

**BOARD OF TRUSTEES
MIAMI UNIVERSITY
September 7, 2011**

Minutes of the Academic/Student Affairs Committee Meeting

The Academic/Student Affairs Committee of the Miami University Board of Trustees met on September 7, 2011 in Room 219 McGuffey Hall on the Oxford campus, Oxford, Ohio. The meeting was called to order at 1:10 p.m. by Committee Chair Sue Henry. Trustee Jagdish Bhati 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; David Creamer, Vice President for Finance and Business Services; 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; James Oris, Interim Associate Provost and Dean, Graduate School; Robert Keller, Associate Vice President, Physical Facilities, Planning and Operations; Michael Kabbaz, Associate Vice President, Enrollment Management; Stephen Snyder, Secretary to the Board of Trustees; Scott Walter, Assistant Vice President, Student Affairs; Carolyn Haynes, Director, Honors and Scholars Program; and Claire Wagner, Associate Director, University Communications.

Announcements

Student Trustee Matt Shroder reported that the Career Fair will be held later in the month and to date 188 companies have committed to participating compared to last year's 177 companies. The goal is to have over 200 participating companies. Based on conversations he has had with a number of students, Matt stated that the transition from Blackboard to Niihka is going well. He also urged Committee members to visit the newly renovated Laws Hall, which now houses the Business, Engineering, Science and Technology libraries.

Vice President Jones reported that Student Senate has not met yet this semester, but training sessions for student organizations requesting funding are currently taking place. Additionally, the Associated Student Government (ASG) cabinet has been involved in a number of training, planning and development activities. One of the activities she suggested to the cabinet was developing a list of positive words that describe Miami University. The cabinet's list is included as Attachment A.

Provost Gempesaw reported that at the first meeting of University Senate Vice President Creamer gave updates on the strategic priorities initiatives that occurred over the summer. Senate also received reports that Miami's Intercollegiate Athletic program was recertified by the NCAA, the issue of voting privileges for clinical faculty and lecturers was under review by Faculty Assembly, and that a pilot program has been initiated this semester for on-line evaluations of courses.

Dr. Jones, Dr. Mosley-Howard, and Dr. Walter reported on opening activities for students at the beginning of the semester. The activities included greeting and assisting first-year students on move-in day; the Made at Miami program which assists with

transitions to college life; Convocation; the First-Year Reading Program; social integration and academic programs for first-year students; the Mega-Fair featuring representatives from student organizations; and the community Walk About to welcome off-campus students.

Campus Safety Data

Dean of Students Susan Mosley-Howard reviewed the University's requirements to annually submit crime and security statistics to the Department of Education under the federal Clery Act. She also discussed programs at Miami aimed at crime prevention, which stress emergency preparedness, personal safety and responsibility. Her report is included as Attachment B.

Integrity Programs

Dr. Mosley-Howard reviewed Miami's programs for educating students about issues involving personal and social responsibility. The initiatives include an on-line tutorial to learn about classroom-based integrity; merging the Student Code of Conduct to include integrity expectations inside and outside the classroom; and ethics seminars. Her report is included as Attachment C.

Career Services Report

Assistant Vice President Scott Walter presented a report on Career Services data, including student participation in programs offered by the Office and companies using the Office to recruit and interview students. His report is included as Attachment D.

Higher Learning Commission Accreditation Process

Professor Carolyn Haynes reported on Miami University's participation in a pilot program sponsored by the Higher Learning Commission regarding Miami's next accreditation review in 2015. Twenty institutions will be involved in the "Open Pathways" process, based on continuous improvement concepts and a more streamlined, electronic means for accreditation. Her report is included as Attachment E.

Research Enterprise at Miami University

Professor James Oris presented a report on the importance of research and scholarship, the relationship between research and teaching, and Miami's historical trends in receiving external funding for research. His report is included as Attachment F.

Recruitment and Enrollment Planning

Associate Vice President Kabbaz reviewed statistics of the first-year class and transfer students and an update of activities in the Office of Enrollment Management. He also reviewed four major goals for the Office, and his report is included as Attachment G.

Academic Affairs Report on Revenue Enhancement Initiatives

Associate Provost Ray Gorman presented reports on initiatives in the Academic Affairs Division to address the strategic priority of identifying additional tuition revenue opportunities in support of academic programming. Offering additional courses on-line is an opportunity that is being pursued by all three campuses and the Voice of America Learning Center, and he reviewed statistics for numbers of Miami students taking on-line courses and courses offered at Miami. His report on E-learning is included as Attachment H. The J-Term concept of adding a January academic session is being considered by the Ad Hoc Calendar Subcommittee, and the subcommittee's progress report and a newspaper article about the J-Term is included as Attachment I. Dr. Gorman also reported on the American English and Culture Program, designed to diversify Miami's international student population, raise English proficiency, and generate revenue, and his report is included as Attachment J.

School of Education, Health and Society Report

Dr. Carine Feyten, Dean of the School of Education, Health and Society, reviewed for the Committee the School's activities and initiatives that support the University's goals, foster collaboration with other units on campus, and promote interaction with external constituencies. She summarized her presentation by quoting from her annual goals and objectives for the School: "To foster a climate conducive to thinking differently, to support innovation and creativity, and to empower faculty to make a profound impact in their fields of research, instruction, and service. I endeavor to realize an environment that supports the whole person, where students, faculty, staff, and external constituents can experience an integrated human experience."

Dean Feyten highlighted the need to prepare classroom teachers for tomorrow's schools and to prepare leaders for tomorrow's families. She noted that University faculty will need to learn to teach differently to help prepare tomorrow's teachers, and the use of technology is a tool to support this objective. She reported that an M-Learning coach (mobile learning) has been hired to implement new technologies into the division's curriculum. Digital backpacks are provided for student teachers teaching in school districts with limited resources. The backpacks include portable projectors, portable "smart" boards, laptop computers, and cameras. She showed a film clip describing the "Teach Me Laboratory" that utilizes computer-generated avatars to assist student and experienced teachers with learning or improving classroom management techniques. And, she described the "Bug in the Ear" program that involves a web camera placed in classrooms and student teachers using a Bluetooth device to communicate with a faculty member in a remote location who monitors the student teacher's performance and offers advice.

Included as Attachment K are the goals and objectives for the School of Education, Health and Society and examples of initiatives for the 2011-2012 Academic Year.

Miscellaneous Reports

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

- Good News from the Office of the Provost (Attachment L)
- Capital Improvement Projects Summary June 10 – August 31, 2011 (Attachment M)

Executive Session

At 3:45 p.m. the Academic/Student Affairs Committee adjourned to Executive Session in accordance with Ohio Open Meetings Act, Revised Code Section 121.22 to discuss the acquisition of property. At 4:30 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

ASG Executive Board

8/16/11

Positive Words that describe Miami University

Driven
Holistic
Engaged
Caring
Empowering
Leadership
Nurturing
Dedicated
Loyalty
Self-Made
Experiential
Community
Collegiate
Smart
Traditional
Undergraduate Focus
International
Heritage
Experimental
Ownership of Education (self authorship)
Involvement
Pride
Diversity
Stewardship
Innovation
Fiscally responsible
Strategic
Advancing
Opportunities for the 21 Century

**Miami University Campus Security Reports
Board of Trustee Overview**

Each year public and private universities who wish to participate in federal financial assistance programs are required to submit crime and security statistics to the department of education. The statistics report a select array of crimes committed on-campus and off-campus (within close proximity to campus) (i.e., 7 categories of crimes such as homicide, burglary/theft, various assaults are recorded). Statistics are gathered from area police jurisdictions and campus staff named campus security authorities (CSAs), and included in an annual report made available to the public and submitted to the department of education. This requirement began in 1990 per approval of a congressional law entitled the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Since its inception, the law has been amended several times to include additional requirements for protocols related to missing students, hate crimes, fire incidents and timely alerts to the campus community about imminent dangers.

Of equal importance is crime prevention. Emergency preparedness, personal safety and responsibility are stressed to all members of the campus community. Information about crime prevention, accessing assistance when victimized and consequences for committing crimes is readily available.

Below is the link to Miami's Campus Security Act Report from years 2007-2009. The data are divided by campus and organized under the campus crime tab on the Miami University Police website entitled "annual report of campus safety and security policies".

<http://www.miami.muohio.edu/campus-safety/crime-stats/index.html>

Oxford Campus Report

Campus Security Act Reporting, 2007–2009

	Year	Campus (Residence Halls only)	Campus (not including Residence Halls)	Campus Total	Non-Campus Total <i>a</i>	Public Property <i>b</i>	Hate Crimes <i>c</i>
Murder and Non-Negligent Manslaughter	2009	0	0	0	0	0	0
	2008	0	0	0	0	0	0
	2007	0	0	0	0	0	0
Manslaughter - Negligent	2009	0	0	0	0	0	0
	2008	0	0	0	0	0	0
	2007	0	0	0	0	0	0
Sex Offenses - Forcible	2009	9	1	10	3	0	0
	2008	5	2	7	3	1	0
	2007	6	0	6	0	0	0
Sex Offenses - Non-Forcible	2009	0	0	0	0	0	0
	2008	0	0	0	0	0	0
	2007	0	0	0	0	0	0
Robbery	2009	0	4	4	1	0	0
	2008	0	1	1	0	0	0
	2007	0	1	1	4	0	0
Aggravated Assault	2009	0	3	3	6	0	0
	2008	1	2	3	0	1	1

This is an abbreviated report. See www.muohio.edu/police for the complete Miami University Campus Security Act Statistics Report

	2007	4	2	6	5	0	0
Burglary	2009	10	3	13	28	0	0
	2008	11	6	17	18	0	0
	2007	20	10	30	16	0	0
Motor Vehicle Theft	2009	0	0	0	0	0	0
	2008	0	0	0	2	1	0
	2007	0	0	0	0	0	0
Arson	2009	1	0	1	0	0	0
	2008	2	0	2	2	0	0
	2007	0	0	0	0	0	0

a Non-Campus—Non-Campus is (1) any building or property owned or controlled by a student organization that is officially recognized by Miami; or (2) any building or property owned or controlled by Miami that is used in direct support of or in relation to, Miami's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of Miami. The Oxford campus has both types of non-campus property. Buildings owned and controlled by student organizations include fraternity houses. Non-contiguous buildings used by Miami in direct support of its educational purposes include locations in Over-the-Rhine area. **b** Public Property—Miami University owns property throughout the City of Oxford, and during the academic year Miami students comprise the majority of residents in the city. Because our students live, work, and learn throughout the entire Oxford community, Miami has elected to continue to report statistics for the entire City of Oxford (other than the statistics included in Campus and Non-Campus) in [Appendix A](#). **c** Hate Crimes—Hate crimes are crimes that manifest evidence that the victim was intentionally selected because of the victim's actual or perceived race (RA), religion (RE), sexual orientation (SO), gender (G), ethnicity (E), or disability (D). In 2008, we had one incident of aggravated assault occur on campus, counted under "Campus (not including Residence Halls)," that was motivated by hate of race, gender, and sexual orientation. In 2009, we had one incident of property damage occur that was motivated by hate of race. **d** The 1990 federal law, Clery-Disclosure of Campus Crime Statistics Act, requires colleges to report crime stats.

