parents Council)
- Stephanie Marie Flores Hegland Scholarship (Ron and Rosemarie Flores)
- Tom and Jeannie Flesch Marketing Department Innovation Endowment Fund (Tom and Jeannie Flesch)
- Bernard B. Rinella, Jr. Learning Assistance Center (Bernie and Gloria Rinella – Parents Council)
- Ford Family Initiative on Spirituality, Meaning & Purpose Fund - ASC-Ford Family Meditation/Reflection Room (Cynthia & Edsel Ford – Parents Council)
- Kate Welling Disability Awareness Lecture Series (Helen and Tom Welling)

Fundraising events for 2010-11:

December 3, 2010
Greenwich, CT
Hosted by current Parents Council members

February 22, 2011
Lake Forest, IL
Hosted by current Parents Council members

Also attached is an article from the latest CASE Currents on parent offices and fundraising. As of January 3, 2011, \$14,228,760 has been contributed to the Love and Honor campaign by non-alumni parents.

By CAROLINE E. MAYER

At New York's Syracuse University, fathers and mothers besiege the Parents Office with about 50 e-mails and 30 phone calls a day, ranging from minor queries—"When's Family Weekend?" or "What's the cheapest way for my kid to get home for the holidays?"—to major concerns about a student's grades or mental health. All queries, no matter how small, are answered within 24 hours, even if the response is simply an assurance that the issue is under study.

At Miami University in Ohio, parents offer the institution advice and new program ideas. It was a suggestion by the Parents Council, for example, that led to the creation of the Office of Off-Campus Affairs to help students deal with landlords and property owners.

At the University of California, Berkeley, undergraduate parents are a growing donor pool, giving \$4 million last year, double the sum raised five years ago.

Meanwhile at Tufts University's undergraduate campus in Massachusetts, parents—even of students who have already graduated—are major players. Nine past parents and two current parents are on the school's International Board of Overseers; one is on the Board of Trustees. Former parents were also the leading donors to the university's new music center and boathouse, both finished in 2007.

Once considered pariahs by many in higher education, parents are fast becoming their prized partners. Whether public or private, small or large, two- or four-year colleges, institutions are actively catering to parents, hoping to turn them into an essential student support system—and enthusiastic donors.

JUSTINE BECKETT for ES&E

One Big HAPPY Family

Parent programs expand to educational institutions
of all shapes and sizes

THEN AND NOW

Parent programs are not new; some date back to the 1920s. Among the first was Texas A&M University's Mothers' Club (informally known as Aggie Moms). It was organized in 1922, after mothers felt the once all-boys school needed "good women's perspective in life," says Marjorie Savage, parent program director at the University of Minnesota and something of an expert on the history of parent programs. "They were first laughed off campus, but when they returned a few weeks later bearing picnic baskets of goodies, no objections were raised." The group has actively raised funds ever since.

But in the late 1960s and '70s, many of these groups began to languish. In that era's political and cultural turmoil, students were demanding more independence and privacy—leading to the enactment of the Family Educational Rights and Privacy Act, the student privacy legislation. "The message was [that] students were adults and the school should communicate with them, not the parents," Savage says.

Syracuse was an exception to this trend; it created its parent office in 1972 to respond to erroneous reports about campus protests as well as address cut-backs in federal funding for student aid. "The chancellor realized that parents were emerging customers because students would have to look to parents for more support, and parents, if paying the bill, would want to hear about their investment and stay informed," says Colleen O'Connor Bench, director of SU's Parents Office.

Syracuse is no longer an outlier. Since 2000, nearly 150 schools have launched parent and family programs, almost doubling the number of existing programs, calculates Savage, who has conducted four national surveys on parent and family services at colleges and universities.

A fusion of factors is fueling the growth in parent programs. First, families are more engaged in their children's development than ever. "Today's parents have been their kids' soccer coach and classroom moms, so their involvement doesn't stop when they drop their child off at college," says Melissa Gentry, director of parents programs at the University of South Carolina, whose office receives about 100 parent queries a week.

Technology has helped intensify this bond as cell phones and the Internet have made it easy for parents and children to be in constant contact. The ease and

speed of this technology also mean parents can quickly find—and contact—appropriate school officials with the smallest problem.

