

**BOARD OF TRUSTEES  
MIAMI UNIVERSITY  
November 19, 2010**

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

The Academic/Student Affairs Committee of the Miami University Board of Trustees met on November 19, 2010 in Room 104 Roudebush Hall on the Oxford campus, Oxford, Ohio. The meeting was called to order at 1:00 p.m. by Committee Chair Sue Henry. Trustees Jagdish Bhati and Dennis Lieberman and Student Trustees Lindsey Bullinger and Matthew Shroder were in attendance.

In addition to the Trustees, the following Miami staff members attended the meeting: John Skillings, Interim Provost and Executive Vice President for Academic Affairs; Barbara Jones, Vice President for Student Affairs; David Creamer, Vice President for Finance and Business Services; Mary Woodworth, Senior Associate Provost and Associate Vice President, Academic Affairs; Raymond Gorman, Associate Provost and Associate Vice President, Academic Affairs; Susan Mosley-Howard, Associate Vice President, Student Affairs and Dean of Students; Stephen Snyder, Secretary to the Board of Trustees; Claire Wagner, Associate Director, University Communications; Robert Keller, Associate Vice President, Facilities, Planning and Operations; and Larry Fink, Assistant Vice President, Housing and Auxiliaries.

**Academic and Student Affairs Announcements**

Interim Provost Skillings reported that Conrado “Bobby” Gempesaw has accepted the position of Provost and Executive Vice President for Academic Affairs at Miami University and will begin his employment sometime during the spring semester. Vice President Jones reported that Kristine Stewart, Assistant to the Vice President for Parent Programs, has recently been elected president of her professional association.

**Update on Residence Hall Renovation Projects**

Vice President Creamer presented a report on the Housing and Dining Master Plan for student housing and food service facility construction and renovation projects. His report is included as Attachment A.

**Enrollment Initiatives, Planning and Issues**

Interim Provost Skillings announced that for the 2008-2009 academic year Miami University was the highest ranked public doctoral institution for the number of students participating in a study abroad experience. The rankings are included as Attachment B. He also reported that 9,254 applications had been received for next year’s class, a 17 percent increase over last year to date, and transfer applications for spring semester are 12 percent over last year at this time. Dr. Skillings commented that the searches for the Associate Vice President for Enrollment Management and for the Director of Admissions are underway, and candidate interviews will occur during the spring semester.

Dr. Skillings reviewed plans for increasing the number of non-resident and transfer students, which is included as Attachment C. He also reviewed a plan for reducing the acceptance rate and growing the quality of the entering class, included as Attachment D. Recruiting objectives for non-resident students include an expanded marketing program, the use of regional recruiters in the Northeast and on the West coast, increasing the number of potential student name buys from testing companies, and rearranging travel schedules for Admission Office staff. Objectives for the overall class recruitment include increasing the number of applications, lowering the acceptance rate, increasing the diversity of the class, improving ACT scores, and using a target number of 3,450 to 3,500 students.

Dr. Skillings reported that a retention planning committee has been appointed with the goal of delivering its report by spring break in March 2011. The committee's charge is included as Attachment E. The committee reports directly to Susan Mosley Howard and Michael Dantley.

Dr. Skillings discussed the use of articulation agreements with community colleges and used Sinclair Community College as an example. The articulation agreement with Sinclair is included as Attachment F. Dr. Skillings also mentioned that discussions are taking place with Cincinnati State and Columbus State.

### **Academic Program Changes**

Interim Provost Skillings reported that a resolution approving a new major, the Bachelor of Arts in Social Justice Studies, will be on the Consent Calendar at the December 10, 2010 Board of Trustees meeting. A description of the major is included as Attachment G.

Dr. Skillings reported that a resolution to eliminate the major of Bachelor of Science in Paper Science and Engineering will be on the Consent Calendar at the December 10, 2010 Board of Trustees meeting. The rationale for the elimination of the major is included as Attachment H.

Dr. Skillings reported that modifications have been made and voted upon and approved by the faculty of the College of Arts and Science to the requirements for students earning degrees in the College. Dr. Skillings distributed an executive summary of the changes in requirements, included as Attachment I.

### **Council of Academic Deans and University Senate Issues Review**

Interim Provost Skillings reported that University Senate has adopted two changes involving lecturers and clinical faculty. The percentage of lecturers and clinical faculty allowed has been raised from 10 percent to 20 percent. The second change is that Senate voted to allow lecturers and clinical faculty to be part of Faculty Assembly.

Senior Associate Provost Woodworth reported on the changes that have been made to the review process for associate professors, and Attachment J addresses the modifications.

The Strategic Priorities Task Force recommended increasing the number of 4 + 1 and/or 3 + 2 master's degree programs, where undergraduates would take graduate courses while still an undergraduate and stay an additional year or more to complete a

master's degree program. Attachment K provides preliminary ideas about developing such programs.

Interim Provost Skillings reported that the Council of Academic Deans will discuss the role that on-line education should play at Miami University, particularly from the viewpoints of enriching the educational experience and growing new revenues. Attachment L provides additional information about the discussion.

### **Greek Affairs Update**

Vice President Jones reported that Jennifer Levering, Director of Greek Affairs, will commence her employment at Miami University December 1. In response to a Committee member's question about the efficacy of the new guidelines for Greek-sponsored parties, Dr. Jones replied that so far all reports are that the guidelines are being adhered to and working.

### **Career Services Update**

Vice President Jones summarized activities in the Office of Career Services, and the Office's activity report is included as Attachment M.

### **Second Year Residency Program Update**

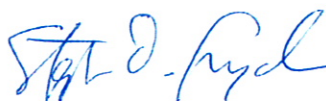
Vice President Jones and Associate Vice President Mosley-Howard presented an update on the Second Year Residency Program, and their report is included as Attachment N.

### **Review of Draft of Academic/Student Affairs Committee Charter**

Committee members reviewed a draft of a resolution establishing the charter for the Academic/Student Affairs Committee of the Board of Trustees. Further editing was requested and an updated version will be presented and reviewed at the January 19, 2011 meeting of the Committee.

### **Executive Session**

At 4:00 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 personnel matters. At 4:15 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