This is an abbreviated report. See www.muohio.edu/police for the complete Miami University Campus Security Act Statistics Report

Hamilton Campus Report

Campus Security Act Reporting, 2007–2009

	Year	Campus (Residence Halls only)	Campus (not including Residence Halls)	Campus Total <i>a</i>	Non-Campus Total <i>b</i>	Public Property	Hate Crimes <i>c</i>
Murder and Non-Negligent Manslaughter	2009	-	0	0	0	0	0
	2008	-	0	0	0	0	0
	2007	-	0	0	0	0	0
Manslaughter - Negligent	2009	-	0	0	0	0	0
	2008	-	0	0	0	0	0
	2007	-	0	0	0	0	0
Sex Offenses - Forcible	2009	-	0	0	0	0	0
	2008	-	0	0	0	0	0
	2007	-	0	0	0	0	0
Sex Offenses - Non-Forcible	2009	-	0	0	0	0	0
	2008	-	0	0	0	0	0
	2007	-	0	0	0	0	0
Robbery	2009	-	0	0	0	0	0
	2008	-	0	0	0	0	0
	2007	-	0	0	0	0	0
Aggravated Assault	2009	-	0	0	0	0	0
	2008	-	0	0	0	1	0

This is an abbreviated report. See www.muohio.edu/police for the complete Miami University Campus Security Act Statistics Report

	2007	-	0	0	0	0	0
Burglary	2009	-	0	0	0	0	0
	2008	-	0	0	0	0	0
	2007	-	2	2	0	0	0
Motor Vehicle Theft	2009	-	1	1	0	0	0
	2008	-	1	1	0	0	0
	2007	-	0	0	0	0	0
Arson	2009	-	0	0	0	0	0
	2008	-	0	0	0	0	0
	2007	-	0	0	0	0	0

a The Hamilton campus has no residential facilities. **b** Non-Campus—Non-Campus is (1) any building or property owned or controlled by a student organization that is officially recognized by Miami; or (2) any building or property owned or controlled by Miami that is used in direct support of or in relation to, Miami's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of Miami. The Hamilton campus has no buildings owned or controlled by student organizations. Non-contiguous buildings used by Miami-Hamilton in direct support of its educational purposes include off-site locations that were used to offer academic courses. **c** Hate Crimes—Hate crimes are crimes that manifest evidence that the victim was intentionally selected because of the victim's actual or perceived race (RA), religion (RE), sexual orientation (SO), gender (G), ethnicity (E) or disability (D). **d** The 1990 federal law, Clery-Disclosure of Campus Crime Statistics Act, requires colleges to report crime stats.

This is an abbreviated report. See www.muohio.edu/police for the complete Miami University Campus Security Act Statistics Report

Middletown Campus Report

Campus Security Act Reporting, 2007–2009

	Year	Campus (Residence Halls only)	Campus (not including Residence Halls)	Campus Total <i>a</i>	Non-Campus Total <i>b</i>	Public Property	Hate Crimes <i>c</i>
Murder and Non-Negligent Manslaughter	2009	-	0	0	0	0	0
	2008	-	0	0	0	0	0
	2007	-	0	0	0	0	0
Manslaughter - Negligent	2009	-	0	0	0	0	0
	2008	-	0	0	0	0	0
	2007	-	0	0	0	0	0
Sex Offenses - Forcible	2009	-	1	1	0	0	0
	2008	-	0	0	0	0	0
	2007	-	0	0	0	0	0
Sex Offenses - Non-Forcible	2009	-	0	0	0	0	0
	2008	-	0	0	0	0	0
	2007	-	0	0	0	0	0
Robbery	2009	-	0	0	0	0	0
	2008	-	0	0	0	0	0
	2007	-	0	0	0	0	0
Aggravated Assault	2009	-	1	1	0	0	0
	2008	-	0	0	0	0	0

This is an abbreviated report. See www.muohio.edu/police for the complete Miami University Campus Security Act Statistics Report

	2007	-	0	0	0	0	0
Burglary	2009	-	0	0	0	0	0
	2008	-	0	0	0	0	0
	2007	-	1	1	0	0	0
Motor Vehicle Theft	2009	-	0	0	0	0	0
	2008	-	0	0	0	0	0
	2007	-	0	0	0	0	0
Arson	2009	-	0	0	0	0	0
	2008	-	2	2	0	0	0
	2007	-	0	0	0	0	0

a The Middletown campus has no residential facilities. **b** Non-Campus—Non-Campus is (1) any building or property owned or controlled by a student organization that is officially recognized by Miami; or (2) any building or property owned or controlled by Miami that is used in direct support of or in relation to, Miami's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of Miami. The Middletown campus has no buildings owned or controlled by student organizations. Non-contiguous buildings used by Miami-Middletown in direct support of its educational purposes include off-site locations that were used to offer academic courses. **c** Hate Crimes—Hate crimes are crimes that manifest evidence that the victim was intentionally selected because of the victim's actual or perceived race (RA), religion (RE), sexual orientation (SO), gender (G), ethnicity (E) or disability. **d** The 1990 federal law, Clery-Disclosure of Campus Crime Statistics Act, requires colleges to report crime stats.

This is an abbreviated report. See www.muohio.edu/police for the complete Miami University Campus Security Act Statistics Report

Luxembourg Campus Report

Campus Security Act Reporting, 2007–2009

	Year	Campus (Residence Halls only)	Campus (not including Residence Halls)	Campus Total <i>a</i>	Non-Campus Total <i>b</i>	Public Property	Hate Crimes <i>c</i>
Murder and Non-Negligent Manslaughter	2009	-	0	0	-	0	0
	2008	-	0	0	-	0	0
	2007	-	0	0	-	0	0
Manslaughter - Negligent	2009	-	0	0	-	0	0
	2008	-	0	0	-	0	0
	2007	-	0	0	-	0	0
Sex Offenses - Forcible	2009	-	0	0	-	0	0
	2008	-	0	0	-	0	0
	2007	-	0	0	-	0	0
Sex Offenses – Non-Forcible	2009	-	0	0	-	0	0
	2008	-	0	0	-	0	0
	2007	-	0	0	-	0	0
Robbery	2009	-	0	0	-	0	0
	2008	-	0	0	-	0	0
	2007	-	0	0	-	0	0
Aggravated Assault	2009	-	0	0	-	0	0
	2008	-	0	0	-	0	0

This is an abbreviated report. See www.muohio.edu/police for the complete Miami University Campus Security Act Statistics Report

	2007	-	0	0	-	0	0
Burglary	2009	-	0	0	-	0	0
	2008	-	0	0	-	0	0
	2007	-	0	0	-	0	0
Motor Vehicle Theft	2009	-	0	0	-	0	0
	2008	-	0	0	-	0	0
	2007	-	0	0	-	0	0
Arson	2009	-	0	0	-	0	0
	2008	-	0	0	-	0	0
	2007	-	0	0	-	0	0

a The Luxembourg campus has no residential facilities for students. The campus does provide faculty housing in the villa. **b** Non-Campus—Non-Campus is (1) any building or property owned or controlled by a student organization that is officially recognized by Miami; or (2) any building or property owned or controlled by Miami that is used in direct support of or in relation to, Miami's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of Miami. The Luxembourg campus has no "Non-Campus" buildings or property. **c** Hate Crimes—Hate crimes are crimes that manifest evidence that the victim was intentionally selected because of the victim's actual or perceived race (RA), religion (RE), sexual orientation (SO), gender (G), ethnicity (E) or disability (D). **d** The 1990 federal law, Clery-Disclosure of Campus Crime Statistics Act, requires colleges to report crime stats.

This is an abbreviated report. See www.muohio.edu/police for the complete Miami University Campus Security Act Statistics Report

Voice of America Campus Report

Campus Security Act Reporting, 2009

	Year	Campus (Residence Halls only)	Campus (not including Residence Halls)	Campus Total <i>a</i>	Non-Campus Total <i>b</i>	Public Property	Hate Crimes <i>c</i>
Murder and Non-Negligent Manslaughter	2009	-	0	0	0	0	0
	2008	-	-	-	-	-	-
	2007	-	-	-	-	-	-
Manslaughter – Negligent	2009	-	0	0	0	0	0
	2008	-	-	-	-	-	-
	2007	-	-	-	-	-	-
Sex Offenses – Forcible	2009	-	0	0	0	0	0
	2008	-	-	-	-	-	-
	2007	-	-	-	-	-	-
Sex Offenses - Non-Forcible	2009	-	0	0	0	0	0
	2008	-	-	-	-	-	-
	2007	-	-	-	-	-	-
Robbery	2009	-	0	0	0	0	0
	2008	-	-	-	-	-	-
	2007	-	-	-	-	-	-
Aggravated Assault	2009	-	0	0	0	0	0
	2008	-	-	-	-	-	-

This is an abbreviated report. See www.muohio.edu/police for the complete Miami University Campus Security Act Statistics Report

	2007	-	-	-	-	-	-
Burglary	2009	-	0	0	0	0	0
	2008	-	-	-	-	-	-
	2007	-	-	-	-	-	-
Motor Vehicle Theft	2009	-	0	0	0	0	0
	2008	-	-	-	-	-	-
	2007	-	-	-	-	-	-
Arson	2009	-	0	0	0	0	0
	2008	-	-	-	-	-	-
	2007	-	-	-	-	-	-

a The Voice of America campus has no residential facilities. **b** Non-Campus—Non-Campus is (1) any building or property owned or controlled by a student organization that is officially recognized by Miami; or (2) any building or property owned or controlled by Miami that is used in direct support of or in relation to, Miami's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of Miami. The Voice of America campus has no buildings owned or controlled by student organizations. Non-contiguous buildings used by Miami-Voice of America in direct support of its educational purposes include off-site locations that were used to offer academic courses. **c** Hate Crimes—Hate crimes are crimes that manifest evidence that the victim was intentionally selected because of the victim's actual or perceived race (RA), religion (RE), sexual orientation (SO), gender (G), ethnicity (E) or disability (D). **d** The 1990 federal law, Clery-Disclosure of Campus Crime Statistics Act, requires colleges to report crime stats.

The Oxford Campus consists of statistics gathered from:
 Oxford Campus – CSA’s (Campus Security Authorities)
 Miami University Police Department
 Oxford Police Department
 Oxford Township Police Department
 Butler County Sheriff’s Office
 Cincinnati Police Department – MU’s Center for Community Engagement in Over the Rhine (Non campus location)
 The non-campus category also includes statistics gathered from MU’s Study Abroad and US based travel programs.

This is an abbreviated report. See www.muohio.edu/police for the complete Miami University Campus Security Act Statistics Report

Educating for Personal & Social Responsibility

Presentation for the Miami Board of Trustees
Academic Affairs-Student Affairs Sub-committee

Background

AACU¹ Experience: Personal and Social Responsibility (PSR)

- Provided MU with an opportunity to craft a more intentional experience related to issues of integrity
- Created opportunities for benchmarking with other institutions
- Confirmed Miami's multifaceted and developmental approach
- Allowed for an integration of previous integrity studies

¹ Association of American Colleges and Universities

Current Efforts

- E-Scholar: on-line library supported tutorial for students to learn about classroom-based integrity
- Merged Student Code of Conduct for integrity inside and outside of the classroom
 - ethics seminar
- Intentional focus “character matters”: value statement on bookmark, language at orientation
- PSR dilemmas for first years and sophomores

Overall Integrity Violations

■ In-class:

■ 2008-09	116
■ 2009-10	183
■ 2010-11	154

■ Out of class:

■ 2008-2009	154
■ 2009-2010	121
■ 2010-2011	111

Results-Impact

- E-Scholar: 6,500 unique students
- Ethics Seminars: 662 students
- First Year PSR effort
 - Students believed that they should take public stands on ethical and moral issues Pre=83.2%, Post=86.2%.
 - Students believed that improper interpersonal behavior on campus negatively affects the quality of the academic environment Pre=82.8%, Post=88.4%

Career Services

Students

Employers

Fall Career Fair

Internships

Placement Data



More Students Using Career Services in 2010

6,799 individuals attended Career Services programs
3,003 advising appointments (**up 112%**)

Experience is Marketable

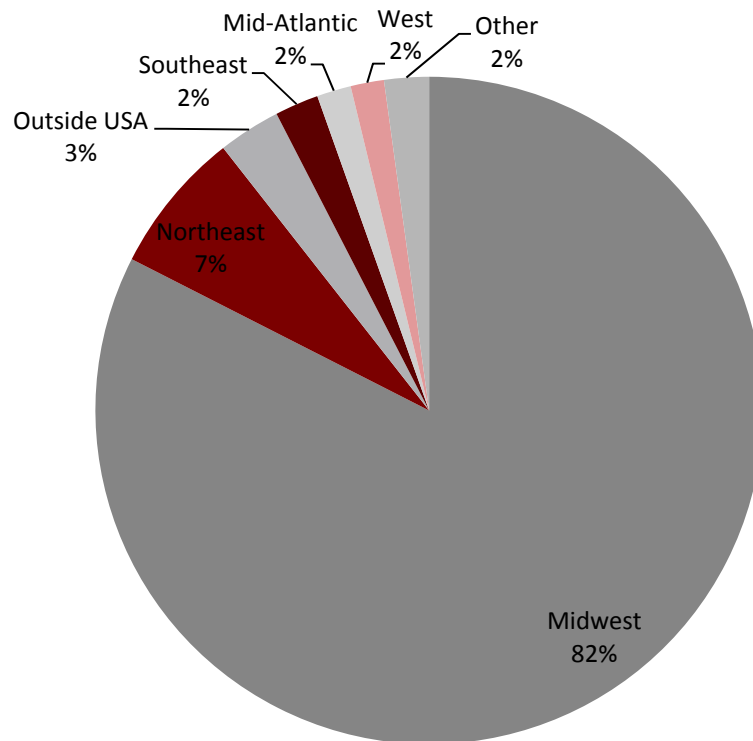
3,879 Opportunities posted (**up 89.3%**)
1038 Internships were posted (**up 59.2%**)