Parents are also demanding more accountability as they shoulder more of the costs of higher ed. As Savage says, "They want some acknowledgement of the sacrifices they are making to send their son or daughter to the school, as well as reassurance that the school is, in fact, the best place for their child."

For colleges and universities, increased parental involvement may be good news, representing new opportunities, especially in fundraising. "Today's parents have been fundraising for their kids' schools from kindergarten on, so this is a natural extension," says Mantra Robinson, Berkeley's director of parent philanthropy. "Schools are in more need of revenue, and parents are more involved than ever, so this dovetails nicely."

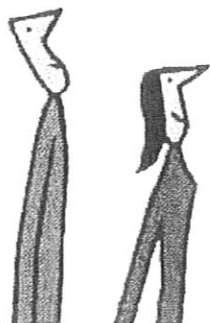
WHAT THEY ACCOMPLISH

Of course, some institutions, particularly independent schools, have been courting parent donors for years. But even these schools are ramping up parent participation as families demand more engagement. "Three years ago, we used to have 15 families reach out to other families for financial support," says Johanna Haan, director of the parent fund at The Hotchkiss School in Connecticut. "Now we have about 70 families in our volunteer group. Three years ago, about 65 percent of parents made a gift to the school; now 75 percent contribute to the annual fund."

The exact nature of a parent program varies from institution to institution; some are housed in the alumni office, some in student affairs. Some programs plan major events, such as freshman orientation and parent weekends, and some have special parent councils that give advice and/or solicit funds from other parents. And increasingly, many parent programs have been renamed to include the word *family*, reflecting the growing number of grandparents, siblings, and other family members who want to be involved.

Overall, however, most parent programs are striving to:

- Provide information.** Communication about institutional policies, upcoming events, and deadlines used to happen through printed magazines and annual handbooks. Now many institutions send out monthly e-newsletters and update their websites



weekly or more often. Some are even experimenting with Twitter and Facebook pages, where parents can answer one another's questions.

Parent programs can also provide information about financial aid and scholarships—and perhaps, more important, some basic parenting skills. Most schools offer “letting-go” tips in “Parenting 101 Seminars” at freshmen orientation or move-in day events, and a few offer online courses as well.

•**Solve problems.** Parent programs can be the conduit between parents and the appropriate college official. The problems can be as pedestrian as broken tile in a dorm bathroom to complaints about an inattentive resident adviser or more serious academic and mental health concerns.

•**Entertain families.** This has traditionally been done through parent weekends and regional get-togethers. Now some parents are demanding even more events. The University of Wisconsin-Madison added a Badger Family Spring Visit after parents requested more opportunities to visit the campus.

•**Seek advice.** Schools have often turned to a select group of parents—generally members of a parent council—for fundraising, but now administration officials are looking to this group for decision making and student career guidance. At Lehigh University in Pennsylvania, a suggestion from a parent council member prompted the university to create a minor in business; at Miami in Ohio, the parent council is helping conduct mock employment interviews with students and involving more parents in the job-hunting process.

•**Promote the institution.** Parents have long been considered special ambassadors, particularly among other parents, but today institutions are relying on parents to be special envoys to students as well. As Syracuse's Bench explains, “We start communicating with parents when a student is first accepted, even before he or she has signed on the bottom line. We realize they can be a persuasive marketing tool because they are now so involved in their student's education and decision-making processes.”

•**Fundraise.** Colleges and universities have long used student callers during phonathons; now, similar to independent schools, some are asking parents to pitch in and call their peers. “They make the most compelling argument why someone should give,” says Berkeley's Robinson. “They can explain why they were proud to give \$10,000 to support campus

safety, keep the libraries open during finals, fund freshman and sophomore seminars.”

Operated properly, “parent programs ameliorate the need for intrusiveness by parents,” says Minnesota's Savage. “Parents don't know what constitutes an appropriate role for themselves at the college level. So if we let parents know what services are available on campus and how their student can access them,

Today's parents have been their kids' soccer coach and classroom moms, so their involvement doesn't stop when they drop their child off at college.

they can serve as resources to their student.” And if parents understand what is typical student development during the college years, they may be less anxious, Savage adds.

At the same time, she says, educational institutions of all sizes should take advantage of parents. “We've all come to the realization that if we want students to hear our messages, we might want to consider telling parents to deliver them. The campus bookstore, for example, sent out student messages this summer about their online orders and campus delivery program. It wasn't until we mentioned it to parents, though, that students jumped online and ordered.”

