BOARD OF TRUSTEES
MIAMI UNIVERSITY
June 8, 2011
Minutes of the Academic/Student Affairs Committee Meeting

The Academic/Student Affairs Committee of the Miami University Board of Trustees met on June 8, 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 and Dennis Lieberman and Student Trustee Matthew Shroder were in attendance.

In addition to the Trustees, the following Miami staff members attended the meeting: Bobby Gempesaw, Provost and Executive Vice President for Academic Affairs; Barbara Jones, Vice President for Student Affairs; Susan Mosley-Howard, Associate Vice President, Student Affairs and Dean of Students; Michael Dantley, Associate Provost and Associate Vice President, Academic Affairs; Raymond Gorman, Associate Provost and Associate Vice President, Academic Affairs; Michael Kabbaz, Associate Vice President, Enrollment Management; Stephen Snyder, Secretary to the Board of Trustees; Scott Walter, Assistant Vice President, Student Affairs; Jennifer Levering, Director, Greek Affairs; and Claire Wagner, Associate Director, University Communications.

Executive Session

The Academic/Student Affairs Committee adjourned to Executive Session in accordance with Ohio Open Meetings Act, Revised Code Section 121.22 to discuss personnel matters. At 1:05 p.m. the Committee adjourned the Executive Session and convened into the Public Business Session.

Public Business Session – Announcements

Mr. Shroder reported that he toured the new Library facility in Laws Hall, and Dr. Gempesaw reviewed activities of the University Senate during April, 2011. The University Senate report is included as Attachment A.

Fall 2011 Enrollment Confirmation Update

Associate Vice President Kabbaz reviewed the statistical profile of the incoming first-year class and the fall semester's incoming transfer students, and gave updates on activities in the Office of Admission. His report is included as Attachment B and is an update for Strategic Priorities Recommendation 3.

Interdisciplinary Enhancement Committee

Associate Provost Gorman presented a report on the Interdisciplinary Enhancement Committee, which has been charged to explore ways to support and

promote interdisciplinary teaching and research. His report is included as Attachment C and is an update for Strategic Priorities Recommendation 13.

Ad Hoc Calendar Committee

Associate Provost Gorman presented a report on the Ad Hoc Calendar Committee, which was charged by the Executive Committee of University Senate to review requests made by Associated Student Government to lengthen fall break, extend the Thanksgiving Day break, add an assessment day, and offer study days prior to exam week. Dr. Gorman reported that the entire academic calendar will be examined, including the feasibility of adding a winter term. His report is included as Attachment D and is an update for Strategic Priorities Recommendations 19-21.

Steering Committee for Retention and Graduation

Vice President Jones reported that President Hodge recently appointed the Steering Committee for Retention and Graduation (Dr. Jones is the Chair) to coordinate, develop, and implement strategies to meet the strategic goal of increasing the retention rate for undergraduate students and attain a six-year graduation rate of 85%. Dr. Jones presented the President's appointment memo as background information for the Committee members. The memo is included as Attachment E and is an update for Strategic Priorities Recommendation 36.

Additional Tuition Revenue through Certificate Programs

Associate Provost Gorman presented a report on opportunities to generate additional tuition revenues through the use of certificate programs. He reviewed existing certificate programs at Miami University (included as Attachment F) and stated that a new revenue-sharing model needs to be created to incentivize the development and implementation of new programs by faculty. His report is an update for Strategic Priorities Recommendation 6.

Online Faculty Teaching Evaluations

Associate Provost Dantley presented a report on the Ad Hoc Committee on Faculty Evaluations, included as Attachment G. The committee is charged with determining the most productive strategy to implement on-line faculty evaluations, identifying the appropriate technological support and financial implications, and recommending an implementation timeline.

Institute for Educating Miami Leaders

Associate Provost Dantley presented a report on the Institute for Educating Miami Leaders. The Institute is designed to improve leadership potential among Miami faculty and staff members, and the initial cohort will begin its year-long term in August 2011.

Dr. Dantley reported that 60 faculty and staff members were nominated, 27 applied, and 13 were accepted for the first institute. His report is included as Attachment H.

Distance Learning Committee

Associate Provost Gorman presented a report on the Distance Learning Committee, which is charged with evaluating the status of e-learning on campus, identifying constraints to future opportunities, and making recommendations for future actions. His report is included as Attachment I.

Update on Summer Greek Task Force Recommendations

Vice President Jones, with the assistance of Dr. Walter and Ms. Levering, reported on the progress and accomplishments the fraternity and sorority community has made in response to the Summer 2010 Greek Task Force Recommendations. The update is included as Attachment J.

Transitioning from High School to College Orientation Experiences

Associate Vice President Mosley-Howard presented a report on the programs used by Student Affairs staff in partnership with Academic Affairs staff to assist students with the successful transition from high school to college. Her report is included as Attachment K.

Expectations for Personal and Social Responsibility

Associate Vice President Mosley-Howard reviewed student code violations for the past six academic years, noting that the University does set expectations for conduct at Miami through educational programming. An extensive discussion among Committee members ensued regarding alcohol abuse, both at Miami and nationally. The six-year statistical report is included as Attachment L.

Other Business

Vice President Jones reported that she, along with Miami students, faculty and staff members, attended the Miami Tribe annual Powwow in Miami, Oklahoma on June 2-5, 2011. She also reported on the annual activities of the Myaamia Project, and the 2010-2011 activities are included as Attachment M.

Provost Gempesaw distributed a document titled "Good News from Academic Affairs" (included as Attachment N) and stated that this review of highlights in the division will become a standard handout at each Committee meeting.

Provost Gempesaw also distributed a draft of a "Forward Twelve Month Agenda" for the Academic/Student Affairs Committee. The calendar depicts agenda items that

will be included at each of the five Committee meetings during a year. The calendar is included as Attachment O.

At 2:50 p.m. with no other business to come before the Committee, a motion was duly made, seconded, and by voice vote the meeting was adjourned.

Stephen D. Snyder
Secretary to the Board of Trustees

2010-2011 University Senate Activity (April 2011)

- **New majors (BOT action/approval *not* required)**
  - SR 11-25. Chemistry Education, Department of Teacher Education.
  - SR 11-26. Life/Chemistry Education, Department of Teacher Education.

  The new majors are in response to the needs expressed by students and potential employers and are aligned with the NCATE/NSTA recommendations for undergraduate science education majors who plan to teach 7- thru 12-grade chemistry and chemistry /life sciences. The majors were developed by the department of teacher education with guidance from the chemistry department and other science departments. A scientific research component is a requriement of both majors. Additional administrative overhead and resources will not be required for the majors. Effective fall 2011.

- **Reports to Senate (Senate action *not* required)**
  - <u>Athletic Policy Committee</u>. Athletic Policy Committee, an advisory committee of University Senate, represents University Senate and is advisory to the President and to the Director of Intercollegiate Athletics about matters affecting the academic and athletic integrity of intercollegiate athletics. The Committee's Annual Report, Review of Student Athlete Graduation and Retention Rates, highlighted: (1) the improvements in the Miami's student athlete graduation rates; (2) Miami's student athlete graduation rates by race and gender; and (3) Miami's graduation rate in comparison to NCAA Division I schools.
  - <u>Fiscal Priorities and Budget Planning Committee</u>. Fiscal Priorities and Budget Planning Committee, a standing committee of University Senate, represents Senate in the financial management of the University in the process of setting fiscal priorities and in budget planning, and also offers on-going advice to the administration in each of those areas. Each spring semester, the Committee reports to Senate on its activities in fulfilling its charge.   The Committee's 2010-2011 report included:
    - Committee's support of the residence hall renovation project.
    - Committee's position that the Armstrong Student Center financing should be in place such that no contributions would be expected to be needed out of operating funds.
    - Update on the Strategic Priorities Task Force recommendations.
    - Current status of budget planning for FY 2012. The Committee's 2010-2011 work was incomplete as it had not received all the data regarding the State budget or the SASS project's final recommendations.
  - <u>Strategic Assessment of Support Services Steering Committee</u>. The Strategic Assessment of Support Services Steering Committee reported on the SASS project to date highlighting (1) the goals and objectives; (2) the themes that emerged during the data collection and analysis phases; and (3) eight recommendations.

- **Senate Committee Restructuring.**

  Executive Committee recommended that the committee structure of University Senate be reviewed to determine if committees' functions, as defined in the *Bylaws of University Senate,* accurately reflect actual and realistic practices. As a result of that review, Senate action reclassified the following committees:
  - SR 11-21. The Miami University Dolibois European Center (MUDEC) Subcommittee, a subcommittee of the International Education Committee (an advisory committee of University Senate) reclassified as a standing committee of University Senate. Membership and function unchanged.
  - SR 11-27. Undergraduate Research Committee, a standing committee of University Senate, reclassified as an advisory committee of University Senate. Membership and function unchanged.

MIAMI UNIVERSITY
OXFORD OHIO

TO: Academic/Student Affairs Committee Meeting
FROM: Michael S. Kabbaz, Associate Vice President for Enrollment Management
RE: Enrollment Update
DATE: May 31, 2011

First-year applications for fall 2011 reached a record high of 18,466, or 9 percent growth over fall 2010. As of May 31, 2011, first-year confirmations stand at 3,722.

Key preliminary first-year highlights:

- Non-resident applications grew by 18 percent to 9,917 first-year applications, including an increase of 13.1 percent for domestic non-resident and 44.4 percent increase in international non-resident students.
- Acceptance rate has dropped to 74 percent from 79 percent.
- Non-resident enrollment has increased from 33 percent to 39 percent.
- The class hails from 40 states and 20 countries.
- Average ACT score has increased to 26.4 from a 26.1.
- Domestic students of color represent 12 percent of the first-year class, which is consistent with last year.
- Alumni legacies represent 23 percent of the first-year class.
- International first-year student confirmations have increased by 88 percent to 177.

Transfer preliminary highlights:

- Applications have increased by 20 percent to 539 from 449.
- Confirmations continue to outpace last year, which currently stand at 203, or a 22 percent growth.

Related updates:

- Ann Larson has been appointed the interim Director of Admission. A national search will be conducted for a permanent Director in early 2012.
- Campus visitors for the 2010-2011 academic year increased by 7 percent to 27,257.
- Office of Admission is in the final stages of interviewing for the newly created Chicago-based regional admission position.
- Recruiting the class of 2012 is already well underway, including the development of a new prospective student communication series using the new branding design.

INTERDISCIPLINARY ENHANCEMENT COMMITTEE

Spring 2011

Committee Members

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

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

☐ Carolyn Haynes
Director, University Honors Program | Professor, English

☐ LuMing Mao
Director, Asian/Asian American Studies Program | Professor, English

☐ Gary Peterson
Professor & Chair, Department of Family Studies and Social Work

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

☐ Rob Schorman
Associate Dean for Academic Affairs for Middletown | Associate Professor, History

☐ Doug Troy
Associate Dean, School of Engineering and Applied Science | Professor, Computer Science

☐ John Weigand
Professor & Chair, Department of Architecture & Interior Design

Charge to the Committee

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

Charge to the Committee

- Describe how interdisciplinary programs advance the strategic goals of the university.

- Assess the current status of interdisciplinary programs at Miami University.

- Identify factors that have led to the successes of current programs.

- Identify additional opportunities for interdisciplinary collaborations.

- Identify impediments to additional interdisciplinary programs.

- Estimate resources (human, physical, and financial) required to eliminate these impediments.

- Identify resources required to sustain current and proposed programs.

- Propose alternative budget models for the allocation and accounting of funds devoted to an interdisciplinary program.

Additional Thoughts

- After assessing the charge the committee added the following:

  - Investigate other institutions and how they organize interdisciplinary work.

  - Identify/clarify the institutional infrastructure that could/does support interdisciplinary research and teaching.

  - Understand the levels of interdisciplinary activity on campus, specifically focusing on inter-divisional initiatives.

  - Understand how current policies/procedures are communicated throughout the university and how widely they are adopted.

Work to Date

- Review the 1997 and 2006 Reports on Interdisciplinarity:
  - "Ways to Encourage Interdisciplinary Teaching," 1997
  - "Report of the First in 2009 Coordinating Council Sub-Committee on Interdisciplinarity," 2006
- Identification of Barriers
- Work with the Offices of Institutional Research and the Registrar
- Meetings with Program Directors

Recommendations

- Committee is beginning Recommendation Report based on research

- Recommendations will focus on four categories:
  - Structure, Visibility, Incentives, and Data

- Committee will continue its work throughout the summer and fall on specific implementation plans for each recommendation

AD HOC CALENDAR COMMITTEE

Spring 2011

Committee Members

- ☐ Maria Cronley, Chair
  Professor, Marketing

- ☐ Heather Christman
  Graduate student representative

- ☐ Linda Dixon
  Associate Dean Student for Retention & Learning, Office of Learning Assistance

- ☐ Raymond Gorman,
  Associate Provost and Associate Vice President for Academic Affairs, Professor, Finance

- ☐ Peter Haverkos
  Director, Office of Learning Assistance, Regional campuses

- ☐ Nicholas Miller
  ASG representative

- ☐ Hannah Phillips
  Undergraduate student representative

- ☐ Dave Sauter
  University Registrar

- ☐ Cheryl Young
  Director, Lifelong Learning

Origin of the Committee

- Committee charge came from the Executive Committee of University Senate in response to annual requests from ASG to lengthen fall break, extend Thanksgiving break, add an assessment day, and offer study days prior to exam week.

Charge to the Committee

- Examine the entire academic calendar and discuss the impact of the following

1. New OBR definitions regarding the length of a semester
2. Statewide conversion to semesters
3. Pathways and Strategic Priorities Task Force reports
4. The feasibility of a winter term (J-mester)

- Explore options and make recommendations
- Submit report to University Senate by November 1, 2001

Issues Addressed so far

☐ Opportunity to meet the needs of more students with the J-mester

1. International travel
2. Make-up a course
3. Get ahead in pursuit of double major
4. Increased scheduling flexibility
5. More distance learning opportunities

Parts of University affected

- Students
- Housing and dining
- Budget office
- Physical plant – annual steam plant shut down
- Student affairs, Greek life
- Athletics
- Admissions and Financial Aid
- International offices, including MUDEC

Looking ahead

☐ Meet every Tuesday in summer and continue into Fall

☐ Meet one-on-one with representatives of affected groups during summer

☐ Meet with COAD and other academic administrators in the early fall.

June 3, 2011

Barb Jones, Chair
Roz Benson
Melissa Chase
Carolyn Haynes
Michael Kabbaz
Denise Krallman
Marti Kyger
Susan Mosley-Howard
Carl Paternite
Ron Scott
Doug Troy

Dear Colleagues,

I am writing to invite you to serve on the Steering Committee for Retention and Graduation. In our response to the Strategic Priorities Task Force, we added an additional recommendation to the 35 recommendations they put forward. That recommendation is to "Increase the retention rate for undergraduate students and attain a six-year graduation rate of 85%." This recommendation is a cornerstone for our future success. In order to meet this high goal, we will need to think even more purposefully, and act with even more intentionality, in creating an educational experience that is second to none. We will need to set specific sub-goals and be relentlessly committed to assessment and the critical use of data to challenge every aspect of the student experience at Miami. And we will need to make sure that we have appropriate accountability associated with specific sub-goals and action plans.

I have included below the text of Recommendation 36 from my response to the Strategic Priorities Task Force Report as a base on which to launch your efforts. I encourage you to be aggressive and comprehensive in the pursuit of this goal. We need to have a sense of measured urgency about achieving this goal, particularly in the changing context of enrollment management at Miami. I ask that you report regularly to me on your planning, your actions, and your results. I would appreciate such reports at least twice per semester as we move forward in the initial phases. It is important to launch this effort right away. Barb Jones will be contacting you about setting up the first meeting.

Thank you for your leadership and vision in pushing the Miami Experience into the top ranks of all universities.

David Hodge
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David Hodge
President
Miami University
213 Roudebush
Oxford, OH 45056
513.529.2345

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

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

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

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

Action 1   Identify retention rates necessary at various levels to achieve an 85% graduation rate.

Action 2   Establish a committee to identify potential opportunities to increase retention.

Action 3   Identify specific segments of the population where targeted interventions can occur. Develop an intervention strategy for second-year "at risk" students.

Action 4   Analyze the effectiveness of academic support programs for specific student populations including students identified as "at risk." ("At Risk" is defined in the broadest sense meaning both academic and personal concerns.)

Action 5   Identify and address policies and practices that may impede the persistence to graduation of students.

Action 6   Annually survey non-returning students to determine causes of non-retention. Revise retention strategies based on this information.

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

Timeline:

Planning: Through Dec 2011
Implementation: Jan 2011 – July 2015

Comment:

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

Miami University Certificate Programs

<u>Oxford Campus</u>

Undergraduate Certificate Programs

Academic Area   *Academic Home*

China Business   Business
Geographic Information Science   Arts and Science

Graduate Certificate Programs

Academic Area   *Academic Home*

College Teaching   Departments of Graduate School and CELTUA
Computer Science   Department of Computer Science & Software Engineering
Ecology   Departments of Botany, Geography, Geology & Environmental Earth
                                            Science, Microbiology and Zoology
Gerontology   Departments of Sociology and Gerontology; Scripps Gerontology Center
Molecular biology   Departments of Botany, Chemistry, Biochemistry, Microbiology and
                                            Zoology
Professional Development   Department of Music
Professional Development: Assessment and Evaluation   Departments of Educational Psychology
Women's, Gender, and Sexuality studies   Women's, Gender, and Sexuality Studies

<u>Regional campuses</u>

Business Technology Certificate Programs

•   Accounting (30 semester hours)
•   Business Information Software (30 semester hours)
•   General Supervision (30 semester hours)
•   Small Business Management (30 semester hours)
•   Small Office Management (30 semester hours)

Engineering Technology Certificate Programs

•   Computer-Aided Drafting/Computer-Aided Manufacturing (CAD/CAM) (30 semester hours)
•   Computer Hardware Technology (32 semester hours)

<u>Weekend only</u>

Professional Artist Certificate Program   School of Fine Arts (2.1 MU CEUs)

Ad Hoc Committee on Faculty Evaluations

Introduction and Context.

In March of 2010 University Senate approved the university-wide adoption of a set of 6 common faculty (course) evaluation questions. These common questions must be adopted within a two-three year timeframe, so, by no later than spring 2013.

The present committee was assembled in early February and charged with determining (quoting from the charge) "through pilot tests (during spring 2011 or fall 2011), the following:

- the most productive strategy to implement the on-line evaluation process,
- whether in-house or external technology support is better,
- the financial exigencies associated with this process, and
- a time line to prepare the university community for on-line faculty evaluation implementation fall, 2012."

Rationale for investigating online faculty evaluations:

The infrastructure that underlies our current paper course evaluation system is antiquated and would need to be updated or replaced were we to decide not to move evaluations online.[1] Moreover, there are significant environmental and financial costs associated with paper evaluations. Based upon an 8/26/2010 report from Dr. Ann Bainbridge Frymier to (then) Interim Provost John Skillings, a conservative estimate of the direct annual financial cost of online evaluations – paper plus human resources – is in excess of $50,000.

Any digital solution is likely to be cheaper than the current paper system.[2] The cost considerations here are very much like the Blackboard/ Niihka comparison.

1. The costs of vendor solutions are more explicit and easier to measure. The total cost associated with the internal hosting and oversight of an online course evaluation system must consider the value of the staff time necessary for development and ongoing administration. This cost may not be too different from the current cost of our paper evaluation system, minus the cost of paper.

2. Miami has had some additional experience with online course evaluations since the 2005 pilot, particularly through online courses offered on the regional campuses.[3] All of these efforts have deployed more general-purpose survey instruments as opposed to

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[1] Effectively, our current evaluation process does little more than digitize data that begins in paper form. In a very narrow sense, we could keep all elements of the course evaluation process the same, but replace paper with silicon, by moving all of the current evaluations online and requiring students to bring laptops into class to complete the form(s).

[2] The University of Oregon – very comparable in structure and size to Miami University – estimates that the move to online course evaluations saves the institution $200,000 annually (http://corp.collegenet.com/PR/UO_WDYT.html).

[3] In general, evaluation response rates for the regional online courses have been less than 33%. Better results have been obtained by other programs that have experimented with online evaluations, including IMS, Kinesiology and Health, and Honors (which has had close to a 100% response rate).

platforms specifically designed for course evaluations (such as the ones being considered here).

3. In recent years Miami has been digitizing a number of formerly paper processes. Perhaps the most prominent example is the course registration process. A smaller, more recent case is the transition of academic transcript requests from paper to online. Relative to paper, online processes, in general, are more accurate and efficient – they allow faster completion, are less expensive, reduce errors, require less human input, and are more easily modified, refined and revised.

4. Any digital solution should be considered temporary in light of the speed at which computer technology changes. Thus, any successful pilot is likely to be a de facto "bridge" solution that may not last more than a handful of years before the institution adopts an alternative platform.

5. This summer the committee will develop the specific structure and details of the fall 2011 pilot. Each academic Dean has been consulted on the project and asked about his/her willingness to participate and "wish list" regarding features of the pilot. The committee will finalize the design of the pilot after reviewing and synthesizing the input received from the Deans, as well as the feedback from the Provost's office in response to this preliminary report and the strengths/weaknesses of the various pilot options outlined below. As noted above, in light of the experience on the regional campuses, the pilot will include both traditional and online courses.

Of the platforms reviewed, the committee has concluded that three are pilot worthy – the Sakai Evaluation System, CollegeNet and Course Evaluation. If a decision is to move forward with a vendor pilot, the committee will make the final determination between CollegeNet and Course Evaluation.

Institute for Educating Miami Leaders*

Vision
The Institute is designed to improve leadership potential among Miami faculty and staff through a broader understanding of higher education as an enterprise, the development of new conceptual understandings of leadership and organizations, strengthened interpersonal skills, and deeper self-awareness.

Assumptions About Leadership
> Leadership is informal as well as positional and does not always require formal authority. Each person has the capacity to lead effectively from wherever they are in the institution and this capacity can be developed in everyone.

> Leadership is a collaborative endeavor "occurring among and through a group of people who think and act together." (Bensimon & Neumann, l993, p. 2).

> Leadership is about adaptive work where leaders and collaborators engage in reality testing and in "respecting conflict, negotiation, and a diversity of viewpoints" (Heifetz, l994, p. 26).

> Leadership development is a lifelong journey.

Objectives

There are three primary objectives for the Institute.

1. Conceptual development
2. Personal development
3. Skill development

1). Conceptual Development. As a result of participating in the Institute you will:

- Understand both traditional and alternative frameworks of leadership including collaborative models (Rost, 1994), leadership as teams (Bensimon & Neumann, l993) and adaptive leadership (Heifetz, l994).

- Learn how institutional climate and culture impact on the leadership process

- Analyze different institutional cultures and assess how to make decisions within varying organizational environments

*Adapted from the ACE & NAWE (l998) *Institute for Educating Women Leaders* at University of Maryland

- Develop the capacity to create and lead change efforts in the institution informed by a broad understanding of higher education as an enterprise and also the different functioning and missions of various divisions and departments

- Grapple with the ethical and value considerations associated with leadership

2). Personal Development. *As a result of participating in the Institute you will:*

- Develop a greater awareness of your strengths and talents for taking leadership including your emotional intelligence and spiritual intelligence, as well as intellectual capacities

- Create an interpretation/perspective of leadership based on your individual beliefs and values

- Tap into your passions and dreams for making a difference

- Map your career path

3). Skill Development. *As a result of participating in the Institute you will:*

- Develop skills as a team leader including active listening, visioning, responding to challenges and questions, group facilitation, two-way feedback, and conflict management

- Learn strategies for motivating constituents

- Understand how to interpret your environment by reviewing several different sources and data

- Learn the various components of university management, i.e. budgeting, resource acquisition and allocation, human resources, organizational structure

Critical Reflection: A Key Leadership Discipline

Critical reflection entails making the quiet time necessary to have an internal dialogue. It involves asking, "What happened?" "Why did it happen" "How do I feel

about it?" "What would I do differently next time?" Critical reflection is a key discipline of leadership and one that will be reinforced throughout the Institute. This is the reason for the journaling that you will do before, during, and after the Institute. The journaling will require you to reflect on your beliefs and practice. The goal is for you to become aware of the connection between leadership and reflection and for you to make the discipline of critical reflection a part of your daily life (if it is not already so). Reflection allows you to process your feelings, understand them, resolve questions and get on with your work. It literally clears the mind so that you can move to resolution and action on issues. Critical reflection is a habit that takes time to learn. It needs to be practiced often to truly become a discipline.

Institute Curriculum and Seminar Sessions

Institute Retreat (one and a half days). It will revolve around two themes:

Theme I (day one) - Developing a New Perspective to Lead: Self-awareness

➢ Introductions and personal goal-setting
➢ Administer self-assessment instruments and interpret results
➢ Exploring one's emotional and spiritual intelligence and their role in leadership development
➢ Considering the values and ethics of leadership

➢ Dinner and guest speaker. (An academic leader in the region who can serve as a wise and inspiring example of leadership).

➢ After dinner time for informal conversation among participants

Theme II (day two) – Developing a New Perspective to Lead: Theoretical Frameworks of Leadership

Analyzing leadership theories and beliefs
Case studies applying theory to practice
Journaling/reflection

Lunch

Closing of retreat -Participant input into future session topics

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Institute Retreat to be followed by six monthly seminars over the academic year

Session I –September: Understanding Organizational Climate and Culture

Session II – October: Communication Skills for Collaborative Leadership

Session III: - November: (TBD through participant input)

Session IV: - January: (TBD through participant input)

Session V: - February: (TBD through participant input)

Session VI: - March: (TBD through participant input)

Graduation: April – closing dinner

DISTANCE LEARNING COMMITTEE

Spring 2011

Committee Members

☐ Raymond Gorman, Co-chair
Associate Provost and Associate Vice President for Academic Affairs | Professor, Finance

☐ Cheryl Young, Co-chair
Director, Lifelong Learning

☐ Jason Abbitt
Assistant Professor, Educational Psychology

☐ Gail Campbell
Assistant Director, Academic technical support, IT Services

☐ Mandy Euen
Assoc Registrar for Operations

☐ Michael Judge|
Director, E-Learning Initiatives, regional campuses

☐ Denise Krallman
Director, Institutional Research

☐ Andy Revelle
Information Services Library & Assistant Librarian

Charge to the Committee

- ☐ Evaluate current state of e-learning on campus
- ☐ Identify constraints to future growth in elearning opportunities
- ☐ Make recommendations for future action

Link to Strategic Priorities

☐ Recommendation #6: Explore other sources to generate additional tuition revenue in support of academic programming

Current Offerings by Campus

- Number of Courses: (Summer 2010-Spring 2111)

Hamilton:	61
Middletown:	49
Oxford:	76
<u>VOLAC:</u>	<u>8</u>
Total	194

Current Offerings by Division

- Number of Courses: (Summer 2010-Spring 2111)

  CAS   59

  EHS   76

  FSB   26

  REG   2

  SEAS   46

  SFA   2

  Total   194

Issues Addressed by Committee

- ☐ Accreditation—learning outcomes, etc.

- ☐ ADA compliance

- ☐ State by state licensing

- ☐ Centralized vs. decentralized

- ☐ Hybrid vs. distance learning

- ☐ Faculty attitudes – survey results

- ☐ Lost revenue

- ☐ Outside consultants

Next Steps

☐ Report to University Senate

☐ Make recommendation for structure of E-learning on campus

Summer Greek Task Group Follow Up Report
May 25, 2011

The Summer Greek Task Group was formed to assess issues of student behavior at Miami as a result of the incidents that occurred in the spring of 2010. The group was made up of Greek students, non-Greek students, faculty, staff and community members. Three primary areas of discussion were identified at the first meeting: Standards and expectations, student organization discipline processes, and educational programming.

This report highlights the accomplishments and progress the Fraternity and Sorority Community has made in response to the summer 2010 report.

Standards and Expectations

New Risk Management Policy was written and implemented

- All fraternities and sororities sponsoring events outside of Oxford registered their events, hired security from the list of approved, licensed security personnel.
- There were no social event violations for the Spring 2011 semester
- Total Events Registered for Spring 2011 Semester:
    o 156 with alcohol
    o 200 alcohol free events
    o Some examples of alcohol free events include: attending an athletic game, bowling, alcohol free mixers/socials uptown, movie nights, cook outs, and attending campus programs and events.
    Note: These numbers note a major shift in the fraternity and sorority life culture.   In the past years 75 alcohol free social events were registered.
- The Panhellenic and Interfraternity council followed up with registered event vendors to make sure there were no major issues.   In all cases where follow up happened the venue was pleased with the event.
- The Risk Management Policy will be reviewed annually. The 2010-11 review will take place by the end of the fall 2011 semester

Standards/Accreditation Process

- A committee was established to draft an accreditation process. The draft is a good start but is going to be worked on by a few fraternity and sorority experts over the summer to make it something that will not be overwhelming to students and that will be able to tie in with the current Cliff Alexander Awards and Assessment Program.   Expected completion date of a final draft of the standards is fall 2011.
- The concepts of "love and honor" were used in all of our programming for the year.   ADVANCE, a Greek Leadership Program for chapter presidents and council officers, had a focus on values-based education. Chapter leaders also reflected on what "Love and Honor" means at leadership meetings, council roundtables and officer trainings and development programs.

Student Code of Conduct Additions

- The Miami University Code of Student Conduct changes to define and apply to all student organization (including fraternities and sororities) events were proposed in January of 2011. The changes to the Code have been approved and will be implemented in the fall, 2011. The changes in the Code were reviewed by the Academic Affairs/Student Affairs committee of the Board of Trustees at their committee meetings early this year.

Educational Programming

- CHOICES risk reduction program and education for members of the Greek community has been provided as a one-time presentation to a large audience. In spring of 2011 Choices was presented to over 1,300 first year men and women through our Greek 101 Program.
- Individual students received additional education if they are sanctioned by the Office of Ethics and Student Conflict Resolution.
- This year the Student Health Service conducted a pilot using the AUDIT tool created by the World Health Organization to identify high risk behavior in students. Based on the pilot, the AUDIT tool will be used with all students coming to SHS, starting Fall, 2011. Students who demonstrate high risk behavior will be given a referral to the Student Counseling Service for an alcohol assessment. Because this process will be in place and will identify students in need of assistance, participation in National Alcohol Screening Day will be delayed until the effectiveness of this process is complete.
- The surrounding community has been engaged through involvement with the Community Coalition that has worked with the local school district and other members of the community to address alcohol availability and the local environment as it relates to alcohol. Jenny Levering, Director of the Cliff Office will be serving on this committee beginning in May of 2011.

Ongoing Discussions and Action Items

- The director of the Cliff Alexander Office has had continual conversations with representatives of the national Greek organizations, advisors, and undergraduates to be part of a discussion on how we create the "model Greek community." Through Advisor meetings and outreach in addition to conversations at Association of Fraternity Advisors annual meeting as well as with fraternity executives in the area the dialogue is happening.
- The director of the Cliff Alexander Office has improved our relationship with the Oxford community about issues of student behavior that impact the community and university and how we provide a consistent message about expectations and standards. Through weekly meetings with the Oxford Police Department communication about student conduct and negative behaviors are being addressed.
- Materials have been developed to share with venues that may host student events that explain the expectations for student behavior by the university and provide them with a mechanism to provide feedback to the university.
- The Cliff Alexander Office is working collaboratively with the Office of Ethics and Student Conflict Resolution through the development of policies and procedures to address organizational accountability. We have improved our investigative process and are holding chapters accountable accordingly.
- The Office of Ethics and Student Conflict Resolution and Office of the Dean of Students are partnering with the Offices of Residence Life and Second Year Programs to implement a Personal and Social Responsibility (PSR) initiative with all first and second year students. The Living Learning Communities that include sororities along with the fraternity men who live in fraternity houses during the second year are involved in these PSR sessions.

- Through the National Association of Student Personnel Administrators, Dr. Jones helped organize a national Greek Summit involving executive directors of fraternities and sororities and senior student affairs officers from around the country to discuss issues around relationships and how to model Greek and university values.

Miami Student Transition Pathway
Division of Student Affairs in Partnership with Academic Affairs

One of the most critical functions a university can fulfill is assisting a new student with the transition from high school to college. A vast amount of research suggests that student retention and ultimate success relies on appropriate transitioning and adjustment. Miami's student transition and adjustment process is developmentally-grounded and intentional. At the core of this process is the belief that students arrive with specific developmental needs and each initial and early experience is an opportunity to facilitate students along the transition pathway. Our end-goal is to help students become agents of their own growth, development and success while acquiring high levels of self-awareness, a sense of responsibility, and intellectual and personal skills. Miami's vision and mission statements establish the belief that Miamians should be intellectually grounded with socially conscious character, and equipped to be citizens that contribute to the greater good. Therefore, we must craft transition experiences that not only communicate these end-goals, but also engage students and their families in the process of achieving them.

These transition experiences begin with introducing students to campus life, and establishing academic and interpersonal expectations. At times the transition experiences come in the form of standard programs, while at other times the best way to engage students in this developmental work is in the form of posing challenges or opportunities, creating questions for students to address, or posing puzzles for them to solve --so to speak. We wish for students to understand that we consider them to be scholars; scholars who will partner with us in knowledge acquisition, discovery and self-exploration. To do this, we set the standard, provide them with a pathway, and set the stage for them to do the work. We also hold them accountable for the choices they make along the way.

With this rubric in mind, we highlight below the major components of transition facilitated by student affairs, but always in partnership with our academic affairs colleagues. All of these programs are designed to equip and foster growth in students (and their families when appropriate). The programs presented are:

- The Parent Lantern
- Orientation
- Welcome Week
- First Year Programs
- Second Year Programs

(Note: There are admission programs that occur before the programs mentioned here, which are considered a part of the transition pathway)

Student Transition Pathway

Miami Board of Trustees: Academic Affairs & Student Affairs Subcommittee

Transition Pathway

- Student retention and success rely on solid high school to college transition

- Miami's approach is intentional and developmentally-grounded

- End goals: student self efficacy, intellectual agency, personal & social responsibility (citizenship)

Transition Programs

- Parent Lantern
- Orientation
- Welcome Week
- First Year Programs
- Second Year Programs

Miami Student Transition Pathway

Program	Select Goals	Sample Targeted Outcomes	Sample Experiences	When it occurs along the transition pathway
Parent Lantern: an on-line information-rich newsletter to assist parents with supporting students	• Raise family awareness of student experience • Guide families with developing their role • To survey parents about their Miami experience	• Increase parent agency • Increase parent connection and student support • Help student individuation	• Provides calendar of student matriculation pathway • Outlines parent connection opportunities	• Begins May (right after student acceptance deadline) and ends the following May at the end of the student's first-year
Orientation: A two-day experience for first year and transfer students and families designed to introduce them to the Miami experience	• To help students understand how to navigate their Miami journey • To help families understand their role in connection with their student	• To help students become confident about academic success, curious about scholarly inquiry, connected with the institution and comfortable with campus climate. • To help students understand Miami expectations	• Small goal-setting group experiences • Skills and discussions about advising/courses, friendships, respecting diversity, making wise social decisions	• June or August, right before the first semester of the student's first-year
Welcome Week: A series of experiences designed to enhance adjustment and connection to the institution	• To ease student adjustment to Miami life • To increase the chances of connection and institutional commitment	• Students will comprehend what a collegiate intellectual exercise entails • Students will understand that integrity is valued at Miami and become aware of their own internal moral compass • To know the role of the academic home • To know the wide array of	• Convocation and first year book reading • Sessions on personal and social responsibility • Meetings with academic divisions-advisors • Mega-fair	• First 2-weeks of fall semester of the student's first-year

Program	Select Goals	Sample Targeted Outcomes	Sample Experiences	Point along transition pathway
First Year Programs: A series of curricular and co-curricular programs designed to enhance academic and inter-personal skills	• Increase self awareness, cultural competence, communication, critical thinking, use of university support resources	• Students will report use of university resources • Students will explore their own goals	• Living-Learning Communities • Residence Hall Programming • Select "University 101" courses	• During first year
Second Year Programs: A thematically organized set of experiences designed to enhance sophomore retention and engagement.	• Increase personal responsibility and citizenship, wellness & healthy choices, commitment to major, awareness of diversity,	• Students will select meaningful engagement • Students will develop connection with faculty and their major • Increase sense of belonging	• Peer wellness programs • Undergraduate Research (SEP-URO) • Creating Community Standards • Off-campus town hall • Inquiry Institute and Faculty round Tables	• During sophomore year

Program Efficacy: Orientation

- 94% of students report orientation helped them feel **confident** about their transition

- 94% said they were more **comfortable** at Miami

- 92% said they were more **connected** to new peers

- 97% stated being more **curious** about their upcoming intellectual experience.

Program Efficacy: Welcome Week

- 84% report having read most of the first year book
- 86% of students thought that first-year discussion leaders were effective in engaging the group in an interesting conversation
- 88% met new friends
- 91% feel excited about being a Miami student
- 93% plan on getting involved in a campus team, organization or club
- 93% feel optimistic about their ability to succeed at Miami

Program Efficacy:
First Year Programs

- Based on 2009 MAP Works results, students in LLCs with co-enrollment reported a greater sense of belonging compared to their peers.

- According to the 2009 Assessment of Living Learning survey students in LLCs report appreciating the ability to get to know others with similar interest.

- LLC community students engage in Miami events to a higher degree than non-LLC students

- LLC communities connected to an academic department sponsor a higher number of programs than communities not connected to an academic department

- On the previous 2 LLC surveys (2007 & 2009) data suggest that students participating in a LLC course report higher levels of engagement with their community compared to their peers.

Program Efficacy:
Second Year Program

- Sophomores on academic warning/probation (GPA under 2.0) who complete the academic intervention receive a GPA over 2.0 while those who do not obtain a 1.74

- Program efficacy is obtained (significant pre-post dependent t-tests and post hoc gain score and effect size analyses) in the areas of academic efficacy, involvement, and commitment to major, with mixed results in the area of diversity

- Sophomore survey results suggest increasing satisfaction with the Miami experience, higher levels of connection and involvement, and have a sense of being an integral part of Miami

Violation Totals 2005-2011

Violation	Description	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11*
101	Disruption of Univ. Function	1	0	0	0	0	0
102	Dishonesty	109	180	104	154	121	109
103SA	Sexual Assault	3	3	2	3	1	2
103B	Physical or Mental Abuse	45	35	38	30	30	32
104	Damage, Theft of Unauthorized Use of Property	92	119	143	104	109	108
104A	Arson	0	0	0	4	0	0
104B	Burglary	1	0	0	0	0	0
105A	Intoxication	216	365	362	280	354	325
105B	Prohibited Use of Alcohol	648	608	526	561	600	429
106A	Drug Use	49	78	128	97	77	79
106B	Drug Paraphernalia	0	36	100	80	54	56
107	Weapons	8	11	5	3	1	0
109	Hazing	0	0	1	4	0	0
110	Violation of Law	1	0	0	2	1	2
111	Failure to Comply	36	70	57	45	67	52
112	Unauthorized Use of Computer Resources	1	1	0	2	3	2
113	Disorderly Conduct	76	106	116	146	155	145
114	Complicity	5	54	80	94	112	100
115	Violation of Sanction	3	0	0	3	2	2
201	Violation of University Policies	34	0	0	223	104	82
201A	Residence Hall Contracts	97	202	213	N/A	N/A	N/A
201B	Signs, Posters, Etc.	0	15	1	N/A	N/A	N/A
201C	Smoking	13	0	18	N/A	N/A	N/A
201F	Dining, Housing Regulations	3	0	2	N/A	N/A	N/A
202	Unauthorized entry or use of keys	1	0	2	5	2	2
203	Failure to Comply	34	15	9	4	3	9
204	Complicity	110	1	1	0	1	1
	Total	1586	1899	1908	1844	1797	1537
*	7/1/2010 through 5/12/2011						

Myaamia Project activities for the 2010-11 school year:

Grants Tribal:
This includes moneys that came to the university for the MP to complete work for the Miami Tribe.

Indian Land Tenure Foundation - $10,140.02
Institute for Museums and Libraries – $11,010.00
Historic Preservation Fund - $12,027.00

Grant University:

Teaching American History Program for Preble and Butler County - $16,335.00 (for 3 years)

Class visitations for all Myaamia Project + Miami Tribe Relations staff

Fall Semester: 44 classroom visits (some multiple for the same course) or group presentations had contact with 402 students

Spring Semester: 21 classroom visits (one class with multiple visits) or group presentations had contact with 274 students

Summer Session 1: IES, GLG, GEO 499/599 – 19 students week-long workshop in Miami, Oklahoma (May 10 – 17)

Public presentations/meetings:

01/01/11 – Office of Head Start tribal language preservation and revitalization roundtable meeting, Washington, D.C.

02/05/11 – keynote speaker at the Three Valley Conservation Trust annual meeting held at Miami University.

03/16/11 – public presentation and class visitations at the University of Illinois.

03/28/11 – invited speaker at the Falmouth Institute Language Preservation Summit, Phoenix, Arizona.

03/31/11 – public presentation and class visitations at the Oklahoma State University.

05/19/11 – Keynote speaker at the Inter-Tribal Native Language Summit, Durant, Oklahoma.

05/24/11 – invited to address the National Landmarks Committee for the nomination of the Chief Pinšiwa house in Fort Wayne Indiana as a historic landmark. Washington, D.C.

06/12/11 – invited instructor for two-week indigenous language workshop at Smithsonian's National Museum of Natural History, Washington, D.C.

Publications/Printings:

 myaamiaki iši meehtohseeniwiciki – Museums exhibit booklet and website completed.

myaamia neehi peewaalia aacimoona neehi aalhsoohkaana – Story publication

ašiihkiwi neehi kiišikwi – Earth and Sky curriculum and website

myaamia kiilhsooki – Myaamia Lunar Calendar

GOOD NEWS FROM ACADEMIC AFFAIRS

Geology awarded $5.3 million energy software grant
(Miami e-Report 04/26/2011)
Miami University department of geology has received a three-year educational grant valued at $5.3 million from Halliburton's Landmark Software and Services business line. The grant provides GeoGraphix Discovery software for workstations in the department's computer lab, and a contract for software maintenance, training and technical support.

The Farmer School of Business maintains accreditation
(Miami e-Report 4/28/11)
Miami University's Farmer School of Business received accreditation renewal from the Association to Advance Collegiate Schools of Business (AACSB international) and also maintained its AACSB accreditation in the school's accountancy program.

Miami's forensics team places in top 10 at national tournament
(Miami e-Report 05/02/2011)
Miami University senior Elizabeth Miller was named national champion in rhetorical criticism during the National Forensics Association annual tournament held in April. In addition, Miami's forensics team placed 10th in the open team sweepstakes.

Miami educator wins grant to study in Antarctica
Oxford Press
By Joy Alise Davis, Contributing Writer 12:29 PM Wednesday, May 4, 2011
OXFORD — Miami University professor Rachael Morgan-Kiss will spend the next five years studying single-celled microorganisms living in the extreme conditions of Antarctica thanks to a prestigious grant.
Morgan-Kiss, a microbiology professor, received the CAREER grant for $650,000 from the National Science Foundation Antarctic Organisms and Ecosystems Program.

Qingshun Li named 2011 Sigma Xi Researcher of the Year
(Miami e-Report 05/04/2011)
Qingshun Quinn Li, professor of botany, has been named Miami University's Sigma Xi Researcher of the Year for 2011. Li's research focuses on the molecular mechanism of gene expression in plants through messenger RNA processing.

Miami journalism students win national award
(Miami e-Report 05/05/2011)
Miami University students in the 2010 journalism spring capstone at Cincinnati Public Radio (WVXU/WMUB) won first place for best in-depth radio reporting from the Society of Professional Journalists (SPJ) Mark of Excellence competition for their special report, "Tracking Stimulus Dollars in Southwest Ohio."

Fourth straight year: Miami named to President's Higher Education Community Service Honor Roll
(Miami e-Report 05/19/2011)
Miami University has been named a leader in community service programs by being placed on the 2010 President's Higher Education Community Service Honor Roll. This is the fourth

year Miami has made the honor roll, announced by the Corporation for National and Community Service (CNCS).

John Humphries selected 2011 artist of Malta
(Miami e-Report 05/26/2011)
John Humphries, Miami University assistant professor in the department of architecture and interior design and affiliated with the Armstrong Institute for Interactive Media Studies, has been selected as the 2011 artist of Malta by the St. James Cavalier Foundation.

Paulson receives award for teaching excellence
(Miami e-Report 05/27/2011)
Paulson, professor of anthropology and of Latin American, Latino/a and Caribbean studies at Miami University, received a student prize for teaching excellence from the Lund University Student Union (LUS), in Lund, Sweden. Paulson received the award for teaching at Lund University in 2010-2011 where she is on academic leave from Miami. She is currently the Hedda Andersson Chair in Human Ecology at Lund.

Miami senior receives Phi Kappa Phi fellowship
(Miami e-Report Tuesday, June 7, 2011)
Xiaojuan "Roxy" Zhou, a Miami University chemical engineering major and 2011 graduate, was awarded a $5,000 fellowship by the Honor Society of Phi Kappa Phi. Zhou, of Guilford, Conn., plans to pursue her doctorate in chemical engineering at Georgia Institute of Technology.

Agenda Item	November Fall Meeting	January Winter Meeting	April Spring Meeting	June End of Year Meeting	September Beginning of Year Meeting
DRAFT BOT Student Affairs/Academic Affairs					
Forward Twelve Month Agenda					
Public Business Session – Announcements					
• Chair – Sue Henry	x	x	x	x	x
• Student Trustees	x	x	x	x	x
• ASG Updates - Vice President Barbara Jones	x	x	x	x	x
• University Senate Updates – Provost Bobby Gempesaw	x	x	x	x	x
Student Affairs Reports - Vice President Barbara Jones					
• Campus Safety Data/Office of Ethics and Student Conflict Resolution					x
• Integrity					x
• Career Data					x
• Career Fair	x				
• Retention	x				
• Academic Interventions (previous year data)	x				
• Student Housing Occupancy Update	x				
• Mapworks Data		x			
• Advising		x			
• Fraternity/Sorority/Greek Affairs			x		
• AlcoholEdu/Student Wellness			x		
• Leadership				x	
• Student Engagement				x	
• First and Second Year Transitions				x	
• Miami Tribe				x	

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DRAFT BOT Student Affairs/Academic Affairs
Forward Twelve Month Agenda

Agenda Item	November Fall Meeting	January Winter Meeting	April Spring Meeting	June End of Year Meeting	September Beginning of Year Meeting
Academic Affairs Reports					
• COAD	x	x	x	x	x
• Enrollment Management Update - Michael Kabbaz	x	x	x	x	x
• Plans for Academic Program Reviews/Accreditation					x
• Academic Program Reviews and Recommendations				x	
• Learning Outcomes Assessment			x		
• Faculty Promotion and Tenure Recommendations		x			
• Luxembourg Campus – Dean Thierry Leterre		x			
• Academic Program Changes/Reorganization			x		
• International Education and Study Abroad			x		
• Online Faculty Evaluations				x	
• E-learning				x	
Update on Strategic Priorities Recommendations					
• SPR 2-3: Recruitment & Enrollment Planning - Michael Kabbaz					x
• SPR 6: New Revenue Opportunities - Other Sources of Revenue Enhancement (Online & Workshops)					x
• SPR 12-15: Administrative Changes	x				
• SPR 13: Interdisciplinary Support				x	
• SPR 16,17: Faculty Size, Mix and Responsibility		x			
• SPR 19-21: Streamlining Curriculum	x				
• SPR 22-27: Graduate Education and Research			x		
• SPR 29-32: Division of Student Affairs	x				
• SPR 36: Retention				x	

DRAFT BOT Student Affairs/Academic Affairs

Forward Twelve Month Agenda

Agenda Item	November Fall Meeting	January Winter Meeting	April Spring Meeting	June End of Year Meeting	September Beginning of Year Meeting
Academic Dean's Report					
• School of Education, Health & Society - Dean Carine Feyten					x
• School of Fine Arts - Dean James Lentini	x				
• Luxembourg Campus - Dean Thierry Leterre/Alyssa Klein		x			x
• Farmer School of Business - Dean Roger Jenkins		x			
• School of Engineering and Applied Science - Dean Marek Dollár			x		
• College of Arts and Science - Interim Dean Phyllis Callahan				x	
• Regional Campuses - Dean Michael Pratt	x				
Graduate School Dean			x		
Update on Construction Projects - Vice President David Creamer			x		x
Update on Development - Vice President Jayne Whitehead		x		x	
Update on Information Technology - Vice President Debi Allison	x		x		
Additional Items as Appropriate					
•					
•					
•					