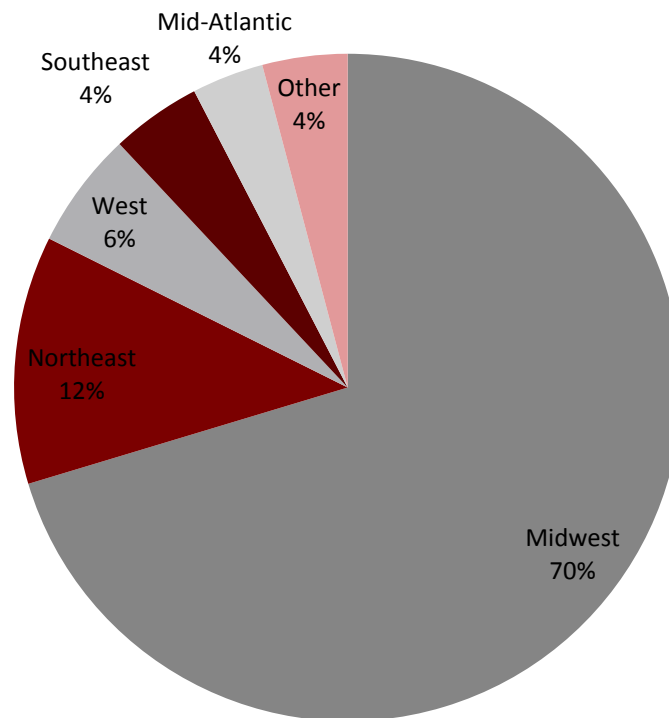
Location is a Major Student Factor

Graduating Registrants, 2010-11

Permanent Address



Geographic Preference



More Employers on-campus 2010

5,222 interviews conducted by **185** employers
with **1,621** students

Hiring goals are up in 2011

Partnerships are expanding
Fall trend toward reasonable competition

Miami students are in demand

Employers visit over the summer
Fall schedules are in demand



September 21, 2011 Fall Career Fair

Companies request an edge

Mock interviews to double

500+ interviews set for day after fair



Internship Data Collection

Career Services to complete student survey in
Fall 2011

68% have done practicum, internship, or field
experience



Employer Survey

- ***Top of Mind Thoughts* – {When you think of Miami University, what is the first thing that comes to mind?} (n=296)**
- High caliber of students (36%)
- Quality education (26%)
- Top tier and prestigious (20%)
- The Miami campus (14%)



Top Major Strengths of Miami Graduates

Intelligence

Work ethic

Communication skills

Well rounded

Excellent education.



SmartMoney

“The Payback Score”

Miami alumni are engaged successfully in a wide variety of enterprises. As students they developed and honed their critical thinking and leadership skills, and were able to take responsibility for their educational experiences.

The Engaged Student



NACE Benchmark Data Highlights

Alumni: Career transition service is provided to alumni through Career Services

Services: Career counseling, career fairs, workshops and on-campus recruiting exceed the benchmark expectation established by NACE

Technology: Career services web site, online job postings, online interview scheduling systems, facebook and twitter are used by Miami Career Services and exceed 50% of respondents.

Internships: For those schools that offer academic internships (82 percent), it is par for the course for the career center to offer assistance to students that want to tap into that resource. Overall, more than three-quarters of respondents (78.4 percent) said they assist students that want to participate in an academic internship being offered by their school.



Miami University Accreditation: Open Pathways

Miami University is accredited by the [Higher Learning Commission](#) (HLC) of the North Central Association of Colleges and Schools. Miami's next accreditation review will occur in 2015. President Hodge recently committed Miami to be one of twenty institutions across the nation to pioneer "Open Pathways," a more streamlined, continuous and electronic means for reaffirmation of accreditation.

Open Pathways consists of two key components:

- 1) Assurance Process which requires the continuous accumulation of electronically stored information and data coupled with the creation of an Assurance Argument that makes the case that the institution meets the Criteria for Accreditation and the federal requirements; and
- 2) Improvement Process which is a Quality Initiative the institution undertakes as something it wants to do and culminates in a Results Visit by peer reviewers.

Assurance Process

The assurance process requires the creation of an Assurance Argument that makes the case that the institution meets the five criteria for accreditation. It also mandates the accumulation of electronically stored information or evidence which supports the claims made in the Assurance Argument.

Criteria are broad statements which are applied to seek evidence of continual improvement, aspiration and best practices. The five criteria focus on mission, resources and program quality.

Improvement Process

The institutions who agreed in 2011 to pilot the "Open Pathways" option for reaffirmation of accreditation will undertake a special improvement project: To examine and evaluate the usefulness of the Degree Qualifications Profile (DP) developed by the Lumina Foundation. The DP is a proposed framework for defining the knowledge and skills that students need to acquire in order to earn associate, bachelor's and master's degrees.

Five interrelated areas of learning have been specified in the DP as critical:

- 1) *Specialized knowledge* (understanding of terminology, theory, methods, tools, literature, complex programs or applications, and cognizance of the limits of the field);
- 2) *Broad integrative knowledge* (practice in core fields ranging from science and the social sciences through the humanities and arts and development of global, cultural and democratic perspectives);
- 3) *Intellectual skills* (fluency in oral and written communication, analytic inquiry, quantitative fluency, use of information resources, engaging diverse perspectives);
- 4) *Applied learning* (demonstration of interaction of academic and non-academic settings and the corresponding integration of theory and practice);
- 5) *Civic engagement* (capacity to use analysis and reflection in out-of-class experiences).

Miami University, along with the other institutional members of the "Open Pathways" pioneer cohort, will test the usefulness of the Degree Qualifications Profile. We will pursue the following questions: Does the DP capture what educators expect of their students at different degree levels? Does it match current practice? Does it offer useful expectations for students in the 21st century?

Schedule for Reaffirmation of Accreditation

- 2011-2012 Accreditation Steering Team is appointed.
- Each department or program appoints an accreditation and assessment contact person. Names are given to Dr. Cecilia Shore at shorec@muohio.edu by September 15.
- Assessment Plans for all majors and degree-granting programs developed. [Note: Units may use existing plans created for professional accreditation or divisional requirements. Units without plans will be offered support through the Center for Enhancement of Learning and Teaching and will be encouraged to use outcomes specified in the Degree Qualifications Profile when appropriate.] New assessment plans must be sent to Dr. Carolyn Haynes at haynesca@muohio.edu by March 1.
- Focus group workshops on the Degree Qualifications Profile held with the departmental contacts.
- Compile needed data for reaffirmation of accreditation. Upload into electronic warehouse.
- 2012-2013 Report on the effectiveness of the Degree Qualifications Profile is drafted, revised and submitted to the Higher Learning Commission.
- Continue compiling needed data for reaffirmation of accreditation and store in electronic warehouse.
- Create detailed outline for Assurance Argument to identify gaps and strengths.
- 2013-2014 Continue compiling needed data for reaffirmation of accreditation and store in electronic warehouse.
- Create preliminary draft of Assurance Argument and begin process of vetting it with key stakeholders. Hold open forums to glean feedback.
- 2014-2015 Submit Assurance Argument and electronic Evidence File to Higher Learning Commission. Host visit by peer reviewers.

The Research Enterprise: Miami University

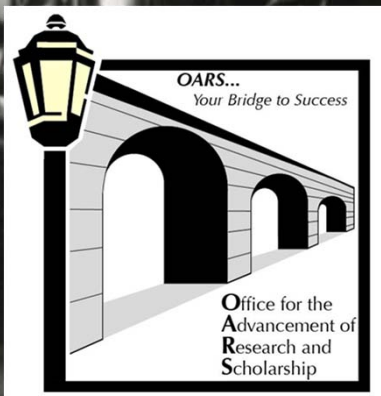
Jim Oris

**Interim Associate Provost for Research &
Scholarship**

Professor of Zoology

Miami University

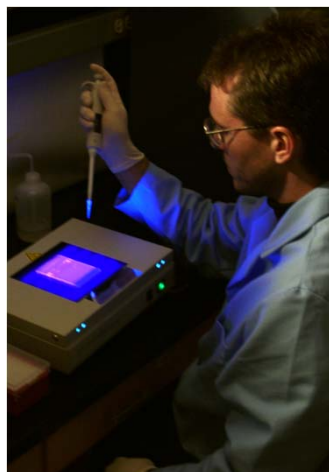
orisjt@muohio.edu



**MIAMI
UNIVERSITY**
OXFORD OHIO

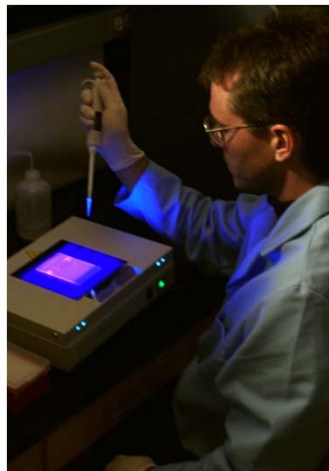
Importance of Research & Scholarship

- Development of new knowledge
- Application of technologies
- Interpretation, exploration of existing knowledge
- Creation of new, creative works
- Critical thinking, problem solving skills
- Interdisciplinary team work
 - Faculty
 - Postdoctoral
 - Graduate Student
 - Undergraduate Student
 - K-12 Student

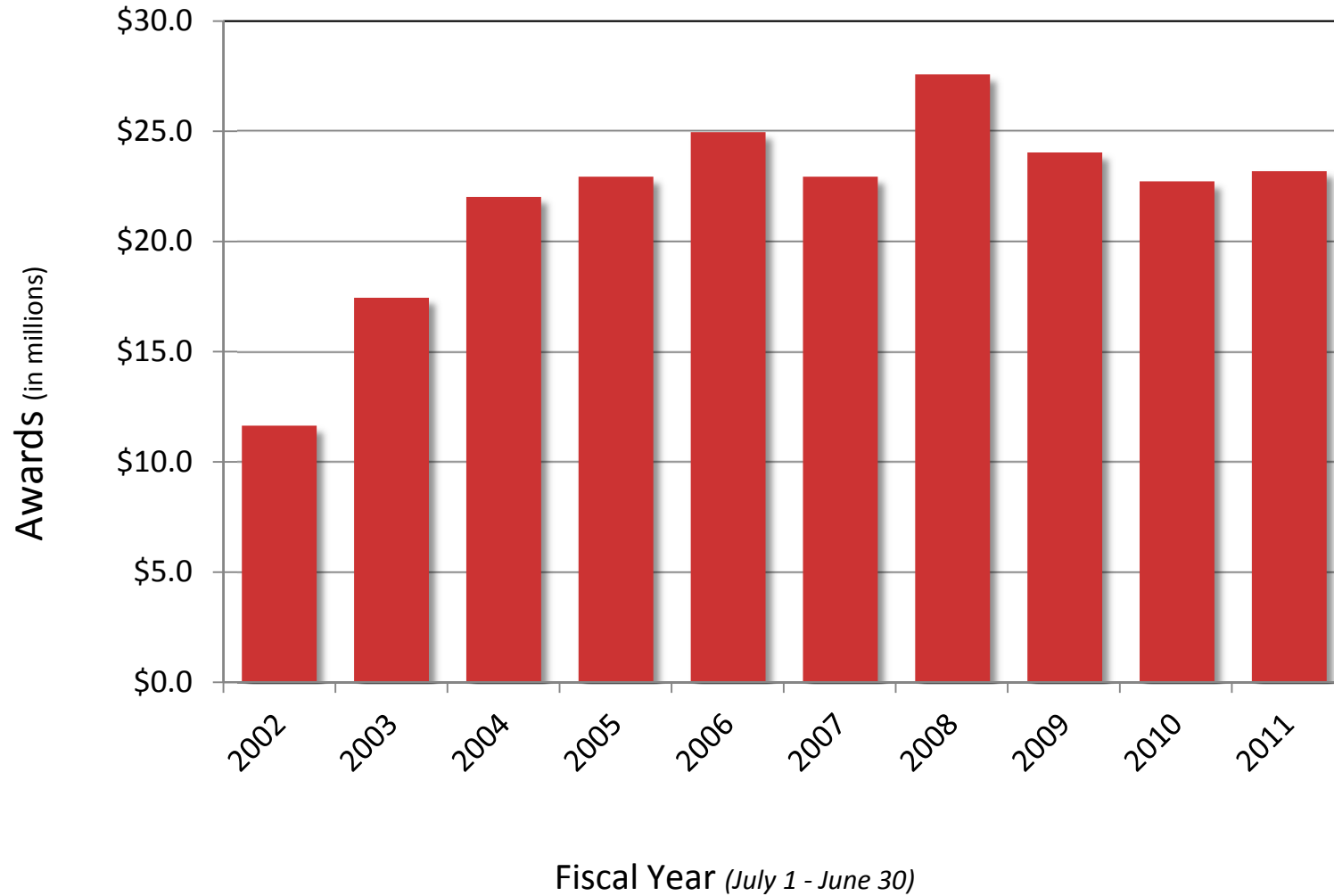


Relationship Between Teaching & Research

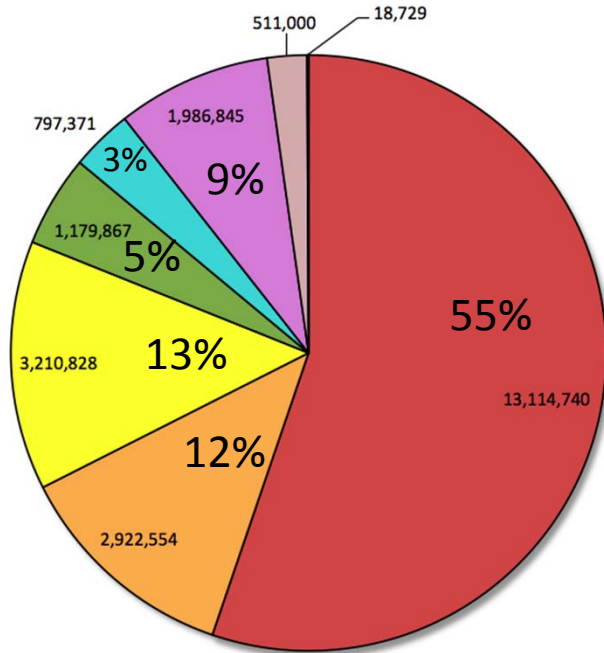
- Contrary to some naysayers, these are NOT mutually exclusive!
- The teacher/scholar model is at the heart of the “Miami Experience”
- The best teachers are ACTIVE scholars
- The best educational outcomes arise from this model (e.g., Miami Plan)
 - interacting with others
 - critical thinking
 - reflecting and acting
- Meeting these challenges requires EXTERNAL sources of funds



External Funding – 10 Year Trend

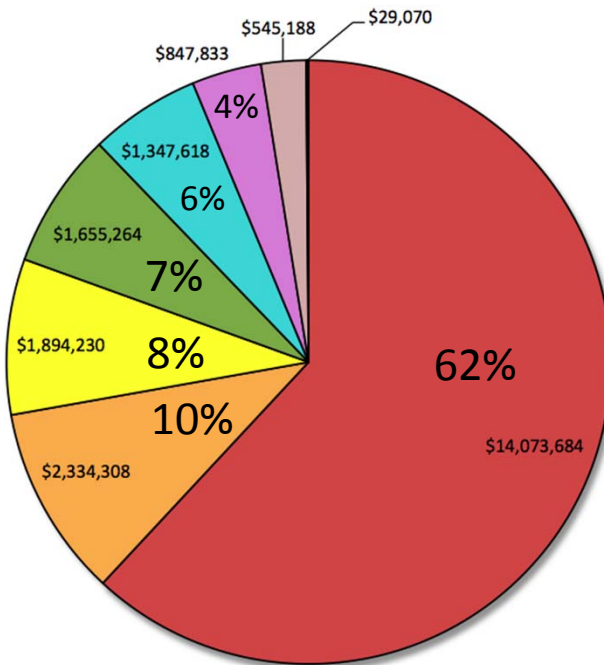


FY2009

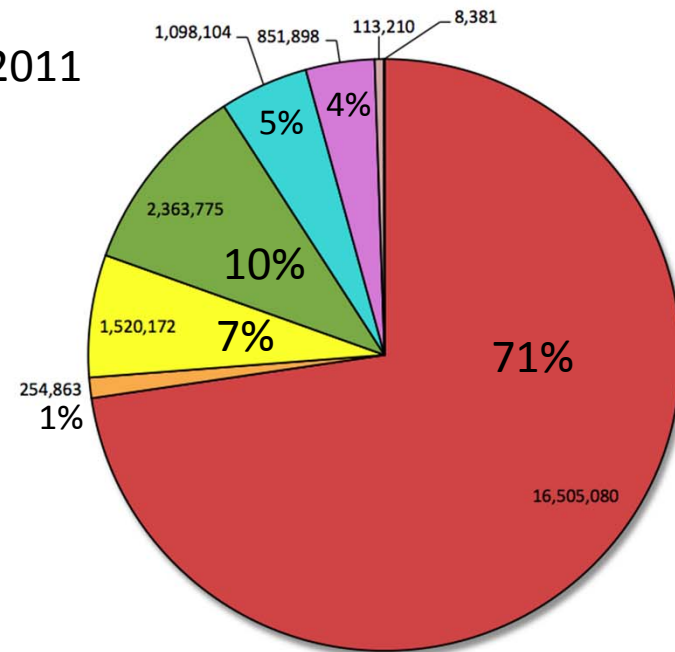


- College of Arts and Science
- Graduate School & Research
- School of Education, Health, & Society
- School of Engineering & Applied Science
- Hamilton Campus
- Middletown Campus
- Farmer School of Business
- School of Fine Arts

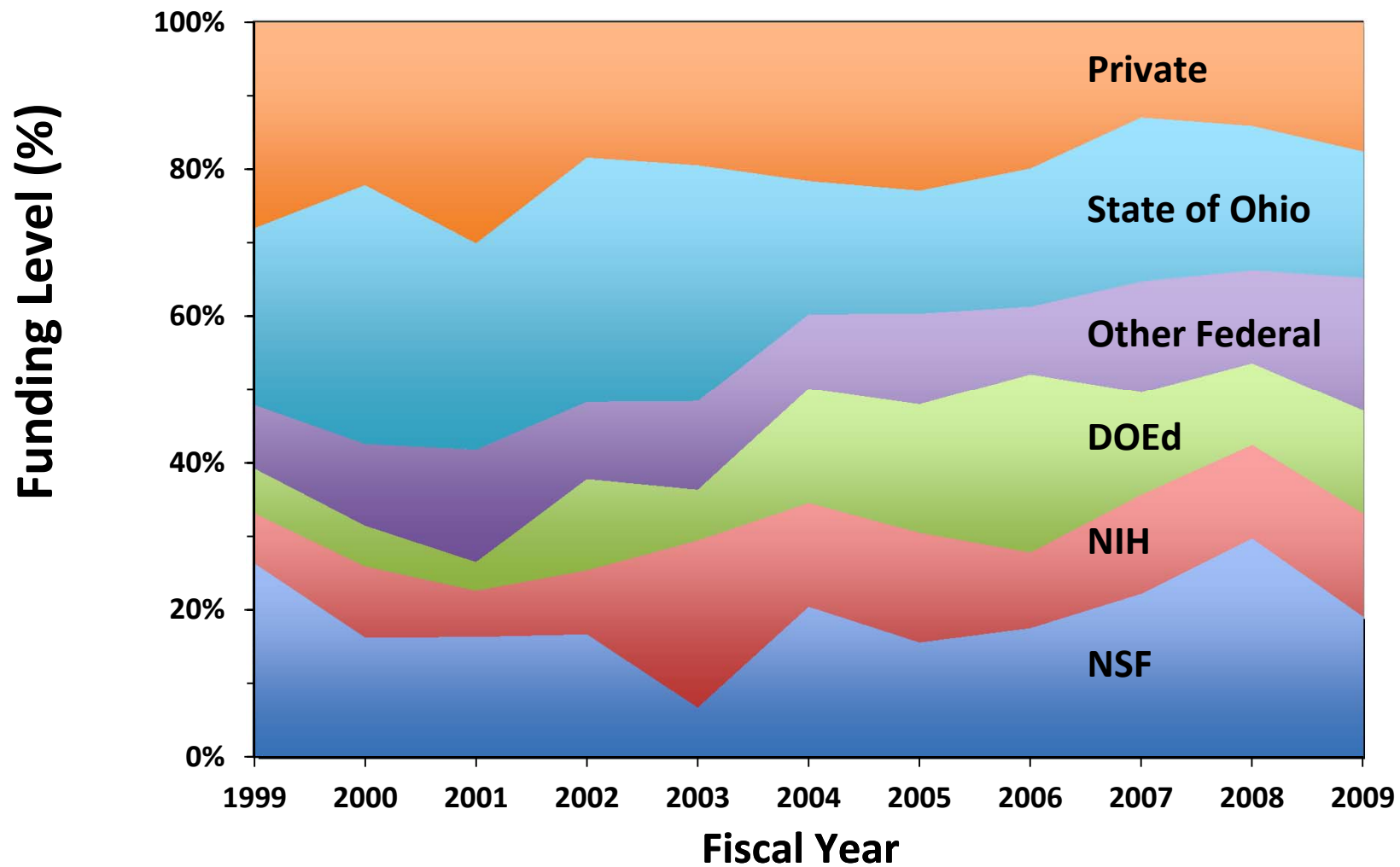
FY2010



FY2011

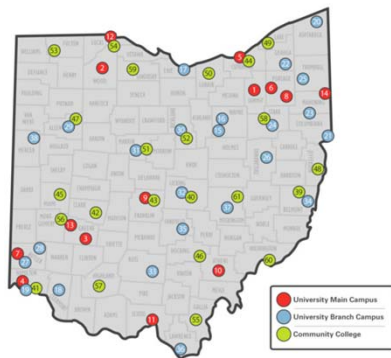


Annual Funding By Source - Miami University



Miami University's Ohio Research Centers of Excellence

- Scripps Gerontology Center*
- Center for Structural Biology and Metabonomics*
- Institute for Entrepreneurship†
- Armstrong Institute for Interactive Media Studies†
- Ohio Evaluation & Assessment Center for Mathematics and Science Education†
- Center for Aquatic and Watershed Sciences†



*Approved by OBOR

†Approved by MU Board of Trustees

Ohio

John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio
Board of Regents

Undergraduate Research and Training

- 85% of seniors did a capstone course, senior project or thesis (33% nationally)
- 27% of seniors worked on a research project with a faculty member (19%)
- 84% of seniors report substantial emphasis on applying theories or concepts to practical problems or in new situations (81%)
- 72% of seniors made a class presentation (60%)
- 78% of seniors worked with classmates outside of class to prepare class assignments (59%)



*National Survey of
Student Engagement
(2009)*



The Cost of Research Funding

- Estimated Facilities & Administration Charges
 - 55% of Total Direct Costs
- DHHS Approved F&A Rate
 - 42% of Modified Total Direct Costs (no equipment)
 - 26% off campus rate; 8% State Agencies
 - Other exceptions (e.g., NSF, Foundations, etc.)
- Realized F&A Rate
 - ~15% (FY2010 = \$2.75M)

The Benefits of Research Funding

- Distribution of F&A Charges
 - ✓ 45% to Business & Finance
 - ✓ 20% to Provost (OARS)
 - ✓ 20% to Division
 - ✓ 15% to Department
- Used for
 - ✓ Operational costs
 - ✓ Cost share on grants
 - ✓ Equipment matching/repair
 - ✓ New faculty start up costs
 - ✓ Outreach and institutional relations

The Benefits of Research Funding

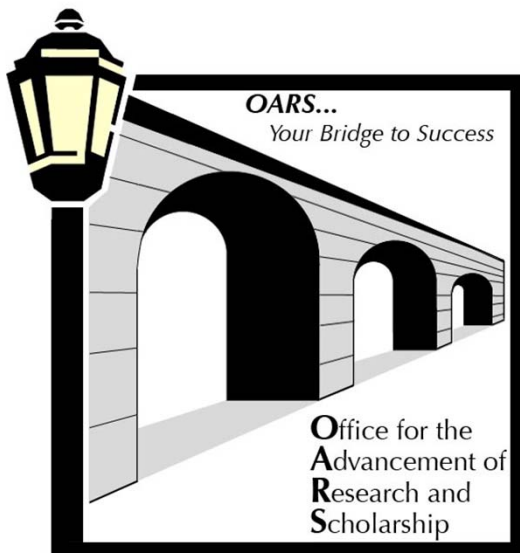
<u>FY 2010 Grant Expenditures</u>	<u>Amount</u>	<u>% of Total Direct Costs</u>
Personnel	8,647,303	47.2%
Faculty	2,127,251	11.6%
Unclassified Staff	3,601,024	19.7%
Classified Staff	207,898	1.1%
Graduate Assistants	1,871,242	10.2%
Undergraduate Assistants	839,888	4.6%
Benefits	1,616,800	8.8%
Travel	685,155	3.7%
Faculty/Staff	590,570	3.2%
Students	94,584	0.5%
Hosting	71,306	0.4%
Supplies	1,305,055	7.1%
Equipment	1,779,335	9.7%
Services	2,206,646	12.1%
Participant Support Costs	1,104,525	6.0%
Scholarships(not Student Fin Aid)	772,081	4.2%
Other	116,299	0.6%
F&A	2,751,725	15.0%
Total	21,741,386	

Questions?

Jim Oris

Interim Associate Provost for Research and Scholarship
102 Roudebush Hall
Miami University
Oxford, OH 45056

513-529-3600
orisjt@muohio.edu





Office of Enrollment Management

MEMORANDUM

TO: President's Executive Council
FROM: Michael S. Kabbaz, Associate Vice President for Enrollment Management
RE: Preliminary Profile for Board of Trustee's Academic / Student Affairs Committee
DATE: Thursday, August 18, 2011

First-year

Applications reached a record high of 18,482, or 9 percent growth over fall 2010. As of August 16, 2011, there were 3,664 first-year confirmations.

- Non-resident applications grew by 18 percent to 9,726 first-year applications, including an increase of 13 percent for domestic non-resident and 44.4 percent increase in international non-resident students.
- Acceptance rate has dropped to 75 percent from 79 percent.
- Non-resident enrollment has increased from 33 percent to 38 percent.
- The class hails from 40 states, plus District of Columbia, 23 foreign countries, and 1,144 high schools.
- Average ACT score has increased to 26.4 from 26.1.
- Domestic students of color represent 12 percent of the first-year class (which is consistent with last year).
- International first-year student confirmations have increased by 81 percent to 181.
- First generation students represent 19.1 percent of the class, up from 18.4 percent.
- Alumni legacies represent 22.8 percent of the class, up from 18.5 percent.

Transfer

- Applications have increased from 863 to 999 (16 percent).
- Confirmations stand at 314, representing a 16 percent growth.
- International transfer student confirmations have increased by 115 percent.
- Domestic transfer students of color represent 20 percent of the enrolling transfer class.
- Eighty percent of the enrolled transfer students last attended a four-year institution. Top five four-year institutions, in order, were: UC, Ohio State, IU, Ohio University, and Kent State.
- Twenty percent of enrolled transfer students last attended a two-year institution. Top five two-year institutions, in order, were: Sinclair CC, Columbus State CC, Cuyahoga CC, UC –Raymond Walters, and Cincinnati State CC.
- Enrolled transfer students hail from 22 states and seven countries.
- Seventy percent of enrolled transfer students will live on campus.

ENROLLMENT STRATEGY

Board of Trustees
Academic / Student Affairs Committee
September 7, 2011

Michael S. Kabbaz
Associate Vice President for Enrollment Management

Class of 2015 – Preliminary Profile

Applications reached a record high of 18,482, or 9 percent growth over fall 2010. As of August 16, 2011, there were 3,664 first-year confirmations.

- Non-resident applications grew by 18 percent to 9,726 first-year applications, including an increase of 13 percent for domestic non-resident and 44.4 percent increase in international non-resident students.
- Acceptance rate has dropped to 75 percent from 79 percent.
- Non-resident enrollment has increased from 33 percent to 38 percent.
- The class hails from 40 states, plus District of Columbia, 23 foreign countries, and 1,144 high schools.

Class of 2015 – Preliminary Profile

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- Domestic students of color represent 12 percent of the first-year class (which is consistent with last year).
- International first-year student confirmations have increased by 81 percent to 181.
- First generation students represent 19.1 percent of the class, up from 18.4 percent.
- Alumni legacies represent 22.8 percent of the class, up from 18.5 percent.

Transfer – Preliminary Profile

- Applications have increased from 863 to 999 (16 percent).
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Transfer – Preliminary Profile

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- Enrolled transfer students hail from 22 states and seven countries.
- Seventy percent of enrolled transfer students will live on campus.

OEM Update

- Brent Shock was named Director of Student Financial Assistance effective July 1, 2011.
- In 2010-2011, Student Financial Assistance processed 23,344 FAFSAs, a 32% increase since 2007-08.
- Ann Larson has been appointed the interim Director of Admission. A national search will be conducted for a permanent Director in early 2012.
- Office of Admission is in the final stages of appointing a newly created Chicago-based regional admission position.
- Partnering with National Student Clearinghouse, the Office of Registrar completed the first fiscal year with a new 24/7 transcript ordering service, while reducing office FTE by two.

Goal #1

Build an Enrollment Management Identity, Organization, and Culture at Miami

Lead the creation of an Enrollment Management infrastructure and culture that embraces data-driven decision-making to strategically manage enrollment and related student services and effectively supports the priorities of the University.

Goal #2

Proactively Manage Undergraduate Enrollment Size and Composition

Meet the fall 2012 first-year numeric goal of 3,600 while increasing applications to exceed 20,000 across the five academic divisions.

Goal #3

Enhance and Integrate Miami's State, Regional, National, and International Marketing and Communication Efforts to Increase Interest from Prospective Students, Parents, and Other Key Influencers

In collaboration with with University Communications, Enrollment Management will revamp and enhance all communication mediums (paper collateral, web, and email) and integrate data coordination efforts, a vital element to expanding Miami's ability to proactively meet its enrollment goals.

Goal #4

Develop a Long-Term Institutional Aid Strategy

Begin to develop long-term infrastructure to strengthen the University's capability to proactively predict and control institutional aid resources, positively impact in-state and out-of-state yield, enhance the student academic profile, and maximize net tuition revenue.

E-learning @ Miami University
 Selected Data
 Time Frame: 200130 to 3/20/11

U.S. Student Home Address of Record at
 Date of Course Start (duplicated head
 count)

United States			
By state:		By Student Count:	
State	Student Count	State	Student Count
AK	-	OH	22,577
AL	3	IL	486
AR	16	IN	229
AZ	28	KY	127
CA	75	MI	121
CO	57	NY	121
CT	61	PA	82
DC	9	CA	75
DE	-	MO	62
FL	28	CT	61
GA	35	TX	60
HI	4	CO	57
IA	2	NJ	53
ID	9	VA	44
IL	486	MD	40
IN	229	WA	38
KS	10	MN	37
KY	127	WI	36
LA	12	GA	35
MA	20	WV	34
MD	40	AZ	28
ME	4	FL	28
MI	121	NC	22
MN	37	MA	20
MO	62	TN	20
MS	-	MT	19
MT	19	OR	18
NC	22	AR	16
ND	1	LA	12
NE	4	KS	10
NH	5	WY	10
NJ	53	DC	9
NM	-	ID	9
NV	-	OK	7
NY	121	UT	7
OH	22,577	NH	5
OK	7	HI	4
OR	18	ME	4
PA	82	NE	4
PR	2	AL	3
RI	1	SC	3
SC	3	VT	3
SD	-	IA	2
TN	20	PR	2
TX	60	ND	1
UT	7	RI	1
VA	44	AK	-
VT	3	DE	-
WA	38	MS	-
WI	36	NM	-
WV	34	NV	-
WY	10	SD	-

International Student Home Address of
 Record at Date of Course Start (duplicated
 head count)

International			
By Country:		By Student Count:	
Country	Student Count	Country	Student Count
Argentina	28	China	47
Australia	1	Argentina	28
Bahamas	1	Netherlands	7
Bahrain	1	Thailand	7
Canada	4	South Korea	6
China	47	Sweden	5
Czech Repu	2	Canada	4
Ecuador	1	Rwanda	3
Ghana	1	Czech Repu	2
Israel	1	Luxembourg	2
Japan	1	Romania	2
Kenya	1	Russia	2
Luxembourg	2	Australia	1
Malaysia	1	Bahamas	1
Namibia	1	Bahrain	1
Nepal	1	Ecuador	1
Netherlands	7	Ghana	1
Romania	2	Israel	1
Russia	2	Japan	1
Rwanda	3	Kenya	1
Singapore	1	Malaysia	1
South Korea	6	Namibia	1
Sweden	5	Nepal	1
Taiwan	1	Singapore	1
Thailand	7	Taiwan	1
Tunisia	1	Tunisia	1
UAE	1	UAE	1
United King	1	United King	1
Zimbabwe	1	Zimbabwe	1

E-learning @ Miami University
Selected Data
Time Frame: 200130 to 4/5/11

Campus of Course

By Campus:

Campus	Courses
Hamilton	87
Middletown	79
Oxford	188
VOALC	19

By No. of Courses:

Campus	Courses
Oxford	188
Hamilton	87
Middletown	79
VOALC	19

Division of Course

By Division:

CAS	141
EHS	118
FSB	33
REG	4
SFA	5

Miami University
 Program Integrity
 State Authorization
 Progress to date

State	Agency	Contact	Response received	Requirements	Status	Who?	Notes
1 AZ	Arizona	Arizona State Board for Private Postsecondary Education	E Keith Blanchard	06/29/2011 No requirement as long as no physical presence.	Complete	cdy	
2 CA	California	Bureau for Private Postsecondary Education	Joanne Wenzel	06/29/2011 Public institutions do not have to seek approval.	Complete	cdy	
3 DE	Delaware	Delaware Department of Education	Wayne A. Barton	06/29/2011 No DOE approval unless physical presence or incorporation.	Complete	cdy	
4 FL	Florida	Commission for Independent Education		07/10/2011 Document state approval in Ohio upon request.	Complete	cdy	
5 HI	Hawaii	Hawaii Department of Education	Jeffrey E. Brunton	06/29/2011 Does not endorse, license, approve or register educational inst	Complete	cdy	
6 ID	Idaho	Idaho Board of Education	Harv Lyter	06/29/2011 No requirement to register.	Complete	cdy	
7 NE	Nebraska	Nebraska Coordinating Commission for Postsec	Kathleen Fimple	06/30/2011 Do not need approval; sending verification letter.	Complete	cdy	Received final letter of exemption.
8 RI	Rhode Island	Rhode Island Board of Governors for Higher Edu	Deanna Velletri	07/05/2011 No physical presence; therefore, not subject to regulations	Complete	cdy	
9 SD	South Dakota	South Dakota Board of Regents	Jack R. Warner	07/06/2011 No requirements for licensure.	Complete	cdy	
10 VT	Vermont	Vermont State Board of Education	Cathy Hilgendorf	07/01/2011 No physical presence; therefore, not subject to regulations	Complete	cdy	
11 VA	Virginia	State Council of Higher Education for Virginia	Linda H. Woodley	06/29/2011 No physical presence, therefore inegligible for certification	Complete	cdy	
12 WI	Wisconsin	Wisconsin Educational Approval Board	David Dies	06/29/2011 Exempt: public university	Complete	cdy	
1 AR	Arkansas	Arkansas State Board of Private Career Educatio	Brenda Germann	06/29/2011 Questionnaire: YES public,OBOR Program Approval website	In Process	cdy	Make contact with AR Dept of Higher Education for more reqs
2 GA	Georgia	Nonpublic Postsecondary Education Commissio	William C. Crews	06/30/2011 Need to address letter to NPEC; gen counsel signs	In Process	cdy	www.gnpec.org
3 IL	Illinois	Illinois Board of Education	Nina Tangman	06/29/2011 Requested more information about physical presence	In Process	cs	Information will be analyzed to determine if add'l approval req'd.
4 KS	Kansas	Kansas Board of Regents	Katie Geier	07/01/2011 Questionnaire to complete and return	In Process	cdy	
5 ME	Maine	Maine Department of Education	Donna Rancourt	06/30/2011 Questionnaire completed.	In Process		
6 OK	Oklahoma	Oklahoma State Regents for Higher Education	Gina M. Wekke	06/29/2011 Will hear from Jose Dela Cruz in next 2-3 weeks	In Process		
7 WV	West Virginia	West Virginia Higher Education Policy Commissi	Mark W. Stotler	07/13/2011 Form and questionnaire to complete	In Process		
1 AL	Alabama	Alabama Commission on Higher Education	Elizabeth C. French	07/05/2011 Three step process with three different agencies	In Review	cdy	www.ache.state.al.us
2 AK	Alaska	Alaska Commission on Postsecondary Education	Kris Cole	07/06/2011 Apply for exemption (non-AK inst no physical presence)	In Review	cdy	http://akadvantage.alaska.gov/Portals/0/00ExemptApp.pdf
3 CT	Connecticut	The Board of Governors for Higher Education		07/07/2011 Demonstrate compliance with 8 criteria	In Review	cdy	
4 LA	Louisiana	Louisiana Board of Regents	Nancy Beall	06/29/2011 Required to register. See letter.	In Review		
5 MI	Michigan	Michigan Department of Energy, Labor & Econo	Michael Beamish	06/29/2011 Review documents -- appears to be for private instructions	In Review		
6 MN	Minnesota	Minnesota Office of Higher Education	George R.Roedler, Jr.	06/29/2011 Required to register. See letter.	In Review		
7 MO	Missouri	Missouri Department of Higher Education	Bridget Johnston	06/30/2011 Needs letter affirming accred, and adherence to MO principles	In Review		
8 NV	Nevada	Nevada Commission on Postsecondary Educatio	David Perlman	06/29/2011 Form 100 -- Online Education Certification; notarized and subn	In Review		
9 NC	North Carolina	The University of North Carolina Board of Gover	Maggie Ryan	06/30/2011 Conditions detailed in letter regarding presence.	In Review		
10 OR	Oregon	Office of Degree Authorization	Jennifer Diallo	06/29/2011 Multiple steps and processes.	In Review	cdy	http://www.osac.state.or.us/oda/
11 SC	South Carolina	South Carolina Commission on Higher Educatio	Renea H. Eshleman	06/29/2011 Form to complete, notarize and submit for non-public schools	In Review	cdy	All documents refer to nonpublic; request clarification for public
12 TX	Texas	Texas Higher Education Coordinating Board	D. Gaye Bumsted Perry	06/29/2011 Finalizing exemptions; send formal letter	In Review	cdy	Develop formal letter; csw will review
13 UT	Utah	Utah Division of Consumer Protection	Marla Winegar	06/29/2011 Request for exemption as a non-proprietary school	In Review	cdy	Request for exemption letter in review
14 WY	Wyoming	Wyoming Department of Education	Samantha Mills	06/29/2011 One page application; \$100 annually	In Review	cdy	http://edu.wyoming.gov/Programs/schools/private_school_licensing.aspx
1 NM	New Mexico	New Mexico Higher Education Department	Jose Z. Garcia	06/30/2011 Requires program approval; reviewing their own process	On hold		Will post by April 12, 2012
1 CO	Colorado	Colorado Department of Higher Education					
2 DC	District of Columbia	Education Licensure Commission					
3 IN	Indiana	Indiana Commission on Proprietary Education					
4 IA	Iowa	Iowa College Student Aid Commission					
5 KY	Kentucky	Council on Postsecondary Education					
6 MD	Maryland	Maryland Higher Education Commission					
7 MA	Massachusetts	Massachusetts Board of Higher Education					
8 MS	Mississippi	Mississippi Commission on College Accreditation					
9 MT	Montana	Montana University System, Montana Board of Regents					
10 NH	New Hampshire	New Hampshire Postsecondary Education Commission					
11 NJ	New Jersey	New Jersey Department of Labor and Workforc	Forwarded to Robert Gri	06/29/2011 Agency forwarded for response			
12 NY	New York	Bureau of Proprietary School Supervision					
13 ND	North Dakota	North Dakota State Board for Career and Technical Education					
14 PA	Pennsylvania	Pennsylvania Department of Education					
15 PR	Puerto Rico	Puerto Rico Council on Higher Education					
16 TN	Tennessee	Tennessee Higher Education Commission					
17 WA	Washington	Washington Higher Education Coordinating Board					Current authorization in place.

12 Complete
 7 In Process
 14 In Review
 1 On hold
 17 No response to date
 51

Miami University
 Program Integrity
 State Authorization
 Progress to date

State	Agency	Contact	Response received	Requirements	Status	Who?	Notes
AL	Alabama Commission on Higher Education	Elizabeth C. French	07/05/2011	Three step process with three different agencies	In Review	cdy	www.ache.state.al.us
AK	Alaska Commission on Postsecondary Education	Kris Cole	07/06/2011	Apply for exemption (non-AK inst no physical presence)	In Review	cdy	http://akadvantage.alaska.gov/Portals/0/00ExemptApp.pdf
AZ	Arizona State Board for Private Postsecondary Education	Keith Blanchard	06/29/2011	No requirement as long as no physical presence.	Complete	cdy	
AR	Arkansas State Board of Private Career Education	Brenda Germann	06/29/2011	Questionnaire: YES public,OBOR Program Approval website	In Process	cdy	Make contact with AR Dept of Higher Education for more reqs
CA	Bureau for Private Postsecondary Education	Joanne Wenzel	06/29/2011	Public institutions do not have to seek approval.	Complete	cdy	
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CT	The Board of Governors for Higher Education		07/07/2011	Demonstrate compliance with 8 criteria	In Review	cdy	
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IA	Iowa College Student Aid Commission						
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MA	Massachusetts Board of Higher Education						
MI	Michigan Department of Energy, Labor & Economic Affairs	Michael Beamish	06/29/2011	Review documents -- appears to be for private instructions	In Review		
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MT	Montana University System, Montana Board of Regents						
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NV	Nevada Commission on Postsecondary Education	David Perlman	06/29/2011	Form 100 -- Online Education Certification; notarized and subn	In Review		
NH	New Hampshire Postsecondary Education Commission						
NJ	New Jersey Department of Labor and Workforce Development	Forwarded to Robert Gri	06/29/2011	Agency forwarded for response			
NM	New Mexico Higher Education Department	Jose Z. Garcia	06/30/2011	Requires program approval; reviewing their own process	On hold		Will post by April 12, 2012
NY	Bureau of Proprietary School Supervision						
NC	The University of North Carolina Board of Governors	Maggie Ryan	06/30/2011	Conditions detailed in letter regarding presence.	In Review		
ND	North Dakota State Board for Career and Technical Education						
OK	Oklahoma State Regents for Higher Education	Gina M. Wekke	06/29/2011	Will hear from Jose Dela Cruz in next 2-3 weeks	In Process		
OR	Office of Degree Authorization	Jennifer Diallo	06/29/2011	Multiple steps and processes.	In Review	cdy	http://www.osac.state.or.us/oda/
PA	Pennsylvania Department of Education						
PR	Puerto Rico Council on Higher Education						
RI	Rhode Island Board of Governors for Higher Education	Deanna Velletri	07/05/2011	No physical presence; therefore, not subject to regulations	Complete	cdy	
SC	South Carolina Commission on Higher Education	Renea H. Eshleman	06/29/2011	Form to complete, notarize and submit for non-public schools	In Review	cdy	All documents refer to nonpublic; request clarification for public
SD	South Dakota Board of Regents	Jack R. Warner	07/06/2011	No requirements for licensure.	Complete	cdy	
TN	Tennessee Higher Education Commission						
TX	Texas Higher Education Coordinating Board	D. Gaye Bumsted Perry	06/29/2011	Finalizing exemptions; send formal letter	In Review	cdy	Develop formal letter; csw will review
UT	Utah Division of Consumer Protection	Marla Winegar	06/29/2011	Request for exemption as a non-proprietary school	In Review	cdy	Request for exemption letter in review
VT	Vermont State Board of Education	Cathy Hilgendorf	07/01/2011	No physical presence; therefore, not subject to regulations	Complete	cdy	
VA	State Council of Higher Education for Virginia	Linda H. Woodley	06/29/2011	No physical presence, therefore ineligible for certification	Complete	cdy	
WA	Washington Higher Education Coordinating Board						Current authorization in place.
WV	West Virginia Higher Education Policy Commission	Mark W. Stotler	07/13/2011	Form and questionnaire to complete	In Process		
WI	Wisconsin Educational Approval Board	David Dies	06/29/2011	Exempt: public university	Complete	cdy	
WY	Wyoming Department of Education	Samantha Mills	06/29/2011	One page application; \$100 annually	In Review	cdy	http://edu.wyoming.gov/Programs/schools/private_school_licensing.aspx

ATTACHMENT H

		Summer Term				
COURSE_DIV	Subject	200630	200730	200830	200930	Total
CAS	MTH	128	119	154	122	523
	CHM	155	125	109	101	490
	HST	93	112	132	86	423
	PHY	118	88	75	85	366
	COM	78	90	91	79	338
	SPN	86	84	79	67	316
	STA	81	74	67	60	282
	ZOO	46	64	55	64	229
	PSY	33	63	62	57	215
	SOC	42	43	43	32	160
	POL	34	40	39	26	139
	ENG	32	28	32	33	125
	PHL	22	28	29	30	109
	GLG	27	25	30	18	100
	ATH	20	25	20	20	85
	FRE	23	17	14	23	77
	GEO	15	22	16	14	67
	SPA	5	7	11	4	27
	MBI	7	7	5	5	24
	REL	3	7	5	8	23
	WMS	2	9	8	3	22
	FST	7	4	3	4	18
	ITL	3	8	3	2	16
	GER	5	3	2	4	14
	ARB	11			2	13
	JRN	4	4	2	1	11
	BOT	3	5	2		10
	CLS	1	2	3	4	10
	CJS			4	2	6
	AMS	1	3	1	1	6
	LAT	2	2			4
	BWS	1	1	1		3
	LAS	1	1			2
	IMS	2				2
	AER	1	1			2
	ITS		2			2
	GTY				1	1
	JPN			1		1
CAS Total		1092	1113	1098	958	4261

		Summer Term				
COURSE_DIV	Subject	200630	200730	200830	200930	Total
EHS	KNH			1	31	24
	PHS	23	24			47
	EDP	5	8	1		20
	FSW	5	2	3		13
	EDT	3	2			13
	EDL	1	1	1		7
EHS Total		37	38	36	45	156
FA	ART	31	30	35		142
	MUS	17	20	14		64
	THE	10	12	10		40
	ARC			1		1
FA Total		58	62	60	67	247
Total		1768	1816	1824	1560	6968
BUS	ECO	201	207	227	193	828
	ACC	147	140	182	103	572
	FIN	93	112	115	65	385
	MKT	38	35	33	43	149
	MGT	36	44	27	19	126
	BTE	13	20	17	14	64
	MIS	12	9	7	19	47
	BLS	3	8	5	16	32
	DSC	2	9	3	6	20
	BUS	1			1	2
	ESP				1	1
BUS Total		546	584	616	480	2226
SEAS	CSA	28	8	5	6	47
	CIT	6	2	8	2	18
	MME		7	1		8
	NSG		2		1	3
	PCE				1	1
	ENT	1				1
SEAS Total		35	19	14	10	78

MEMORANDUM

DATE: 8/9/11

TO: MEMBERS OF THE AD HOC CALENDAR SUBCOMMITTEE

FROM: MARIA CRONLEY, COMMITTEE CHAIR

RE: DRAFT PROGRESS REPORT

This progress report (draft) is being provided to members of the Ad Hoc Calendar Subcommittee to summarize and synthesize the information we have gathered to date, with the aim of crafting our recommendation to the Academic Policy Committee, and ultimately, to the Executive Committee of Senate and the Provost.

The specific charge to the Ad Hoc Calendar Subcommittee, as set by the Senate Executive Committee is to:

“Charge...

- Convene for a first meeting no later than August 26, 2011.
- Examine the entire academic calendar and discuss the impact of the following issues:
 - New Ohio Board of Regents definitions regarding the length of a semester.
 - Statewide conversion to semesters.
 - Recommendations of the 2010 Pathways Report and 2010 Strategic Priorities Task Force.
 - CELTUA recommendations for an assessment day.
 - Adding a day to fall break and/or modifying Thanksgiving break.
 - Adding reading days between the end of classes and the beginning of finals.
 - Lengthening finals week to lower the frequency of final exam conflicts.
 - Lengthening the intersession break and possibly adding a short winter term.
 - Academic Policy Committee discussions regarding academic deadlines.
- Explore options and make recommendations.
- Provide rationale for the Subcommittee’s recommendations.
- Discuss the Subcommittee’s findings with the Academic Policy Committee prior to submitting the final report.
- Submit the Subcommittee’s report, with endorsement of the Academic Policy committee, to Executive Committee of University Senate on or before November 1, 2011.

The Subcommittee’s report shall form the basis for Senate recommendations to the President on revising the academic calendar.”

The Committee convened its first meeting on March 25, 2011. It has met, to date, 12 times throughout spring and summer. Throughout these meetings, the Committee: (1) discussed specific charge items and explored various options; (2) gathered evidence and supporting documentation; (3) and met with various constituencies and stakeholders throughout the University.

Specifically, the Committee has met with the following people:

- Provost Gempesaw (met 4/22 and 5/18)
- Enrollment Management – Michael Kabbaz (met 5/31)
- Finance and Business Services – David Creamer (met 6/14)
- Greek representative – Jenny Levering (met 6/14)
- Athletics – Brad Bates (met 6/21)
- International Education – David Keitges (met 6/21)
- Financial Aid – Brent Shock (met 6/28)
- Housing and Dining – Larry Fink (met 6/28)
- Advising – Marti Kyger and Doug Meikle (met 7/12)
- Community Engagement and Services – Monica Ways (met 7/12)
- Student Life and Leadership - Katie Wilson (met 7/12)
- Residence Life – Jerry Olson (met 7/12)
- Regional campus representative – Mike Pratt (met 7/19)
- Graduate School representative – Ann Frymier (met 7/19)
- Physical Facilities – Bob Keller and Cody Powell (met 7/19)
- New Student Programming – Buffy Stoll (met 7/26)
- Marketing/PR/Communication – Lisa Dankovich, Tracy Hughes and Kim Logsdon (met 8/2)
- IT – Debi Allison (Dave S. will meet IT group September 2)

JournalNews

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Miami considers shorter semesters, January session

12:27 AM Tuesday, August 2, 2011

By Lauren Pax

Staff Writer

OXFORD — Miami University may shorten the length of its semesters and add a new January session.

A special committee is studying potential changes to the university calendar for the 2012-13 academic year, which would affect all campuses, including Hamilton and Middletown branches. The committee is evaluating holidays and breaks, and the possibility of study days before exam weeks.

The January session — or J-mester, as the committee refers to it — would be new to Miami, and could be modeled after the summer session. It would give students the chance to take a short study abroad trip or complete an internship, opportunities that could make the university more attractive in terms of admissions, said Maria Cronley, chairwoman of the ad hoc calendar subcommittee.

“This creates some unique benefits for the Miami students,” she said.

The possible changes to Miami’s calendar come as other state schools, such as the University of Cincinnati and Ohio State University, transition from quarters to semesters. The Ohio Board of Regents is requiring all Ohio universities go to semester courses by fall 2012.

With the change, the regents board has loosened its definition of a semester, now known as a term, to be counted by the number of instructional minutes — typically, one credit hour is 750 instructional minutes — which means Miami is free to adjust semester length, said Dave Sauter, university registrar.

Miami currently has 15 weeks in each semester, and summer sessions last 10 to 12 weeks. If a J-mester were created, Miami would start its fall semester one week later with a 14-week instructional calendar, Sauter said, and a 14-week spring semester would begin two to three weeks later.



The changes wouldn’t require many adjustments to campus housing and dining services, said Pete Miller, associate vice president for auxiliary services at Miami.

Ross Simkins, a Miami senior, said he is highly in favor of these potential changes. “A semester in January would allow students who still seek to study abroad to get this experience and at the same time not miss out on any internship or job opportunities the summer provides,” he said.

The committee will meet throughout the summer and into the fall to work on a recommendation to the university senate, provost and president.

Find this article at:

<http://www.journal-news.com/news/hamilton-news/miami-considers-shorter-semesters-january-session-1220713.html>

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American English and Culture Program

Program History

AECP began as an entrepreneurial effort initiated by individuals in English, foreign languages and other departments to establish an IEP (Intensive English program) at Miami.

Programs goals are: 1) diversify Miami's international student population, 2) raise English proficiency on campus, and 3) generate revenue.

The IEP proposal was approved in October, 2010, received funding for its start-up year, and was placed in the College of Arts and Science.

An Associate Director was hired in January 2011 and an IEP advisory committee established. The Associate Director (Felice Marcus) reports to the Director of Global Initiatives (Bob DiDonato, also chair of Spanish and Portuguese) in the College. Active AECP committee members are from OIE, English, Admissions and the Farmer School.

Current Situation

For fall 2011, 83 students with TOEFL scores just below Miami's minimum requirement were accepted for "conditional admission" to Miami through the American English and Culture Program. 38 of those 83 ultimately enrolled (exceptional 45% yield). Students take a specially designed curriculum of three classes focused on English language and American culture, and one elective course from the regular Miami course catalogue.

Miami faculty teaching in fall 2011 are from Teacher Education, American Studies and dedicated AECP language faculty. As the program expands, additional AECP-exclusive language faculty will be hired. There is also the potential of involving graduate TAs from English, Teacher Education, and foreign language departments.

We operate under a Lifelong Learning workshop financial model; our program for AY 2011-2012 current shows a surplus of over \$40,000.

Future

The ultimate goal is to establish a multi-level IEP, able accommodate hundreds of talented students (including multinational professionals) with varying levels of English language needs, from all over the world.

After two years in full operation with multiple levels, we will seek accreditation from the Commission on English Language Program Accreditation (CEA).

School of Education, Health and Society—Annual Goals and Objectives
Carine M. Feyten, Summer 2011

To foster a climate conducive to *thinking differently*, to support innovation and creativity, and to empower faculty to make a profound impact in their fields of research, instruction, and service. I endeavor to realize an environment that supports the whole person, where students, faculty, staff, and external constituents can experience an *integrated human experience*.

EHS AY '11-'12 Theme: **Sustainability** of resources, curriculum, environment, and innovation.

External Activities Collaboration with other units Support for University Goals

Focus Area	Goal
External Visibility and Development MU Goals III, V	<ul style="list-style-type: none"> • 1st class digital presence: update website, dynamic and forward communication ac (podcasts, video clips, e-newsletter, blogs, etc), go live with social media sites, keep audience engaged • Sustain visibility at local and state level (SUED, STRIVE, OTDPE, UTC, TESOL, service learning) • Increase presence at nat'l level (CADREI, AACTE, PEACE network: service learning) • Hire a development officer, cultivate donors outside of alumni base • Pursue major gift (1 mill+), seek funding for int'l activities
Partnerships MU Goal IV	<ul style="list-style-type: none"> • Increase reach of Urban Teaching Cohort (incl. other cities) • Create strategic new partnerships with agencies and schools: Cleveland Clinic, Columbus City Schools, CPS, Central State U. • Increase collaboration with Community Engagement Office
International/Global MU Goals I, II, IV	<ul style="list-style-type: none"> • Development and Implementation of global curriculum, increase # of G courses in division • Intensify relationships with China, Belize, Europe, Australia • Increase % of students and faculty who have int'l experiences • Better integration of Chinese students into our programs
Technology MU Goals I, II	<ul style="list-style-type: none"> • Increase online presence: investigate COMPASS, DELTAK • Push innovation with m-devices, social media, simulation games • Increase faculty's comfort with cutting edge technology integration
Interdisciplinary MU Goals I, II	<ul style="list-style-type: none"> • Implement joint MSW program with Wright State U. • Develop interdisciplinary master's, Ph.D., thematic seq. in EHS • Develop 3+2 and 4+1 programs with other units in EHS and MU • Develop 2-year schedule for grad. courses and evaluate scheduling across all time blocks • Develop UG minor in public leadership with other units on campus
Diversity MU Goals I, II, IV	<ul style="list-style-type: none"> • Focus on requirements for NCATE diversity standard • Increase recruitment of diverse students/faculty (Central State, CPS... • Take leadership @ state level in area of TESOL in teacher preparation
Grants/External Funding MU Goals II, III	<ul style="list-style-type: none"> • Develop strategy and support to increase external funding (workshops Research space, consultation, work with targeted faculty,...) • Increase visibility among and grants from private foundations
Entrepreneurial thinking/ Revenue generating MU Goals III, V	<ul style="list-style-type: none"> • Reach new audiences through innovative delivery methods/programs (e.g. STRIVE, online, satellite programs, grad. certificates, ...) • Investigate partnership with Teach for America @ graduate level
Healthy Learning and Work Environment for Faculty, Students, Staff.	<ul style="list-style-type: none"> • Development of common EHS course and advising evaluation form • Sustain professional development and mentoring for faculty • Evaluation of programs and growth areas to meet student demand • More active involvement of staff in EHS mission

MU Goals I, V	
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EHS Sample Initiatives—AY '11-'12

Overall Focus: Sustainability. What does it mean to lead a sustainable organization? How does this impact the financial decisions we make, the type of external funding we pursue, the workload of our faculty, the curriculum we teach, the work environment for our staff? Should we consider this in the way we approach the Promotion and Tenure process in the school, the partnerships we choose to engage, and finally in the carbon footprint we will leave?

Some initiatives worth knowing about:

Project Title: Over-the-Rhine Community Engagement

Purpose of Project: For the past three years, Tammy Schwartz, Director of the Urban Teaching Cohort (UTC), and other UTC faculty have worked closely with Tom Dutton, Director of Miami's Center for Community Engagement in Over-the-Rhine to provide place-based/project-based experiences for UTC students in the urban core. This interdisciplinary partnership, one rooted in the relationships and fabric of the Over-the-Rhine neighborhood over many years, is so unique and engaging that our students undergo profound personal transformation. Students in the UTC will learn to take a holistic, integrated approach to urban issues as they work alongside a cadre of urban leaders from a variety of disciplines.

Entrepreneurial Potential:

1. Plan and implement a three-weekend urban immersion Miami University Workshop in Over-the-Rhine for urban teachers and other school professionals (school psychologists, nurses, etc.) in Summer 2012. The intention here is to bring the success we've had with students through the Over-the-Rhine Residency Program and expand it to professionals who work in inner city schools but may usually do not live in such inner city neighborhoods—a shorter, yet professionally-based Residency Program. This multiple weekend immersion will coincide with the three-week student immersion. In addition to generating revenue, this experience will allow our UTC students to start interacting with potential future colleagues.
2. Expand UTC to other urban districts in Ohio. The challenges facing Cincinnati exist in virtually every one of Ohio's 21 urban school districts. We have discussions for replication already underway in Cleveland.
3. Plan and implement a Miami University Urban Immersion experience for area business leaders, health professionals, city government officials, and other professional groups beyond inner city teachers. In addition to generating revenue, this experience allows Miami to develop potential partners for interacting with our UTC students.
4. Work with the Center for Social Entrepreneurship in the Farmer School of Business to develop and implement a social entrepreneurship strand in the UTC so that teacher candidates see themselves as social entrepreneurs in an urban system.

Project Title: TeachMe™ Simulated Teaching Environment

Purpose of Project: The purpose of TeachME™ (Teaching in Mixed-Reality Environments) is to positively impact teacher preparation, recruitment, and retention in education by allowing teacher candidates and current teachers to hone their skills in virtual settings, providing a technologically advanced approach to learning the art of teaching. Miami University is one of only 10 universities in the country to provide this innovative way to prepare new teachers and provide professional development for current K-12 teachers.

Entrepreneurial Potential: The TeachMe Lab has great entrepreneurial potential as we partner with public school systems to provide professional development opportunities, offer summer workshops or institutes for K-12 teachers and administrators, and seek research funding from various external grant agencies seeking proposals to improve the effectiveness of teacher education and student achievement.

Project Title: *Nxt Gen Teaching Center*

Purpose of Project: In an era when the very definition of "core knowledge" is changing, the research remains strong that an effective teacher is still the most important factor in a student's learning process. While face-to-face teaching will remain the dominant practice in American schools, the role is rapidly

changing as new forms of schools are emerging as drivers of the education change process. The School of Education, Health and Society at Miami University, as a recognized leader in the preparation of high quality teachers for many years, is currently seeking support to create a *Nxt Gen Teaching Center*. The focus of this center will be to prepare teachers for the most important of these new school models and to provide continuing professional development as these models become mainstream. This is about preparing the talent needed for the next generation of schools and learning environments.

Some of the features that differentiate this approach from more traditional teacher preparation in Higher Education are as follows:

- a. Preparing teachers for a specific school model (New Tech High Schools) that deliver instruction in a tech-infused, highly collaborative project based learning environment.
- b. The use of simulation labs with avatars to provide highly focused content and experiential learning in which candidates will be called upon to interact with students in dynamic, ambiguous environments that require enhanced communication skills, in-flight decision making, and classroom management techniques.
- c. Heavy emphasis on developing excellent diagnostic skills so teachers know how to coach students along the continuum of complex learning.
- d. Interdisciplinary, team approach to teaching, requiring sophisticated collaboration and communication skills.
- e. Development of project management skills through which future teachers learn when to intervene and how to resolve conflicts in working teams.
- f. Preparation will involve distributed learning, social media to create and sustain online learning communities, residencies in New Tech schools with coaches and mentors as well as rotations in different school settings to provide varied experiences.
- g. Teachers graduating from this program would be guaranteed employment in the above mentioned school model. Similarly, this program would provide the pipeline of the next generation of teachers needed for the New Tech Network to be successful.
- h. Sample training may include: 1) The Art of Improvisational Communication, 2) Social Media and the Contemporary Classroom, 3) Managing Diverse Learners in Student-Centered Classrooms, 4) Formative Assessments and Portfolios, 5) Reflection and Learning, 6) Understanding Behavior and Motivation, 7) Learning as a Social Entrepreneurial Opportunity.

Entrepreneurial Potential: The *Nxt Gen Teaching Center* at Miami University would be the hub for the preparation of the pipeline of teachers for these new school models and provide continuing professional development to existing teachers at those schools. These networks of schools are growing at an incredibly fast rate and hence our potential for student enrollment is huge. This preparation is not limited to degrees but can be structured around professional certificates allowing us more flexibility and revenue generating options. In addition, the *Nxt Gen Teaching Center* would become the hub for the development of more advanced game-based simulation environments suited for professional development.

Project Title: Special Education Online Licensure Program

Purpose of Project: The online special education program is designed for teachers with an initial Ohio teaching license who want to earn an additional license as an intervention specialist for students with mild/moderate disabilities.

Entrepreneurial Potential: Our Special Education Online Licensure Program is currently the only online program in the State of Ohio. The employment opportunities in special education teaching are expected to grow 21-35% in the next 5 years, an increase of more than 150,000 positions.

Miami University ranks ninth in nation for return on tuition investment, per SmartMoney scale

Miami University ranks ninth in the nation when it comes to return on (tuition) investment, according to a just-released SmartMoney magazine survey. The magazine ranked 50 universities, showing which alumni received the best salary return for what they paid in tuition. Public universities ranked above Ivy League and other private colleges-e-report 8/12/11

Miami alumni earn top salaries among Ohio public university graduates

Miami University ranks first among public universities in Ohio for best salary potential after graduation, according to a recent survey of employees by PayScale.com, a global compensation data website. Among public universities nationwide, Miami had the 34th highest earning potential.

New survey shows Miami grads earn \$85,500 by mid-career

Miami University ranks first among public universities in Ohio for best salary potential after graduation, according to a recent survey of employees by PayScale.com, a global compensation data website. Among public universities nationwide, Miami had the 34th highest earning potential. The survey showed the starting median salary for Miami graduates was \$46,000. The mid-career salary for Miami alumni was \$85,500.

Miami University makes Princeton Review's The Best 376 Colleges

Miami University has been named to the 2012 edition of Princeton Review's "The Best 376 Colleges."

Forbes magazine recognizes Miami University as a "Top College" Miami University ranks highest among public universities in Ohio in Forbes magazine's America's Top Colleges 2011 list, released this week, which features 650 private and public colleges and universities across the country.

Student wins presentation award on research methodology
08/17/2011

Nicole Adams, a May 2011 graduate of Miami and a current master's degree student in zoology, won the Best Presentation Emphasizing Methodology award at the 2011 annual meeting of the North American Benthological Society held in May.

Botany doctoral student receives research award

Sushma Shrestha, a doctoral student in botany at Miami University, is the recipient of the Richard E. Schultes Research Award from the Society for Economic Botany. The \$2,500 award is intended to help defray the costs of fieldwork on a topic related to economic botany.

Eight seniors receive Young Botanist Awards

Eight senior botany majors from Miami University received the Young Botanist Award, Special Certificate of Achievement, from the Botanical Society of America. E-report 6/24

Two Miami students selected as Beckman Scholars

Miami University students Andy Zhou and Benjamin Schwarz have been selected as Beckman Scholars for 2011-2012, with both earning scholarships valued at \$19,300. Zhou and Schwarz will conduct research with their faculty mentors this summer and next and through the intervening academic year.

First book by Miami professor receives national prize
07/07/2011

Scott Kenworthy, an associate professor of comparative religion at Miami University, has been awarded the 2010 Frank S. and Elizabeth D. Brewer Prize of the American Society of Church History (ASCH) for his book, *The Heart of Russia: Trinity-Sergius, Monasticism and Society after 1825* (2010).

Miami anthropologist receives top awards for film

08/26/2011

"Columbus Day Legacy," a documentary film produced by Leighton Peterson, assistant professor of anthropology at Miami University, and directed by Navajo filmmaker Bennie Klain, received awards for "Best Documentary" and "Best of Classification: Moving Images (Class X)" at the 11th Annual Native Cinema Showcase Aug, 15-21.

Grant supports using intelligent tutoring to improve patients' medical decision making

08/12/2011

With a \$364,120 grant from the National Cancer Institute, Christopher Wolfe, professor of psychology at Miami University, has begun exploring how to use artificial intelligence technology to develop a web-based intelligent tutoring system to help women decide whether to undergo predictive testing for genetic risk of breast cancer.

**Capital Improvement Projects Summary:
June 10 - August 31, 2011**

This was clearly one of the busiest summers on record with respect to facility space management and renovation projects. The completion of the Laws Hall phase one renovation and preparations for the start of construction for the new Armstrong Student Center spawned numerous relocations of academic and administrative offices across campus including:

- The Institute for the Environment and Sustainability was moved from Boyd Hall on the Western Campus to Upham Hall. Phase 2 of this relocation will occur next summer. This was a high priority of the College of Arts and Science.
 - The Department of Comparative Religion was relocated from Old Manse to Upham Hall to allow the University Honors and Scholars Program to occupy Old Manse — improving the visibility of the Honors Program has been a high priority of the Provost's Office. (Once the building was vacated, it became clear that we need to upgrade the facility before Honors moves in so we delayed their move until winter break. PFD is in the process of putting together an estimate of what needs to be done — I've provided \$20,000 to get the process moving forward.)
 - The relocation of the Photo/Video staff and operation of University Communications from Gaskill Hall to Williams Hall.
 - The Journalism Program office and faculty were moved from Bachelor Hall to Williams Hall and there were two new instructional computer labs created in Williams Hall (one for Journalism and one for Mass Com.) The latter was necessitated by taking over the space where the Mass Com lab was located to allow the Photo/Video operation of University Communications to occupy space in Williams after moving out of Gaskill Hall.
 - There was a major renovation of five chemistry instructional labs in Hughes Hall — these are now state of the art facilities that will greatly help our recruiting efforts.
 - Three new Anthropology instructional labs were added in Upham Hall in the space that previously housed the Anthropology Museum. (This project was made possible by the excellent bids that were received for the Hughes Hall project mentioned above.)
 - The Phillips Art Center project to relocate the Art Center from Rowan Hall to the old pool area in Phillips Hall was completed. A dedication ceremony is being planned for September 23rd.
 - The first phase of a major renovation to Laws Hall provided for the relocation of the Business, Engineering, Science and Technology Library from Brill (west wing of Hughes Hall) to Laws Hall which opened for business on the first day of classes this semester.
 - The IT Print Center operation was relocated from Gaskill Hall to the third floor of Hughes Hall into space that was previously occupied by the Brill Science Library noted above.
 - IT staff was relocated from Robertson Hall to the third floor of Hughes Hall along with the Print Center operation.
 - IT Staff who work closely with faculty on course design, research computing, etc. were also reassigned from Gaskill Hall to the third floor of Laws Hall. This will allow IT and Academic Affairs staff who work closely with faculty to occupy adjacent spaces.
 - CELTUA staff was moved from Culler Hall and from Langstroth Cottage to the third floor of Laws Hall, allowing CELTUA staff to be together in one space for the first time since the units were merged.
- Late in the summer there was a project was created to make three classrooms on the third floor of Laws Hall for scheduling by the Registrar to allow many of the classes in Culler Hall to be relocated to minimize noise from the Armstrong Student Center site preparation project during fall and spring semesters.

- The 400 seat auditorium in Laws Hall (Room 100) was brought back into use until phase two of the Laws Hall renovation project is initiated.
- Provost Gempesaw and Dr. Creamer partnered to relocate the hands-on computer training lab in Gaskill Hall (heavily used by Academic Personnel, Human Resources, etc.) to the Burkhouse Training Facility. This facility will be ready to go by mid to late September.
- A new prototype classroom was created in Upham Hall Room 163. There are plans to create two more prototype class rooms during winter break with the support from the School of Education and the School of Engineering.
- The Provost Office partnered with the Dean of the College of Arts and Science to equip three classrooms with new Node chairs, as well as classrooms in Education and Art.
- There was a joint effort to upgrade the technology in approximately 25-30 registrar-scheduled classrooms (part of our regular, ongoing refreshing of technology in the general inventory instructional spaces).

In addition to the academic and administrative support projects listed above there was a significant number of projects completed this summer related to student housing and dining:

- The complete renovation of Elliott and Stoddard Halls which involved replacement of all mechanical systems, electrical and lighting systems, fire suppression systems, new accessible restrooms, data and telecommunications upgrades and exterior building envelope upgrades. It is an interesting note that our two oldest residences halls on campus are now equipped with the most modern geothermal heating and cooling systems on campus.
- Multiple projects in Harris Dining Hall provided elevator upgrades; improvements to the mechanical system and their controls, and replacement of the old food serving line along with lighting upgrades.
- Mechanical system upgrades were completed in Havighurst Hall which will provide better energy efficiency and a new sprinkler system was installed.
- Electrical system upgrades were completed in Ogden, Porter and Mary Lyon residence Halls including replacement of the electrical substations.
- A major project provided new electronic (smart card) locks on 90% of the residence halls on campus. Due to the age and size of the doors in Peabody Hall this project is scheduled for winter break.
- Morris Emerson and Tappan Halls received new fire suppression systems throughout the buildings. Electrical system upgrades were also made including distribution with the halls and additional outlets in all of the rooms.

Respectfully submitted,

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