GREATER REACH

It's not just four-year institutions that are rushing to create family programs. Some two-year community colleges are as well, especially as they see an increase in the number of fresh-from-high-school, full-time students.

“Five years ago, it was rare that a parent attended an advising appointment; a year ago, it was rare for a student to come to an appointment without a parent,” says Margaret “Mickey” Hay, dean of students and academic support at Southwestern Michigan College. “Now it's even more common for both parents to attend the appointment.”

SMC is considering launching a parent and family program next August during student orientation. “We can't help the parents help their children

become responsible college students and adults without assisting them in helping their children make the transition.”

Montgomery College, a multicampus community college in Maryland, started its family program in 2007 after focus groups showed a need for parental engagement. “Many parents did not understand academic terminology, the enrollment process, or what resources were available to assist students,” says Ever Grier, coordinator of parent/family engagement at Montgomery College’s Rockville campus.

The college has added a special link for parents and families on its home page, and the Rockville campus has offered a variety of parent seminars—such as career and transfer planning and how to communicate with a college student—to standing-room-only crowds.

Grier has also targeted faculty and staff with seminars on best practices for dealing with parents. “Some were skeptical when we started, but the institutional culture seems to be changing, and colleagues are realizing the importance of family engagement,” Grier says. “We are more welcoming and understanding. . . . Parents used to get angry and frustrated, but we’re learning how to talk to them without infringing on a student’s privacy.”

Nick Fragel, director of alumni and development at Lancaster University in the U.K., was also worried about student privacy, but not for legal reasons. “I was concerned about adverse student reaction,” says Fragel. “I kept thinking, ‘How would I feel as a student if I knew the university was contacting my parents, just like my school did when I was under 18?’” So, in 1998, when Fragel launched a modest

parent program at his previous institution, St. Anne’s College, Oxford, he gave students a chance to opt out on their parents’ behalf. “In the four years I ran the program, only two out of 650 students exercised this right.” Fragel says the program’s popularity allowed his successor to expand its scope and sophistication; now Fragel is keen to enhance the well-established parent program he inherited when he moved to Lancaster.

ADVANCEMENT + STUDENT AFFAIRS

Increasingly, parent programs are housed in the student affairs department, not the alumni or advancement division. That reflects a gradual shift, says Savage, whose recent survey found that 61 percent of parent programs are in student affairs, compared to 18 percent in advancement/fundraising/alumni offices. In 2003, 38 percent of the programs were housed in advancement offices.

Binghamton University, State University of New York recently switched its parent program from alumni affairs to the Dean of Students Office. “Alumni’s major focus was on serving alumni, and the office was being inundated with parent requests for information,” says Dean of Students Elizabeth Droz. “They frequently had to transfer calls to other parts of the university that dealt more directly with students, creating unnecessary delays in responding to parents.” The university decided the dean’s office would be able to respond to parent requests and queries more quickly, making the program more service-oriented. “Parents want to be heard—and not just with a short hello/goodbye conversation—but with a 40-minute conversation,” says Droz.

in short

UPSIDE OF HELICOPTERS. Stories abound about über-involved moms and dads. However, on the whole, an engaged parent is good for the institution, and according to a 2007 report, likely also good for the alumni association. *Experiences That Matter: Enhancing Student Learning and Success from the National Survey of Student Engagement* found that college students who talk to their parents often and take their advice participate more frequently in educationally purposeful activities and are more satisfied with their college experience. And engaged students are more likely to be engaged alumni. Read the report at nsse.iub.edu/NSSE_2007_Annual_Report/index.cfm.

SLOW EXODUS. According to the fourth biennial *National Survey of College and University Parent Programs*, most parent programs in the United States are increasingly housed in student affairs. In 2009, 61.4% were in student affairs, up from 52.4% in 2003, the first year of the survey. Advancement/fundraising/alumni is the next most likely home for these programs at 17.8% in 2009 (down from 37.8% in 2003), followed by academic affairs (7.3%), other (6.6%), enrollment management (5.4%), and institutional relations (1.5%). Survey authors Marjorie Savage and Chelsea Petree, both from the University of Minnesota, received data from 261 U.S. institutions. Read the full report at www.parent.umn.edu/ParentSurvey09.pdf.

The shift to student affairs doesn't mean fundraising is being de-emphasized, however. Far from it, says Savage. "It's a growing area within student affairs; as more schools are feeling the pinch, student affairs offices are being asked to develop programs to raise money—and we're seeing parent fundraising efforts as a promising area." In fact, she notes, some institutions have hired fundraisers to work in the student affairs offices.

When developing parents as donors, a close relationship between student affairs and advancement is critical, says Bench. "My colleagues in the development office would tell you that if a parent is engaged with an institution, feeling warm and fuzzy about their student's experience, they are more likely to say yes when asked to donate. So you can bet I work closely with my development colleagues when they discover a parent who's not happy."

Indeed, paying attention to parents does help boost fundraising efforts. At Tufts, about one-eighth of the annual fund comes from parents of students who didn't attend the university themselves; add to the mix parents of students who are alumni themselves, and parents account for 20 percent of the annual fund. At the College of Charleston in South Carolina, parents accounted for 37 percent of all unrestricted gifts in 2009. "This year, nearly one-fourth of all major gift conversations are with parents," says Cathy Mahon, Charleston's director of major gifts.

At Lehigh, parent donations were about \$55,000 a year before the university created a parent committee in 1989. Within a year, that tally grew to \$176,000. Now, parents contribute an average of \$1.2 million a

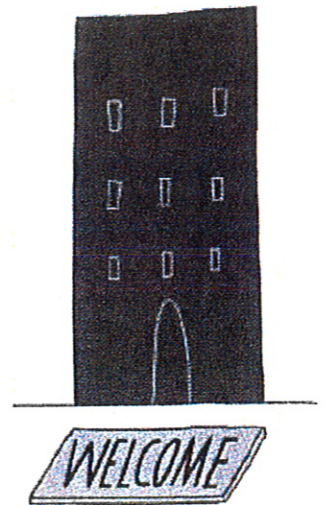
year to the university—more when the economy is healthy.

Surprisingly, many parents want to remain involved with the institution even after their students graduate. At Pennsylvania's Bucknell University, former parents are clamoring for a reunion weekend. "There's growing pressure to come back," says Ann L. DiStefano, director of the parent fund and family programs. "They want to come back and play; they don't want to give it up." That's just fine with DiStefano: "As long as I can give them a reason to come back, parents will be more likely to give." She has found that the problem is timing—finding a free weekend with available hotel rooms.

Savage is not surprised that parents continue their attachment to their child's school. "Today's parents—even those who attended college themselves—don't necessarily have an affinity for the institution they attended. In many cases, it was even a hostile relationship. At this point in their lives though, they're looking for 'something bigger than themselves,' and that's often the college or university their student attends."

Keeping parents engaged should also translate into increased giving from their offspring as they become alumni in the years ahead, says Nancy Morrison, director of Tufts' parents program. "By involving parents, we're planting the seed for their students' future involvement. Students model their behaviors after their parents'—what their own parents do is so much more powerful than 25 news stories on the importance of giving back." ■

Caroline E. Mayer is a freelance writer and former reporter for *The Washington Post*.



WELL-MANNERED. When someone opens a door for you, you say thank you. Parents open the door of success for their children by supporting them through college, and the University of Rochester offers its graduating seniors a chance to thank them. Every year, seniors are invited to submit 60 words or less to the "Dear Mom and Dad" page of the website (www.rochester.edu/parents/letters) to honor their parents and family. One soon-to-be alumna wrote, "I bet it seems like just yesterday when you were walking around on campus for Yellowjacket Weekend with me in a stroller—telling me to 'be really smart' so that I could go to the U of R. Thank you for being my inspiration. I love you."

BUILDING THE PARENT PIPELINE. Whether your institution has a parent program or not, increasing parent participation in the annual fund is always a worthy goal. In a CASE webinar on Feb. 3, 2011, Grace Hammett, advancement director at Ursuline Academy in Delaware, will share how she uses new-parent orientations as a way to get parents involved and giving from the get-go without actually making an ask. New parents at Ursuline who received orientation had annual fund participation rates 30 to 42 percent higher than new parents who did not receive orientation. Register for the webinar at www.case.org/Conferences_and_Training.html or order an on-demand recording of it at www.case.org/store.