# ATTACHMENT A



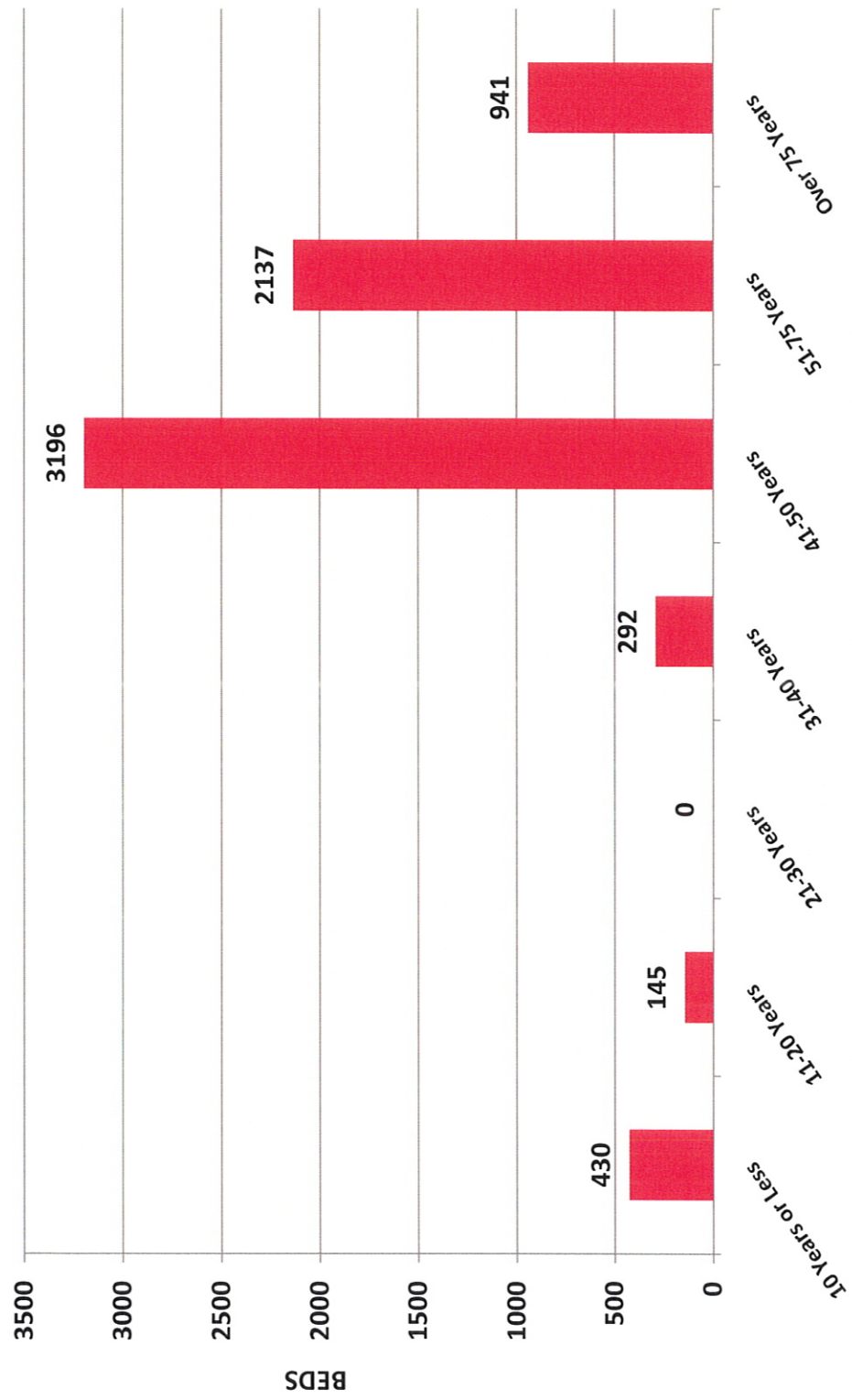
# Housing & Dining Master Plan

## Academic and Student Affairs Committee

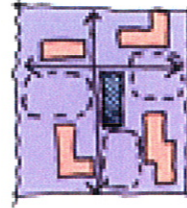
November 19, 2010



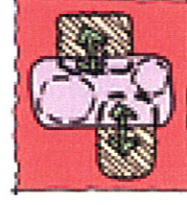
## Residence Hall Age (Age Reset to "0" Following Renovation)



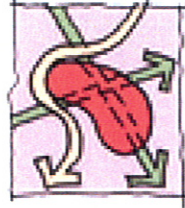
## 21st Century Residence Hall Concept



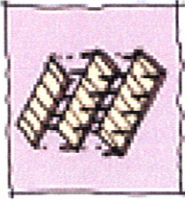
Create a residential scale



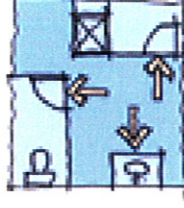
Flexibility of interactive commons



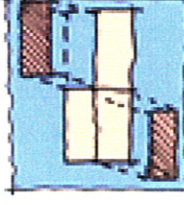
Develop centralized commons



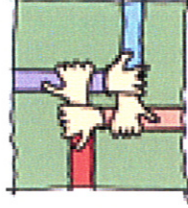
Cost effective



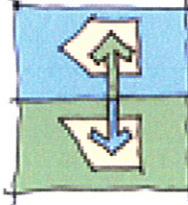
Increase privacy



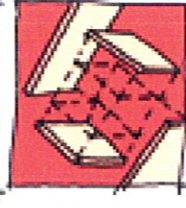
Re-use potential



Mix classes



Branding campus



Convertibility



Sustainability



## Miami University Vision / Master Plan

- Goals
  - Academic success
  - Interpersonal development
  - Cultural competence
  - Building community
- Cost
  - Room and board
  - Construction / renovation







# Initial Planning

- Studied the replacement of existing buildings with all new construction.
- Replacement cycle was too long and expensive.



# REVISED HOUSING & DINING PLANNING ASSUMPTIONS

- Miami's housing and dining must remain competitive with other universities for the life of the plan.
- Plan should be financially viable throughout its implementation.
- Plan should preserve the architectural character of the campus while remaining affordable.
- Plan should not lead to extraordinary price increases for beds that are not new or improved.
- Plan should be consistent with the sophomore residency requirement, be focused exclusively on freshmen and sophomores, and should not add to the number of residence hall beds.



# Master Plan Steps

## Facility Assessment

- Building Structure
  - Building envelope being maintained successfully, but issues with infiltration
- Building Systems
  - Most systems are nearing end of life
  - Most buildings are not air conditioned
  - Ventilation not to today's standard
- Room Size
  - Approximately 30% smaller than national norm
- Safety
  - Very few buildings have fire suppression systems or were built to today's code requirements
  - Interior rooms lack electronic locks and in some instances fire rated doors



# Master Plan Steps

## Market Assessment

- Competitors
  - More new housing
  - More amenities
  - Larger room size
  - More room types
- Surveys
  - Focus groups
  - Student survey
  - Parent survey



# Amenities at Peer Institutions

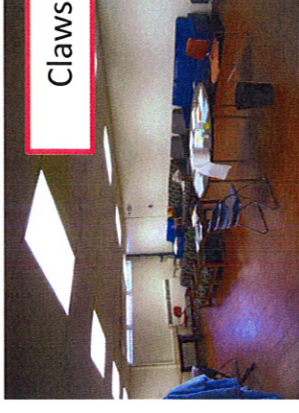
- Room door security card access
- Group study rooms
- Fitness rooms
- Music practice/special study room
- Indoor bicycle storage
- Technology Upgrades

## Vanderbilt

- Most beds renovated since 1980
- 900+ new beds recently
- 700 new beds planned
- 3 LEED Gold buildings

## Ohio State University

- 5 new projects (2009-2013)
- 1,310 new beds
- 2,184 renovated beds
- All LEED Silver or Gold



Clawson Hall



Flower Hall



Collins Hall



# Student Focus Groups

## Market Analysis Focus Group Review (71 participants)

### Housing Attributes

- Student interaction
- Convenient location
- Dining options
- Basement lounges / projection TV's

### Improvement Areas

- Room sizes
- Bathrooms
- Technology
- Temperature regulation
- Lounge spaces
- Updated interior decorating
- Suites feel 'institutional,' harder to meet people

### Why Off Campus?

- More roommates
- Policies
- Amenities
- Cost

Double Room –  
National average: 200 SF.  
Miami: 82% < 180 SF.  
412 rooms < 129 SF.



BRAILSFORD & DUNLAVEY

cbt





# Student Survey

- “I live in a box. I share 113 square feet with a roommate. It has gotten to the point that the room has started affecting my ability to handle stressors. I understand sophomores are required to live on campus, but when the living arrangements start to hinder our academics and general mental health there is a problem.”
- “I think it will be very beneficial for Miami if new housing units are erected. The appeal for incoming students would go up immensely.”
- “If you were to build new dorms, you need to actually stick to the 100 square feet per person. My room last year was 145 square feet for me and my roommate. It was a tight squeeze.”
- “When planning a new hall, keep in mind space... I feel that I was placed in a room that was originally a single. It is, I believe 10 by 10... I feel it is not a healthy living environment to be in such close quarters with someone.”



## Parents Survey (632 responses)

- “Although I love the character of the buildings, in comparison to other colleges we visited, Miami definitely did have the worst dorms.”
- “Current housing is old and dated. Rooms are very small with limited storage, almost non-existent wall plugs and current technology. The housing provided to students is an extreme opposite to the new classroom facilities.”
- “I really feel that in this day and age all of the dorms should be retrofitted with central air conditioning....It looks to me like the dorms are worn down, not updated and took a back seat in importance to the academic and sports facilities on campus.”
- “My daughter’s first two years of living arrangements were crowded and unacceptable.”





# Master Plan Recommendations

- 15-20 year implementation, dependent on financial considerations
- Two sites identified for new construction
- Remain at present number of beds by end of plan - 7,124
- Improve life safety as soon as possible
- Assume second year living requirement
- Potential for 3-5 buildings to come offline
- 2-4 buildings under renovation during each cycle
- \$482.2 million total cost (2010 project cost)
- Plan emphasizes renovation over new construction with new beds necessary for project swing space, increased space per bed, and to replace a small number of buildings.



# Renovation Work

## Tier 1

### Maintenance & Repairs

- New windows
- No major ADA upgrades
- Refurbish finishes
- MEP repairs
- Repair Life safety and Fire alarm

## Tier 2

### System Upgrades

- Tier 1 and the following:
- ADA accessibility
- Add elevator
- Restroom with ADA
- Add Insulation to exterior wall and attic
- Ceiling in corridors
- Interior lighting
- Plumbing system
- Add sprinkler system
- Electrical distribution
- HVAC systems
- Life safety and fire alarm upgrades
- New utility tie-in

## Tier 2.5

### System Upgrades & Room Configurations

- Tiers 1, Tier 2 and the following:
- Selective addition or demolition of bedroom demising walls
- All new bedroom finishes

## Tier 3

### Programming & Reconfiguration

- Tier 1, Tier 2 and the following:
- Program relocation
- Selective addition or demolition interior walls
- All new finishes



## TIER BREAKDOWN



March 12, 2010



# Finance Considerations

- \$482.2 million total cost (2010 project cost)
- \$85,067/bed (new), \$53,230/bed (renovated)
- \$20.8 million new dining, \$32.8 million renovated dining
- Development Methods
  - Traditional design-bid-build
  - Design-build
  - Public/Private Partnership
- Urgency to move forward soon
  - Bid climate
  - Cost of financing and change in Build America Bonds
  - Age and condition of the current facilities



# Status of Master Plan

- Have taken steps to reduce operating costs to accommodate the first \$200 million in financing.
- Working with state legislators on construction rule changes that would reduce the cost of the Master Plan and have initiated the evaluation of developers and design/build partners.
- Seeking debt financing authority for the first \$80 million in project funding.
- Renovation approved for Elliott and Stoddard Halls, HVAC improvements for Havighurst, fire suppression and electrical improvements for several buildings, door and door access improvements, site improvements for band field and Western campus sites, construction of a new Maple Street dining hall, and improvements for Marcum Conference Center. Summer 2011 projects to be proposed at the December meeting of the Board of Trustees. All projects must be individually approved.



# QUESTIONS?

# ATTACHMENT B

# Annual Ranking of Study Abroad PARTICIPATION RATE at Doctoral/Research Institutions

(Based on Annual Reports of IIE's Open Doors: Report on International Educational Exchange for 2006-07 to 2009-10 academic years)

	2006-2007 Academic Year			2007-2008 Academic Year			2008-2009 Academic Year			2009-2010 Academic Year		
	Institution	%	S#	Institution	%	S#	Institution	%	S#	Institution	%	S#
1	Denver	74.4	738	Pepperdine Univ	96.7	782	Pepperdine Univ	73.3	608			
2	Wake Forest	65.4	656	San Diego	78.5	892	San Diego	65.7	830			
3	Dartmouth	64.1	660	Denver	73.6	810	Wake Forest	63.0	670			
4	Saint Thomas	61.1	665	Wake Forest	67.3	692	Denver	61.4	810			
5	San Diego	60.0	692	Saint Thomas	64.6	783	American Univ	59.8	828			
6	Duke Univ	56.8	834	Dartmouth	61.2	663	Dartmouth	59.0	622			
7	American Univ	55.2	803	American Univ	59.9	889	Saint Thomas	58.9	751			
8	Georgetown Univ	52.3	891	Georgetown Univ	57.2	989	Notre Dame	57.4	1207			
9	Pepperdine Univ	52.3	471	New York Univ	55.0	3048	Yale Univ	55.8	731			
10	Notre Dame	48.9	1013	Notre Dame	53.9	1124	Georgetown	53.0	936			
11	Tufts Univ	47.3	673	Syracuse Univ	51.5	1490	Syracuse Univ	51.0	1364			
12	Univ of Pacific	47.1	138	Duke Univ	51.2	770	Worcester Poly	50.8	315			
13	William and Mary	46.1	638	Univ of Pacific	48.7	115	Stanford Univ	50.3	845			
14	Worcester Poly	45.6	292	Worcester Poly	48.4	327	Tufts Univ	50.0	685			
15	Geo Washington	44.8	1123	Tufts Univ	47.5	668	New York Univ	48.8	2634			
16	Syracuse Univ	43.2	1149	Stanford Univ	47.4	781	Univ of Pacific	48.5	360			
17	New York Univ	42.2	2267	William and Mary	46.3	673	George Fox Univ	47.3	231			
18	Stanford Univ	41.0	720	Geo Washington	45.9	1236	St Louis Univ	45.5	736			
19	Virginia	40.8	1397	Delaware	45.6	1681	Duke Univ	45.2	735			
20	Delaware	39.1	1472	Univ of Pacific	44.9	326	Brandeis Univ	44.2	346			
21	Emory Univ	39.0	704	Boston College	43.4	1006	Pacific Univ	44.0	136			
22	North Carolina	38.9	1467	Virginia	41.2	1454	Boston College	43.9	1010			
23	Vanderbilt Univ	38.8	582	Miami Univ (23)	40.0	1439	Miami Univ (23)	42.9	1671			
24	Tulane Univ	37.1	349	Samford Univ	39.2	240	Geo Washington	42.7	1128			
25	Miami Univ (25)	37.0	1421	Vermont	38.7	776	Wash Univ SL	42.1	693			
26	Wash St Louis	36.7	606	Emory Univ	38.6	705	Northeastern	40.9	1322			
27	Lehigh Univ	36.3	416	Lehigh Univ	38.2	417	Princeton Univ	40.8	463			
28	Princeton Univ	36.2	407	Brown Univ	37.1	572	William and Mary	40.3	589			
29	Brown Univ	35.1	544	Pennsylvania	36.9	1021	Delaware	39.0	1468			
30	Boston Univ	34.5	1411	Boston Univ	36.1	1509	Vanderbilt	38.9	610			
31												

% = Annual Miami undergraduate study abroad participation rate as a percentage of undergraduate degrees granted by the university  
 S# = Annual total number of Miami undergraduate students on credited study abroad programs offered by Miami and other institutions

# ATTACHMENT C



Recommendation 3: Recruit a higher number of out-of-state, international, transfer and relocation students (grow non-resident from 32 to 40%, add 100 additional transfer students per year)							
Measurable Indicators							
Year	1st Yr NR %	% NR Undergrad	Revenue (1) from extra NR	Add transfers	Add students (2) from transfers	Revenue (3) from transfers	Total "Net" Revenue (4) from NR and transfers
2010-11	33	32					
2011-12	34.5	32.9	\$1.1M	50	50	\$1.4M	\$1,400,000
2012-13	36	33.9	\$2.3M	75	120	\$1.4M	\$3,000,000
2013-14	37.5	35.3	\$4.0M	100	195	\$2.3M	\$5,100,000
2014-15	39	36.8	\$5.8M	100	230	\$2.8M	\$7,200,000
2015-16	40	38.2	\$7.4M	100	240	\$2.9M	\$8,800,000
2016-17	40	39.1	\$8.5M	100	240	\$2.9M	\$9,900,000
(1) Additional revenue from NR is based on \$1.2M for each 1% NR increase in the undergraduate %							
(2) Based on 100% of new transfers plus 90% of previous year + 50% of two years prior							
(3) Additional 100 students at current NR / R mix is \$1.2 M							
(4) Total net revenue from increase in NR% and transfers, allows for recruiting and scholarship costs							

Note: More transfer students might lead to a need for more classes in some areas and require some program improvement \$.

# ATTACHMENT D

## DRAFT

Recommendation 2: Invest the necessary resources to enhance the quality and selectivity of the entering class

Measurable Indicators	Year				
	<u>Baseline</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>
Increase applications by 5% (per year)	16,942	17,800	18,700	19,600	20,600
Reduce the acceptance rate (1)	78.6 %	73.0 %	69.5 %	66.3%	63.0%
Increase the average ACT	26.1	26.3	26.5	26.7	26.9
Increase yield rate	27.7%	28.5%	29.5%	30.5%	31.5%
Reduce the acceptance rate (2)	78.6%	69.0%	63.4%	58.5%	53.9%

(1) Acceptance rate based on larger number of applications and the 2010 yield rate.

(2) Acceptance rate based on larger number of applications and higher yield rate.

Note: The acceptance rate can decrease due to more applications, a better yield rate or a combination of both.

# ATTACHMENT E

## Charge to Retention Committee

Among the University's Strategic Priorities is the goal of increasing the six-year graduation rate to 85%. The University Retention Committee is established to enhance retention in order to meet the goal of graduating 85% of entering first year students within six years.

The primary charge of this group is to identify and implement an action plan for retention. There have been numerous reports over the years focused on various aspects of retention including but not limited to the second year experience, advising, first year experience and most recently the Pathways Report. These reports can inform the action plan.

Below are initiatives and practices that have been identified as part of the three-year action plan for retention in a report to the Board of Trustees in May 2010. These can serve as a starting point for the action plans of the committee. More detailed or additional action items should be identified.

- a) 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, personal and financial concerns.)
  - Fall 2010-analysis and benchmarking for programs
  - Spring 2011- Plan to improve programs based on analysis
  - Fall 2011- Implementation of program improvements
  - Fall 2012- Evaluation of program improvements
- b) Develop interventions for second-year academically "at risk" students
  - Spring 2010- Develop Plan for intervention with raising second year students on academic probation or other "at risk" issues such as medical issues
  - Fall 2010- Implement planned intervention
  - Spring and Fall-2011 evaluate intervention success
- c) Evaluate the success of MapWorks assessment instrument as a tool to predict and identify "at risk" students
  - Fall 2010- Review two years of data on students who completed MapWorks to determine its effectiveness of using the instrument to trigger intervention strategies
  - Spring 2011-Determine whether to continue using MapWorks including an extension to the second year
- d) Utilize assessment data to insure first year programs and practices are meeting student needs
  - Summer 2010-Review assessment data currently being collected and identify future assessments utilizing Student Voice and other assessments
  - Fall 2010- Identify all first year programs and practices to be reviewed

- Spring 2011- Develop assessments
- Summer/Fall 2011-Continue and/or initiate new assessments
- Spring/Fal 2012-Review results of changes and/or new initiatives
- e) Identify and address policies and practices that may impede the persistence to graduation of students
  - Fall 2010- Review past reports and recommendations regarding policies and practices
  - Spring -2011-Determine what, if any, changes are indicated and necessary steps for implementation
  - Fall 2011-Begin implementation of policy/practices changes
  - Fall 2012-Fall 2013 Analyze retention/success of students impacted by changes
- f) Identify and assess current intervention strategies and programs

# ATTACHMENT F

## UNIVERSITY HONORS PROGRAM AT MIAMI UNIVERSITY

### TRANSFER GUIDE

#### FOR STUDENTS FROM SINCLAIR COMMUNITY COLLEGE'S HONORS SCHOLARS PROGRAM

#### MISSION AND PURPOSE OF THE UNIVERSITY HONORS PROGRAM, MIAMI UNIVERSITY

The University Honors Program at Miami University is an outcomes-based and discovery-oriented program that enables its highly motivated students to create their own path of study to help them grow as scholars and citizens and meet their honors and liberal education requirements in a personally meaningful way.

Students in the University Honors Program can pursue any major. Honors students must meet a set of learning outcomes that increase in complexity throughout the undergraduate experience, thus ensuring that they are well prepared for the global challenges of 21<sup>st</sup>-century life. Once each year, students must submit an electronic portfolio in which they reflect on previous learning experiences, provide evidence of fulfilling outcomes, and develop a plan for meeting remaining learning outcomes as well as their goals for college and life.

Students must incorporate and complete at least one honors experience per semester until their intended graduation date as part of their plan for fulfilling the set of 23 honors learning outcomes. Honors experiences include honors-exclusive seminars or co-curricular programs, honors versions of regular courses or regular courses or co-curricular programs that include additional enrichment opportunities that have been approved for honors credit. Students may also petition to have other experiences approved such as graduate courses, independent studies, study abroad experiences, internships, community service and leadership endeavors, and research opportunities. In close consultation with professional advisors as well as faculty advisors in the major, the student will select honors experiences that meet academic requirements and personal goals.

#### ADMISSION REQUIREMENTS FOR MIAMI UNIVERSITY AND ITS UNIVERSITY HONORS PROGRAM

#### COMPLETION OF THE HONORS SCHOLARS PROGRAM AT SINCLAIR COMMUNITY COLLEGE

Completion of Sinclair's Honors Scholars Program entails:

- Cumulative GPA of 3.25 or higher
- Completion of five Honors courses with a grade of A or B (courses must be from three or more different disciplines, and one course must be interdisciplinary)
- Completion of a community service, service-learning or leadership project (i.e., twenty hours of volunteer service, leadership position within a student organization for three or more semesters, honors service-learning course)
- Completion of three Honors experiences (i.e. honors symposia, Sinclair-sponsored cultural events, partner university Honors events, student development workshops)
- Completion of Honors Portfolio
- Completion of graduation requirements and receipt of Honors Scholars Medallion



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## OTHER REQUIREMENTS FOR MIAMI UNIVERSITY ADMISSION

### APPLICATION MATERIALS

Students must submit an application to Miami University's Office of Admission as well as an application to the University Honors Program.

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### MATERIALS NEEDED FOR MIAMI'S OFFICE OF ADMISSION:

Materials needed for applying to Miami University are:

- Common Application for Transfer Admission
- Miami University Transfer Supplement
- College Instructor Evaluation
- Official high school and college transcripts

For an application and more information, see: <http://www.muohio.edu/admission/apply/transfer>

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### MATERIALS NEEDED FOR MIAMI'S UNIVERSITY HONORS PROGRAM:

Materials needed for applying to Miami's University Honors Program are:

- Online Honors Application (<http://www.cas.muohio.edu/honors/honors/TransferApplication.html>)
- Completion of all application materials to the Office of Admission (listed above)

Note: Both the materials for the Office of Admission and for the University Honors Program must be submitted for consideration of admission into Miami's University Honors Program.

### ADMISSION PROCESS

- 1) At least once each year, the Sinclair Community College Honors Program Director provides Miami University's Office of Admission with the names and contact information of students enrolled in the Honors Scholars Program.
- 2) The Honors Program, in coordination with the Office of Admission, sends an invitation to apply to Miami University and the University Honors Program to the students whose names were provided.
- 3) Per the recommendation of the Sinclair Director of Honors, students in Sinclair's Honors Scholars Program submit application materials for Miami University's Office of Admission and for the University Honors Program.
- 4) The Office of Admission reviews the application materials and sends its decisions to the University Honors Program. The University Honors Program reviews the University Honors application materials of those students who were accepted into Miami University. The University Honors applications from students who are not accepted to Miami will not be reviewed.

- 5) The Office of Admission notifies applicants of their admission to Miami in writing. The Office also requests credit evaluation from the Registrar and forwards the evaluation to the University Honors Program.
- 6) Within one month of the written notification of acceptance to Miami University sent by Miami's Office of Admission, the University Honors Program will review applications and send notification of its admission decision.
- 7) Successful applicants will be invited to an orientation visit and consultation in Oxford. The session will be organized with Miami's Office of Admission and consist of: (1) an overview of the University Honors Program mission, requirements and opportunities; (2) an informal gathering with current Miami honors students; and (3) a meeting with a professional advisor in the Honors Program to discuss the student's individualized plan of study (i.e., learning map). If a candidate cannot attend this event, they can make alternate arrangements for an in-person or phone meeting with a professional advisor in the Honors Program.

## REQUIREMENTS FOR MIAMI AND FOR THE UNIVERSITY HONORS PROGRAM

### FOR COMPLETION OF UNIVERSITY HONORS PROGRAM

1. Cumulative GPA of 3.5 or higher upon graduation
2. Completion of at least one Honors Experience per semester from the first semester upon admission to the program until graduation
3. Completion of one set of experiences that each include an introductory (Tier 1), intermediate (Tier 2), and advanced (Tier 3) experience that relate to a common theme and that are taken in sequence. The University Honors advisor will work with the student to build on the student's learning experiences at Sinclair and connect them to experiences at Miami to complete this requirement.
4. Annual submission of learning map and portfolio, which includes evidence of meeting all 23 of the University Honors Program learning outcomes by the time of graduation
5. Application for University Honors Program graduation

### MINIMUM REQUIREMENTS FOR BACHELOR'S DEGREE FROM MIAMI UNIVERSITY

1. Cumulative GPA of 2.0 or higher upon graduation
2. Fulfillment of Miami's Liberal Education requirement (completion of the Global Miami Plan or the Honors Plan). Fulfillment of each is specified below:

Global Miami Plan	University Honors Program
33 semester hours of Foundation Courses and at least six semester hours of study abroad OR 36 semester hours of Foundation Courses which includes nine semester hours of "G" designated courses or "G" cluster	Completion of at least one Honors Experience per semester until graduation
9 semester hours of Thematic Sequence	One set of experiences taken in sequence (introductory, intermediate and advanced)
3 semester hours of Capstone	Evidence of meeting 23 program learning outcomes
80-86 semester hours of major, minor courses,	Needed divisional, major and minor requirements

divisional requirements, electives	and courses
------------------------------------	-------------

3. A total of 128 semester hours with at least 32 from Miami University (any campus), including 12 of the final 20 hours required
4. Application for Miami University graduation

## GENERAL TERMS OF AGREEMENT

1. Either Sinclair Community College or Miami University may terminate this agreement or any ensuing program/degree agreements following ninety (90) days written notification to the other institution. Students in progress toward their degree or program completion will be permitted to complete their programs.
2. Review of this agreement will occur as deemed necessary.
3. Miami University and Sinclair Community College authorize this agreement to be in effect beginning the 2010 fall term.

# ATTACHMENT G



Propose a **NEW major, minor, certificate, concentration, emphasis or focus**

Today's Date: **December 22, 2009**

1. New Major       New Minor       New Certificate       New Emphasis/Concentration/Focus

Proposed name of major/minor/certificate/emphasis/concentration/focus:

**Social Justice Studies**

Undergraduate

Graduate

2. Name of person submitting this request:      **C. Lee Harrington**      email: **harrincl@muohio.edu**
3. Name of Department Chair:      C. Lee Harrington      email: **harrincl@muohio.edu**
4. Desire new program to be effective in the following term: **Fall 2010**
5. Rationale for adding this new program: **There have been discussions of launching a social justice major at Miami for at least a decade, with the most recent discussions (to our knowledge) coming out of the now-defunct Western College Program. As the "related hours" component of our proposed curriculum indicates (see below), there is a wide variety of social justice-oriented courses around campus but no comprehensive field of study. The proposed major is designed to offer students an opportunity for in-depth examination of the connections between social values, structured inequalities, and social change through a program of study rooted in sociological theories and methods. Through the related hours component, the proposed major reaches out to other academic divisions to offer students exposure to social justice studies from multiple disciplines. As indicated by our last departmental program review and by several years' worth of subsequent discussion with students in the extant sociology capstone course (SOC 459), we believe there is potential for significant student interest in the proposed major. Moreover, we believe it builds on the department's extant strengths in the study of stratification, inequalities and social policies, and more fully integrates the new Disability Studies program into the department. Finally, with its focus on social values and social change, and with its required student praxis component, we believe it speaks directly to the notion of an engaged university put forth by President Hodge by cultivating students' "sense of responsibility to our global future" (Miami Mission Statement, June 20, 2008).**
6. Description of the new program to add to the *General Bulletin*:  
**The Bachelor of Arts in Social Justice Studies (SJS) offers a sociologically-based foundation of knowledge and skills to examine the essential connections between social values, structured inequalities, and social change. A comprehensive, integrated curriculum offers two tracks – Social Justice and Inequalities (Track 1) or Crime, Law**

and Social Justice (Track 2) – and a required praxis component.

List the PROPOSED curriculum:

Proposed new major in Social Justice Studies (40 hours)

CORE COURSES: Take ALL of these (17 credit hours):

SJS/SOC 165 Introduction to Social Justice Studies (new course; 3)

STA 261 Statistics (4)

SOC 262 Research Methods (4)

SJS/SOC 323 Social Justice and Change (new course; 3)

SJS/SOC 470 Social/Political Activism (capstone course; 3)

Track 1 – Social Justice and Inequalities

SOC LEVEL 1: Take at least 6 credit hours from the following list

SOC 201 Social Problems (4)

SOC 203 Sociology of Gender (3)

SOC 205 Introduction to Globalization (3)

SOC 221 Human Sexuality (3)

SOC 225 Work and Occupational Justice (3)

SOC 260 Sociology Internship (maximum 4 credit hours counts toward major)

SOC 278 Women and (Dis)Ability: Fictions and Contaminations of Identity (3)

SOC LEVEL 2: Take at least 9 hours from the following list

SOC 318 Sociology of Aging (3)

SOC 348 Race and Ethnic Relations (3)

SOC 372 Social Stratification (3)

SOC 375 Disability Allies: To be or not to be? Developing Identity and Pride from Practice (3)

SOC 412 Sociology of Law (3)

SOC 417 Economy and Society (3)

SOC 448 African-American Experience (3)

SOC 463 Gender and Aging (3)

RELATED HOURS : Complete the required 8 hours for the major from the list below

AMS 302 United States and the World (3)

AMS 301 Practice in American Studies (3)

ATH 175 Peoples of the World (3)

ATH 185 Cultural Diversity in the US (3)

ATH 325 Identity, Race, Gender, Class (3)

ATH 358 Travelers, Migrants, and Refugees (3)

BWS 151 Introduction to Black World Studies (4)

BWS 267 National Cinemas: African Film (3)

BWS 370E Feminism and the Diaspora (3)

CLS 321 Justice and the Law in Antiquity (3)

COM 389 Great Issues in American History; Rhetoric and Reality (3)

DST 272 Introduction to Disability Studies (3)

REL 333 Religion, Dress and Status (3)

ECO 131 Economic Perspectives on Inequality in America (3)

ECO 342 Comparative Economic Systems (3)

ECO 347 Economic Development (3)

ECO 356 Poverty and Income Distribution (3)

ECO 361 Labor Economics (3)

ECO 462 Economics of Compensation, Discrimination and Unionization (3)

EDL 282 Cultural Studies, Power and Education (3)

EDL 401 Cultural Studies and the Complexity of Empowerment (3)

EDP 272 Introduction to Disability Studies (3)

IES 414 International Environmental Affairs (3)  
IES 450 Environmental Law (3)  
FSW 206 Social Welfare: Impact on Diverse Groups (4)  
FSW 207 Serving and Supporting Children, Youth and Families I (4)  
FSW 208 Serving and Supporting Children, Youth and Families II (5)  
FSW 261 Diverse Family Systems Across the Life Cycle (3)  
FSW 309 Social Welfare Policy (3)  
FSW 362 Family Poverty (3)  
GEO 201 Geography of Urban Diversity (3)  
GEO 211 Global Change (3)  
GEO 274 Introduction to Environmental Principles (3)  
GEO 378 Political Geography (4)  
GTY 260 Global Aging (3)  
GTY 365 Social Policy and Programs in Gerontology (3)  
GTY 472 Race, Ethnicity and Aging (3)  
IDS 159 Strength Through Cultural Diversity (3)  
ITS 201 Introduction to International Studies (3)  
LAS 207 Latin America Before 1910 (3)  
LAS 208 Introduction to Latin America (3)  
LAS 254 Latino/a Literature and the Americas (3)  
LAS 260 Latin America in the United States (3)  
LAS 315 Latin American Diaspora Communities and Issues (3)  
LAS 319 Revolution and Social Movement in Latin America (3)  
LAS 385 Race, Science and Disease in Tropical Americas (3)  
LAS 414 Latin American Environmental Affairs (3)  
LAS 415 Cuba in Revolution (3)  
LAS 478 Media and Politics in Latin America and the Caribbean (3)  
PHL 131 Problems of Moral and Social Values (3)  
PHL 311 Ethical Theory (4)  
PHL 312 Contemporary Moral Problems (4)  
PHL 331 Political Philosophy (4)  
PHL 335 Philosophy of Law (4)  
PHL 355 Feminist Theory (4)  
PHL 375 Moral Issues in Health Care (4)  
PHL 376 Environmental Philosophy (4)  
PHL 475 Justice in Health Care (4)  
KNH 274 Critical Perspectives on the Body (3)  
POL 142 American Politics and Diversity (4)  
POL 159 U.S. Identity Politics (3)  
POL 201 Political Thinking (4)  
POL 302 Classical Political Philosophy (4)  
POL 303 Modern Political Philosophy (4)  
POL 326 Comparative Ethnic Politics (3)  
POL 345 National Issues (3)  
POL 346 Global Gender Politics (3)  
POL 347 Women and the Law (3)  
POL 381 Global Governance (3)  
POL 382 International Law (3)  
POL 386 Global Competition (3)  
POL 439 North American Politics: Unity and Diversity (3)  
PSY 210 Psychology Across Cultures (3)  
SPA 211 Deaf Culture and Community (3)  
WMS 201 Introduction to Women's Studies (3)  
WMS 202 Introduction to GLBT Studies (3)  
WMS 301 Women and Difference (3)

WMS 436 Women, Gender and the Environment (3)

☒ students may complete an independent study (SOC 177, 277, 377, 477) if content is relevant (must be pre-approved by CDA)

☒ students may complete a special topics course (SOC 410, 490) if content is relevant (must be pre-approved by CDA)

Track 2 – Crime, Law, and Social Justice

Complete CORE requirements as indicated

SOC LEVEL 1: Take ONE of these (4 credit hours)

SOC 201 Social Problems OR

SOC 202 Social Deviance

SOC LEVEL 2: Take FOUR of these; (12 or 13 credits total)

SOC 352 Criminology (3)

SOC 409 Systems of Justice (3)

SOC 410 Topics in Criminology (3)

SOC 412 Sociology of Law (3)

SOC 413 Juvenile Delinquency (3)

SOC 440C Criminology Internship (maximum 4 credit hours counts toward major)

SOC 451 Family Violence (3)

RELATED HOURS: Complete the required hours for the major from the list below

AES 431 National Security Forces in Contemporary American Society (3)

AES 432 National Security Forces in Contemporary American Society (3)

BLS 342 Legal Environment of Business (3)

BLS 437 Cyberlaw (3)

BLS 465 Ethics, Law, and Business (3)

BLS 483 Comparative International Law (3)

BTE 108 Introduction to Business Law (3)

CLS 321 Justice and the Law in Antiquity (3)

COM 445 Media Law (3)

CSE 262 Technology, Ethics, and Global Society (3)

CJS 231 Law and Individual Rights (4)

ECO 325 Economic Analysis of Law (3)

EDL 334 Youth Subcultures, Popular Culture, and Non-Formal Education (3)

FSW 465 Child Maltreatment (2)

HST 329 Lynching in America 1865-1940 (3)

HST 348 Witch Crazes and Other 'Great Fears' in Europe and America (3)

IDS 159 Strength Through Cultural Diversity (3)

ITS 201 Introduction to International Studies (3)

JRN 301 Journalism Law and Ethics (3)

KNH 205 Drugs: A Health Perspective (3)

MGT 402 Employment Law (3)

PHL 131 Problems of Moral and Social Values (3)

PHL 311 Ethical Theory (4)

PHL 312 Contemporary Moral Problems (4)



PHL 331 Political Philosophy (4)  
PHL 335 Philosophy of Law (4)  
POL 276 Homeland Security and Critical Incident Management (3)  
POL 347 Women and the Law (3)  
POL 351 Criminal Justice (4)  
POL 352 Constitutional Law and Politics (4)  
POL 387 Comparative Security Issues (3)  
PSY 242 Abnormal Psychology (3)  
PSY 328 Psychology of Stigma and Victimization (3)

☐ students may complete an independent study (SOC 177, 277, 377, 477) if content is relevant (must be pre-approved by CDA)

☐ students may complete a special topics course (SOC 490) if content is relevant (must be pre-approved by CDA)

7. List the names of current faculty who will be involved in this new program. Describe the need, if any, for additional faculty:  
All current full-time faculty in SOC will potentially be associated with this program: F. Ahmed, J. Bulanda, R. Bulanda, R. Coates, W. Flint, L. Harrington, O. Harris, M. Jendrek, G. Muschert, S. Lippmann, A. Peguero, T. Wagenaar, E. Zhai, J. Subedi, S. Subedi, J. Lynch, R. Campbell, M. Christian, R. Seufert, G. Petonito
8. List the facilities/equipment currently available for this program. Describe the need, if any, for additional facilities/equipment:  
Facilities/equipment currently associated with SOC/GTY are available for this program. No additional facilities/equipment are needed.
9. Describe how the existing library system will or will not support this new program in regards to print and non-print materials, equipment and personnel. Describe any additional necessary resources:  
The existing library system provides more than adequate support for this new program. No additional resources are necessary.
10. Describe the enrollment you anticipate for this new program: number of students, full or part-time, graduate or undergraduate, new or current students, etc.:  
We are piloting the introductory course of the proposed major in S10; the section filled very quickly to its maximum of 30 students with virtually no advertising. We hope this is an indicator of the appeal of the program both to current Miami students and to students considering enrolling at Miami. The target population is full-time undergraduate students, both current and prospective.
11. Describe the administrative arrangements for the program (department, college, and/or school involved) including any cooperative arrangements with other departments, divisions, intuitions or organizations. Any formal statements of agreement (e.g. Memorandums of Understanding) should be emailed to: [courseapproval@muohio.edu](mailto:courseapproval@muohio.edu)  
The Department of Sociology and Gerontology will administer this program using currently existing resources. No additional resources are requested at this time.
12. Estimate total costs, over and above current levels of operation, associated with this new program:  
None are foreseen at this time. Depending on the popularity of the major, it may result in additional staffing requests down the line.
13. Please add any additional comments related to this new program:  
The Department of Sociology and Gerontology is well-suited to housing this new degree program. Social justice studies is an interdisciplinary field as its location in other universities illustrates – for example, at Roosevelt

University it is situated within the economics department, at the University of San Francisco it is associated with performing arts, at Virginia Commonwealth it is a concentration within the international studies program, and at Brandeis University it is part of a program in social justice and social policy. Miami's Department of Sociology and Gerontology specializes in the study and teaching of social stratification and social inequalities, broadly defined, and our myriad courses on age/aging, socio-economic class, gender, sexuality, health and dis/ability, race and ethnicity, and religion focus on structured inequalities at the macro level, the experience of those inequalities at the meso and micro levels, and ways those inequalities might be alleviated through social policies and/or social change. The recent decision to house the new Disability Studies Minor in Sociology/Gerontology recognizes this departmental strength. Moreover, the historical emergence of both sociology and gerontology as academic disciplines is rooted in the activist potential of scholarly knowledge, and departmental faculty remain committed to this vision. To that end, we have initiated conversations with the recently resurrected Social Action Center at Miami to develop a sustainable model for student praxis in the capstone course for the major (see below) and will also begin conversations with the CAWC (annual social justice/human rights fair) and the Wilkes Leadership Institute regarding student praxis opportunities throughout the major. We have created two new courses that will be required for the major: SJS/SOC 165 (Introduction to Social Justice Studies) and SJS/SOC 323 (Social Justice and Change). However, we note other relevant changes to the Sociology curriculum that anticipate this new degree program. We are repurposing an extant 400-level course (SOC/BWS 470: Social/Political Activism) into a required capstone for the major that is praxis-based. With the recent hire of Dr. Fauzia Ahmed (who specializes in global human rights and global policy), we have re-titled SOC 205 to Introduction to Globalization with a significant human rights/social justice component. Several years ago we created SOC 225: Work and Occupational Justice to highlight issues of social change and justice within capitalism (broadly) and within labor relations (more narrowly). We have also taught special topics courses on Immigration and Social Justice, and Globalization, Human Rights and Social Justice (to be piloted S10), which we anticipate converting into permanent courses. While the current Sociology major is deliberately designed to offer students a "breadth" rather than "depth" exposure to the field of sociology, the proposed Social Justice Studies major is designed to offer in-depth examination of issues of social justice with a specific concentration in Inequalities (Track 1) or Crime and Law (Track 2). Both tracks require a certain number of hours of courses outside the department that reflect the rich diversity of social justice-related course offerings in the College, the Farmer School of Business, and the School of Education. Both tracks also offer opportunities for internships and/or guided student research in addition to the required praxis component (Capstone).

Once completed, please e-mail to: [courseapproval@muohio.edu](mailto:courseapproval@muohio.edu)

**Note:** This form requires approval by the department, division, Graduate Council (as applicable) and University Senate Consent Calendar. New majors must also be approved by CUC (Council on Undergraduate Curriculum). Upon submission of this form, the Registrar's Office will verify the information and forward this request to the appropriate contact.

# ATTACHMENT H



OFFICE OF THE  
SECRETARY OF THE UNIVERSITY

ROUDEBUSH HALL ROOM 205  
OXFORD, OHIO 45056-3653  
(513) 529-3610  
(513) 529-1737 FAX  
secretary@muohio.edu

To: David C. Hodge, President

From: Karen K. Shaffer  
Secretary of the University

Date: August 31, 2010

RE: Actions of 2010-2011 University Senate Pertaining to the Elimination of Paper Science  
and Engineering Major

The *Miami University Policy and Information Manual*, Section 11, Curriculum, does not require approval by the Board of Trustees when a major is eliminated; however, we wish to inform you that on August 30, 2010, University Senate received the Consent Calendar which included the following notice from the Department of Chemical and Paper Engineering to eliminate the paper science and engineering major effective fall 2011:

"After careful assessment it is recommended that paper science and engineering major, a niche engineering discipline, be eliminated. There has been a rather sharp decline in the student interest in the major over the last several years, a phenomenon observed in every single school across the country that offers this program. The relatively recently created broad chemical engineering program at Miami University which offers a concentration area in paper science includes most of the paper science courses that are also offered to the paper science and engineering major. Thus, the creation of popular chemical engineering program has, in essence, eliminated the need for the major of paper science and engineering. After extensively consulting the faculty of the Department of Chemical and Paper Engineering, the department chair, and School of Engineering and Applied Science (SEAS) Oxford Leadership Council, the SEAS Dean, in consultation with Provost Jeffrey Herbst, has decided to terminate offering the paper science and engineering major, effective fall 2011. The courses needed to graduate with a degree in paper science and engineering will continue to be offered to the students currently enrolled in the program."

c: John Skillings, Interim Provost

Stephen D. Snyder, Secretary to the Board of Trustees ✓

Marek Dollár, Dean, School of Engineering and Applied Science

Shashi Lalvani, Chair, Department of Chemical and Paper Engineering

# ATTACHMENT I

## Executive Summary

Changes in higher education, both at the national level and at the local one, suggest that Miami's College of Arts and Science would benefit from recasting our curricular requirements to better address the competencies and skills needed not only for educated citizenship (as is often the case now), but also for long-term employability. The committee recommends a number of changes in the requirements for A.B. students in the College of Arts and Science to increase emphasis on 21<sup>st</sup> century skills and competencies. College requirements for B.S. students would remain as is.

We recommend instituting new competence area requirements in writing, quantitative literacy, and intercultural and civic knowledge; moreover, we recommend retaining many features of the current distribution requirement, modestly reframing them to emphasize in deliberate ways the differing approaches to knowledge characteristic of the humanities, social sciences, and natural sciences. We believe that these changes, emphasizing not only the majors the College offers but also the approaches to learning central to the division, can help us strengthen both the College's mission and message.

### Committee Recommendations:

*Recommendation #1: We recommend that the College retain a basic distribution requirement for its A.B. students, and that it be reframed as a "Breadth of Knowledge Requirement" in the Humanities, Social Sciences, and Natural Sciences (Biological and Physical).*

*Recommendation #2: We recommend that A.B. students in the College of Arts and Science be required to take at least six credit hours in the Humanities and Social Sciences "Breadth of Knowledge" areas beyond those hours used to meet Miami Plan II requirements; that these courses be taken from among College of Arts and Science offerings or their equivalents at other colleges and universities; and that at least three of the hours in each area be taken in residence at Miami University and not double counted with any MPF requirement.*

*Recommendation #3: We recommend that the current requirement that students take courses within at least two subareas within the Humanities and Social Science areas be eliminated.*

*Recommendation #4: We recommend that A.B. students in the College of Arts and Science be required to complete Natural Sciences requirements in the Miami Plan from among courses offered in the College of Arts and Science or their equivalents at other colleges and universities; and that at least three hours in the Natural Sciences be taken at Miami University.*

*Recommendation #5: We recommend that each "Breadth of Knowledge" area articulate the work it does as a cognate area to convey more usefully to others the unique content, skills, and competencies typically involved in learning in that area, emphasizing preparation for lifelong employability as well as preparation for citizenship.*

*Recommendation #6: We recommend that the current CAS Foreign Language requirement be retained for all A.B. students in the College.*

*Recommendation #7: We recommend that the College of Arts and Science adopt competence areas for its A.B. students in Writing and in Quantitative Literacy.*

*Recommendation #7a: We recommend that the College adopt a Writing requirement in the major that builds upon the work done by the Miami Plan College Composition requirement, and that departments and programs be required to choose from among a specified menu of possibilities the path for their majors to fulfill this Writing requirement.*

*Recommendation #7b: We recommend that the College adopt a one-course Quantitative Literacy requirement that builds upon the work done by the Miami Plan V, Mathematics, Formal Reasoning, and Technology, and that students be required to complete the MP V requirement from among courses offered in the College of Arts and Science or their equivalents at other colleges and universities .*

*Recommendation #8: We recommend that College of Arts and Science requirements for B.S. students remain unchanged – that is, they should be required to complete the CAS Foreign Language requirement only in addition to the usual requirements of the Miami Plan.*

*Recommendation #9: In our view, changes in the Miami Plan have significantly eroded students' curricular preparation to deal with intercultural and civic issues. We recommend that it be the sense of the College of Arts and Science that Liberal Education Council revisit the requirements of the Global Miami Plan to address the gap that has been created in this area.*

**Table 4: Relationship of Current CAS Requirement Structure to Proposed A.B. Requirement Structure**

Current CAS Requirements	Proposed CAS Requirements
CAS-A Foreign Language	<ul style="list-style-type: none"> <li>• Retains current CAS-A, renaming it CAS-FL (Foreign Language).</li> </ul>
CAS-B Humanities	<ul style="list-style-type: none"> <li>• Retains current 9 hour requirement, renaming it CAS-Hum, and requires CAS students to take 6 hours <i>beyond</i> the MPF IIB requirement</li> <li>• Specifies that those 6 hours must be taken from among CAS offerings or their equivalents offered by other colleges or universities</li> <li>• Establishes a 3 hour residency requirement in the College of Arts and Science at Miami University. These hours may not double count for MPF.</li> <li>• Eliminates the subarea distribution requirement</li> </ul>
CAS-C Social Science	<ul style="list-style-type: none"> <li>• Retains current 9 hour requirement, renaming it CAS-SoSci, and requires CAS students to take 6 hours <i>beyond</i> the MPF IIC requirement</li> <li>• Specifies that those 6 hours must be taken from among CAS offerings or their equivalents offered by other colleges or universities</li> <li>• Establishes a 3 hour residency requirement in the College of Arts and Science at Miami University. These hours may not double count for MPF.</li> <li>• Eliminates the subarea distribution requirement</li> </ul>
CAS-D Natural Science	<ul style="list-style-type: none"> <li>• Reduces the current requirement by 1 hour to parallel the Humanities and Social Science requirements, and renames it CAS-NatSci.</li> <li>• Specifies that all 9 hours must be taken from among CAS offerings or their equivalents offered by other colleges or universities</li> <li>• Establishes a 3 hour residency requirement in the College of Arts and Science at Miami University</li> </ul>
CAS-E Formal Reasoning	<ul style="list-style-type: none"> <li>• Specifies that MPF V must be satisfied by a CAS offering or the equivalent offered by other colleges or universities</li> <li>• Requires students to take an additional "QL" designated course</li> </ul>



## The Motion

The College of Arts and Science requirements will be revised in order to

- Replace the existing distribution requirement with a “breadth of knowledge” requirement, as described in the Report of the CAS Committee on Requirement Revision, leaving the existing foreign language requirement in place;
- