

**BOARD OF TRUSTEES
MIAMI UNIVERSITY
January 21, 2010
Minutes of the Academic/Student Affairs Committee Meeting**

The Academic/Student Affairs Committee of the Miami University Board of Trustees met on January 21, 2010 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 Kay Geiger and Dennis Lieberman were present, and Student Trustees Lindsey Bullinger and Heath Ingram were also in attendance.

In addition to the Trustees, the following Miami staff members attended the meeting: Jeffrey Herbst, Provost and Executive Vice President for Academic Affairs; Barbara Jones, Vice President for Student Affairs; Mary Woodworth, Senior Associate Provost and Associate Vice President, Academic Affairs; Susan Mosley-Howard, Associate Vice President, Student Affairs and Dean of Students; Dionn Tron, Associate Vice President, University Communications; Stephen Snyder, Secretary to the Board of Trustees; Claire Wagner, Associate Director, University Communications; Michael Judge, Director of E-Learning Initiatives; Mark Shanley, Interim Assistant Vice President, Student Affairs; Katherine Wilson, Senior Director of Student Engagement; April Robles, Director, Greek Affairs; Phyllis Callahan, Associate Dean, College of Arts and Science; John Bailer, Distinguished Professor and Chair, Statistics; and Lisa Dankovich, Associate Director, Institutional Relations.

Academic and Student Affairs Announcements

Provost Herbst reported that a resolution recommending the promotion and tenure of faculty members would be presented to the Board of Trustees at its February 5 meeting. He also reported that the renovation of Upham Hall is underway and the bids received for the Laws Hall Renovation Project are under budget. Dr. Herbst concluded his report with a review of a partnership between the Teacher Education Department and IDEO, a curriculum design company, regarding an urban education training program for teachers.

Vice President Jones reported that the Student Health Services has received additional supplies of the H1N1 injectable vaccines and clinics have been scheduled for students and faculty and staff. Dr. Jones reviewed various student and community responses to the Haitian earthquake and efforts to donate money and supplies. She also reviewed academic advising and retention procedures.

Ms. Bullinger commented on the sorority and fraternity rush processes and her observations about Fall Commencement, as did Mr. Ingram. Mr. Ingram also reported that the Bicentennial Student Center Planning Committee has been meeting with architects the past several months.

Advanced Placement Credits and Summer and Online Course Credit Transferred from Other Institutions

Phyllis Callahan, Associate Dean of the College of Arts and Science, reported on behalf of Dean Karen Schilling on the effects of state mandated changes regarding the acceptance of Advanced Placement credits and transfer credits from other higher education institutions on Miami University policies and procedures. Her report is included as Attachment A. John Bailer, Chair and Distinguished Professor of Statistics, reviewed the charge and activities of the Pathways Committee, which was appointed by the Provost to analyze the effects of the state mandated changes and offer recommendations that the University may implement.

Provost Herbst's charge to the Pathways Committee is copied verbatim:

Miami students now receive credits from a variety of different sources such as advanced placement, post-secondary options (PSEO), online courses and transfer credit from taking courses at other universities. Recent legislative changes regarding advanced placement credit as well as the expansion of online education, post-secondary options, and summer courses from community colleges have increased the number of credits that students are bringing to Miami. This committee is charged to consider implications of these changes. Possible implications include a shortening of time to degree, changes in the way students fulfill the Miami plan, and changes in the preparation of students as they advance to upper division courses. It is critical that we not merely react to these changes but develop a pro-active posture that will enable us to provide students with the best possible education while preserving university interests in important areas, notably the quality of a Miami degree and the stability of enrollment. I therefore ask you to do the following:

- 1. Report succinctly on current trends regarding pre-Miami credit and their likely impact on the university.*
- 2. Explore alternatives in Miami plan and departmental requirements that may be necessary given the credit that students are now bringing to the university.*
- 3. Review possible educational alternatives that students with increased non-Miami credit may now be able to undertake including, but not limited to undergraduate alternatives (e.g. study abroad, service learning, multiple majors); combined undergraduate-graduate alternatives (e.g. existing joint bachelor/master's courses); and other alternatives.*
- 4. Provide recommendations for action. Include a listing of which university offices would need to be involved (e.g. registrar, advising, etc.).*

Dr. Bailer stated that the working assumption for the Pathways Committee is that higher education is changing and we need to respond to these changes. The pattern of four years of taking classes in residency may become the exception as opposed to the historic rule. The Committee is focusing upon the question: What is the essential experience represented by a Miami University degree?

Dr. Bailer reported that the Pathways Committee is comprised of representatives from the different Schools and the College, the Registrar, academic advising staff members, and the Director of Liberal Education. The final Committee report will likely include:

- An explanation of the national context of higher education;
- An explanation of Miami University's context, including historical trends and their implications; a review of the performance of students with advanced placement, transfer, and online credit hours in subsequent, sequential courses; the performance of students in upper level classes with extensive writing requirements; and a study of whether students take additional classes in areas where they have already received advanced placement, transfer or online credit hours;
- The identification of potential opportunities to maintain quality given shorter residency periods, such as the pursuit of double majors, international study experiences, and a combined Bachelors-Masters degree program; and
- Committee recommendations.

Dr. Bailer stated that the Provost has asked the Pathways Committee to submit its recommendations by March 1, 2010.

Provision of Online Courses

Michael Judge, Director of E-Learning Initiatives for the Regional Campuses, presented a report regarding online learning initiatives at the Regional Campuses and the Voice of America Learning Center. His report is included as Attachment B.

Marketing and Branding Activities

Dionn Tron, Associate Vice President for University Communications, reviewed progress made on several initiatives involving branding and marketing and the next steps to be undertaken. Her report is included as Attachment C.

Student Concern Management System

Vice President Jones and Susan Mosley-Howard, Dean of Students, reported on student mental health concerns and the newly implemented Student Concern Management System. Their report is included as Attachment D.

Greek Assessment Blue Ribbon Report

Katherine (Katie) Wilson, Senior Director of Student Engagement, reviewed the activities, recommendations, and strategies of the Blue Ribbon Committee on the Future of Fraternity and Sorority Life at Miami University. Her report is included as Attachment E.



Stephen D. Snyder
Secretary to Board of Trustees

Next Committee Meeting
Wednesday, April 7, 2010,
9:00 a.m. – 12 noon
257 Engineering Building

AP and Transfer Credit for Miami Students:

“The times they are a changin”

**Miami University Board of Trustees Academic and Student Affairs
Committee, January 20, 2010**

Karen Maitland Schilling, Dean of the College of Arts and Science

State mandates have changed longstanding university policies on awarding of Advanced Placement (AP) credit as well as transfer credit.

- System-wide emphasis on through-put: increase the number of degrees awarded.
- Little patience for arguments about quality.
- Previous University or departmental criteria, requiring 4's or 5's on the AP tests no longer hold. The state mandate is a 3.
- Miami is also required to accept credit for coursework completed with a passing grade (D- or better) for transfer toward a Miami degree. The previous standard of a C grade no longer holds.

I. AP credits

Over the past 5 years, across the University, the average number of AP credits recorded in the fall has been 10,586.

This represents 3.1% of the total credit hours recorded for the semester.

This fall, we have recorded 15,580 AP credit hours:

This is a 47% increase over the 5 year average for the fall, representing 4.6% of the total credit hours recorded for the semester.

11.2 % of our incoming students across the university have accumulated more than 16 AP credit hours before matriculating at Miami (Entering students have up to 66 hrs).

II. Credits earned at other institutions

The number of credits from other institutions that students are applying toward a Miami degree is also increasing—

- up from about 28,000 credits five years ago to over 38,000 credits last year:
- 9-10% of credits awarded in a fall semester.

III. Cumulative impact

If we take the credits transferred in for Fall 08 for that entering class (this semester's numbers aren't complete) and we add this number to our AP credits for this class as a rough estimate, the average class member will have already completed 15.6% of their degree study at the point of matriculation.

This is an average of 20 credits of the required 128 from AP and Transfer.

The average time to degree for this group would be roughly **3.375 years**.

III. Time to degree is decreased. We're a great bargain. So what's the fuss?

- Systematic erosion of foundational elements of the Miami Plan
- Degree preparation of a Miami student in many critical liberal arts foundation areas would be the coursework they completed in high school that resulted in a score of 3 on the AP exam. Most commonly:
 - English composition
 - Mathematics
 - History
- Already this fall, a recognition in follow on courses, e.g., Calculus II, that students who have been awarded course credit do not have the expected competency to do the next level of work.
 - Lower grades in second level courses
 - Pressure to "dumb-down" the course to students' competency level.

IV. Importance of a defensive strategy

- These policies increase the divide between prestigious private universities and the publics.
 - Privates typically do not award credit for AP work,
 - They simply place students in higher level course work
- These policies bring a devastating leveling effect to the State System
 - The impact of these policies is felt most strongly at institutions that admit the most capable and high achieving students.

V. Our approach

- Other state mandates on articulation and transfer of general education--the Ohio Transfer Module—make it impossible to address this through the Miami Plan.
- Major revision of the College Requirements underway to assure additional preparation in key areas. Writing and quantitative literacy groups are ready to report out this semester. Others competencies underway.

***E-Learning @
Miami Regional Campuses
and VOALC***

E-Learning

- E-Learning Definitions
- E-Learning Challenges
- 09/10 Implementation Plan
- E-Learning Enrollment
- Future

E-Learning Definitions

- **Online**
 - Requires no face-to-face contact
- **Hybrid**
 - Replacement of seat time
- **Interactive Video Course**
 - Interactive two-way video conferencing

E-Learning Challenges

- **Treating E-Learning as F-2-F**
- **Alignment with Institution Mission**
 - MU Five-Year Strategic Goals - IV B. Create a system for delivering online courses that will serve the region and beyond
- **Academic Quality and Rigor**
 - Faculty Concerns about Learning Outcomes
 - Assessment
- **Academic Culture**
- **Strategic Planning**
- **Advisory Committee**
- **Leadership and Support**

E-Learning Challenges

- **Faculty Support**
 - Development Stipends
 - Course Support During and After Development
 - Tenure
 - Faculty Professional Development
- **Student Support Services**
- **Help Desk**
- **Technology Planning**
- **Establishing Sustainable Funding**

E-Learning Current / Future

- **Implementation Plan 2009 -2010**

Goal: Provide the basic framework needed to establish an e-learning initiative at Miami University Regional Campuses and VOALC.

- **Strategies**
- **Responsible Individual/s**
- **Roles and Resources**
- **Dependencies**
- **Stakeholders**
- **Due Dates**
- **Metric/s**

E-Learning Current / Future

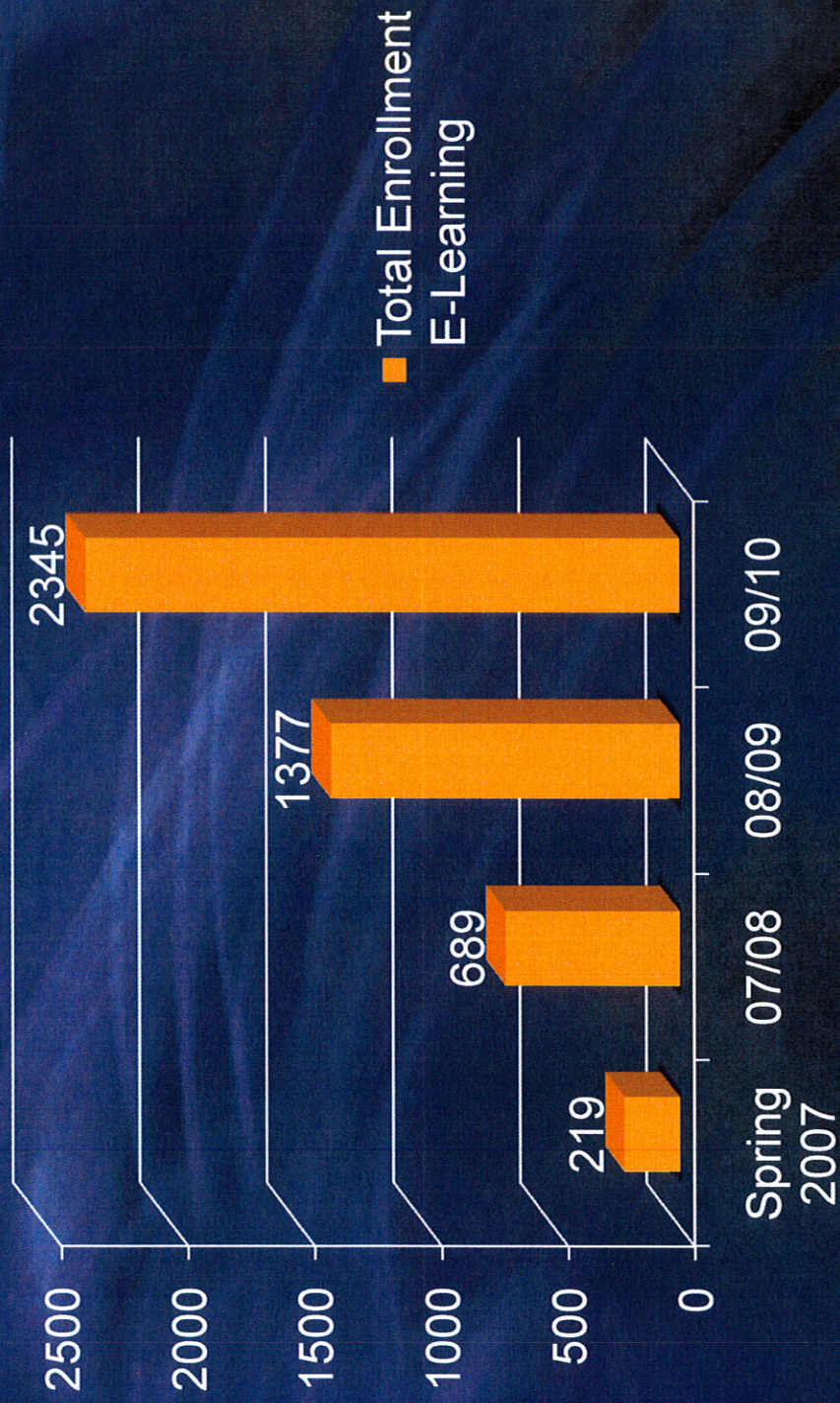
• **Implementation Plan 2009 -2010**

Goal: Provide the basic framework needed to establish an e-learning initiative at Miami University Regional Campuses and VOALC.

- **Objective 1:** Establish an E-Learning Advisory Council
- **Objective 2:** Develop basic policies and procedures
- **Objective 3:** Develop an E-Learning Web presence
- **Objective 4:** Create a faculty orientation course
- **Objective 5:** Create/revise an orientation course for students
- **Objective 6:** Creation of an E-Learning Strategic Plan (periodic update)
- **Objective 7:** Establish faculty development process/program
- **Objective 8:** Establish assessment methodology for e-learning

E-Learning Enrollment

2007 – 2009 Enrollment



E-Learning Future

Goal:

*Position E-Learning @ Miami Regional
Campuses as a leader in the state in
the development and delivery of
e-learning education*

E-Learning Future

Even if you're on the right track,
you'll get run over if you just sit
there.

Will Rogers
(1879 - 1935)

Update to Board of Trustees Committees on Miami's Branding and Marketing

New Web – At the end of 2009 the first phase of Miami's new website, including a new infrastructure, was launched. The new home page focuses on prospective students and parents, telling about the "Miami Experience" in students' own words.

The new web will provide increased functionality and ease of use for the entire university.

Highwire Brand Studio – Our senior capstone for marketing and graphic design majors had "Branding Miami" as its fall semester client. In December, three teams presented their recommendations. The students provided a fresh perspective and helped confirm the direction and messaging for the Miami brand. Each team had some unique elements that we will pursue further.

Update on Miami's Branding/Marketing :


- We understand how Miami is perceived. (Our current "brand")
- From our web development, we know some of the things that make Miami unique and that we should preserve.
 - the "Miami Experience"
 - Miami's many traditions that resonate with both students and alumni
- We know what we want our brand to be – "the best undergraduate experience in the nation".
- We are clear on those things we want Miami to stand for –
 - Academic excellence (including undergraduate research, engaged learning)
 - Highly personalized, immersive environment (including leadership and co-curricular)
 - Student success/we produce results

These messages are consistent with our mission and our strategic goals.

We are currently using these in all of the admissions marketing communications, the new web design and content, and throughout various university communications.

What we need to do next:

- Finalize our brand positioning (unique selling proposition(USP), reason to "buy"). This is a succinct way of describing what makes us unique and distinctive from our competition, something we can say or "own" that no one else can – or does right now. It describes what someone gets when they choose Miami.
- Develop the creative elements that bring our brand positioning to life. Such as--
 - Tagline and logo
 - Graphic treatment for all marketing elements
- Develop a strategic marketing plan to accomplish our goals.
- **We intend to have new plans ready to begin summer, 2010, to support the next admission cycle.**



Student Concern Management System
Student Affairs-Academic Affairs
Subcommittee
Miami Board of Trustees

College Mental Health

- Increasing prevalence of identified mental health issues
- College experience can be stressful
- Increased attention paid to climate for mental health on college campuses (from prevention to post-care)

Prevention: pre-crisis preparation

- Understand entry variables (mental health screening)
- Pay attention to early adjustment issues (academic and social)
- Make sure each student has significant connections
- Provide university community with awareness and tools to intervene
- Identify, monitor and support at-risk students
- Evaluate impact on mental health, retention, and overall campus climate

Student Concern Management System

- www.admin.muohio.edu/cfapps/case_management/cm_case_managers.cfm

Snyder, Stephen D. Mr.

From: Miami University All Unclassified Staff [ALLUSTA@LISTSERV.MUOHIO.EDU]
on behalf of Dean of Students [deanofstudents@MUOHIO.EDU]
Sent: Friday, January 08, 2010 10:48 AM
To: ALLUSTA@LISTSERV.MUOHIO.EDU
Subject: STUDENT CONCERN MANAGEMENT SYSTEM NOTICE
Attachments: image.png; Student Concern Welcome page.bmp



January 2010

Dear Miami Faculty and Staff,

Beginning this semester, the Office of the Dean of Students is activating the **"Student of Concern Management System"**. Found on your MyMiami webpage Index (Quick Links) under "S", this is a new tool that will provide faculty and staff a streamlined process to inform our office about concerns you may have regarding specific students.

While not intended for use in an imminent emergency, this system will enable you to file a quick report regarding specific student behaviors of concern and/or general student concerns. The report will immediately be sent electronically to our office. The system will be monitored daily and reports processed as soon as possible. This process should not replace personal conversations and phone calls when those options are better suited for consultation. However, this system may help us to process the information more quickly and address your concerns in an efficient manner. Please let us know if you have any questions.

Susan Mosley-Howard
Associate Vice President-Student Affairs & Dean of Students

Timothy Parsons
Emergency Case Manager

Office of the Dean of Students
110 Warfield Hall
Miami University
Oxford, Ohio 45056
529-1877



Welcome to the Student Concern Management System

Colleges and universities today are concerned about the welfare and safety of all students. Given this context, we ask all members of the Miami University community to be mindful of and communicate about issues of student well being. This webpage is the place for faculty and staff to submit a note of concern about a student or report an incident to the Office of the Dean of Students [this includes matters such as a perceived threat or disturbing content in a written assignment (or email) or to report student behavior that concerns you]. Once we review your concern we will contact you and determine an appropriate course of action.

Please note that this system, although checked regularly, is NOT an emergency reporting system. If the situation you are dealing with is an emergency or poses an imminent threat/danger, please call 911 or the Miami University Police Department (529-2222).

To report a concern, please click **Submit New Concern** or you may review your previously submitted concerns by clicking on **View Your Concerns**. If you have any questions about submitting a concern, please contact the Office of the Dean of Students (529-1877).

Keep in mind that due to the Federal Educational Rights and Privacy Act (FERPA), it is important to keep your summary of events concise, factual and free of subjective judgments. Please report your direct observations, limiting editorial comments and analysis of the events. We will contact you if more information is needed. Thank you!

Office of the Dean of Students
Miami University
108 Warfield Hall
529-1877

***The Future of
Fraternity and Sorority Life
at Miami University***

***Blue Ribbon Committee
January 2010***



*Develop a **model Greek community**
that achieves national recognition
for its commitment to intellectual
achievement, leadership, personal
growth, and service to the broader
community.*

-President David Hodge



Model Greek Community

- Mother of Fraternities
- Leadership
- Common Purpose
- Impact
- Crossroad



Fraternity and Sorority Coalition Assessment Project

- Timeline
- Assessment Team
- Outcomes Measured:
 - Developing Positive Interpersonal Relationships
 - Leadership Development
 - Build/Strengthen Social IQ, Citizenship, Service Learning
 - Advance Academic Interest/Graduation of Membership
 - Effective Campus Interface to and Support of Fraternity/Sorority Community



About the Blue Ribbon Committee

- Committee Charge
- Membership
- Timeline



Recommendations

- Create an Inclusive, Values-Based Fraternity and Sorority Community
Core Values * Diversity * Inclusiveness * Community
- Develop Visionary Leaders Inspired to Create a “Model Greek Community”
Excellence * Role Models * Ethical
- Maximize the Impact of New Member and Second Year Experiences
Academics * Intentional * Ongoing
- Mobilize Institutional and Volunteer Support to Advance Fraternities and Sororities
Mentoring * Faculty and Staff * Alumni
- Create a Culture of Accountability to Core Values
Self-Governance * Cultural Change * Processes
- Unite Fraternities and Sororities around a Shared “Brand” Aligned with Core Values
Core Values * Alignment



Action Plan

- Feedback Presentations
- Student Feedback
- Final Revision
- Fraternity/Sorority Advisory Council
- Implementation Plans



Questions?



Final Report
Blue Ribbon Committee on the
Future of Fraternity and Sorority Life at
Miami University

January 4, 2010

Recommendations and Strategies

I. Create an Inclusive, Values-Based Fraternity and Sorority Community

- Communicate and continually reinforce the connection between core values, self-governance and mutual support structures for the fraternity and sorority system to every member of the community
- Incorporate core values and chapter values into chapter operations, leadership and community events
- Increase awareness of inclusiveness within the sororities and fraternities and enhance awareness of organizations' receptivity to membership by any interested student
- Strengthen the All-Greek community spirit through annual signature events for each of the five principles of the Greek community
- Promote active sorority and fraternity member engagement in campus-wide programs and athletic events
- Expand the number of fraternities and sororities chapters founded around race, ethnicity, religion and sexual orientation in conjunction with active faculty and staff advisor engagement and responsiveness and support of inter/national offices
- Adapt Greek Week to be more focused on campus and Greek community building and provide more opportunities for small chapter participation
- Educate and enhance members' cultural competency, and knowledge of power, privilege and diversity

II. Develop Visionary Leaders Inspired to Create a "Model Greek Community"

- Develop training for leaders to deal with change, handle conflict and focus on the future
- Create and implement a developmental leadership curriculum based upon the Miami University Student-As-Scholar tiered curriculum (foundational, intermediate, capstone) model
- Send students to national, regional and campus-wide leadership programs
- Invite a select cadre of effective outgoing chapter presidents to be mentors for Fraternity/Sorority Leaders ADVANCE
- Strengthen chapter officer training and transition processes

III. Maximize the Impact of New Member and Second Year Experiences

- Develop an annual schedule of shared programming that emphasizes core values, learning outcomes, and leadership development
- Provide guidelines and expectations for the new member period, and train New Member Educators to streamline content delivery
- Convene a Fraternity/Sorority Steering Committee for Second Year Programs to create a comprehensive member development program that integrates outcomes and assessment
- Create an annual Fraternity and Sorority sophomore kick-off event with the University President's Executive Council and senior faculty and staff leadership
- Create an on-campus Fraternity Living Learning Community (LLC) option for all second year fraternity men
- Enhance the Second Year Experience within the Sorority LLC
- Each chapter will implement membership development plans that reflects the personality and values of their local chapter, inter/national organization, and university mission

IV. Mobilize Institutional and Volunteer Support to Advance Fraternities and Sororities

- Create a Fraternity/Sorority Advisory Council that is representative of wide variety of constituents to support and advance fraternity and sorority life at Miami
- Increase the pool of prospective advisors through aggressive outreach efforts
- Initiate programs and processes to encourage mentoring relationships between students and their advisors
- Create a comprehensive and ongoing advisor development and recognition program
- Develop strong and proactive relationships with sorority/fraternity inter/national headquarters
- Provide intentional forums for student leaders to engage with the University President and President's Executive Council
- Broaden the vision, formulate long range goals for Cliff Alexander office, and develop tangible assessment strategies for the office, the councils and the chapters
- Identify specific needs and methods to increase advisory support for each Governing Council through mentoring and consultation
- Increase support for fraternities and sororities founded around race, ethnicity, religion, or sexual orientation
- Promote more interaction between the fraternity and sorority community and Miami faculty and staff
- Leverage university financial and human resources to engage and sustain the progress of the fraternity/sorority system

V. Create a Culture of Accountability to Core Values

- Revise council judicial policies and align university policies and processes to promote self-governance
- Institutionalize philanthropy policies emphasizing the values of service, collaboration, participation of active members, and compliance with national regulations
- Demonstrate self-governance, enforce chapter and member compliance with core values, and eradicate bystander behavior towards substance abuse (including alcohol) and hazing through a commitment to caring and integrity among members
- Expand training and development for chapter judicial/standards officers from risk management to accountability for behavior that does not reflect chapter core values
- Create an opportunity for each chapter to dissect their core values into common words and practices, ensuring each member has a clear understanding
- Establish a rubric of objective criteria for measuring each organization's effectiveness within the fraternal values
- Incorporate rubrics into rewards and awards system for chapter and member recognition

VI. Unite Fraternities and Sororities around a Shared "Brand" Aligned with Core Values

- Commission a class to assess and guide a branding experience and develop a comprehensive marketing plan
- Generate a shared commitment and accountability to recruitment marketing and outreach that systematically reaches out to potential new members and communicates the "brand" of the Fraternity/Sorority community
- Restructure the recruitment and intake process in all councils to ensure a safe and positive experience for potential new members that is aligned with the core values of chapters and the Greek community
- Create a system to effectively manage public relations
- Provide educational resources for intake/recruitment that embrace diversity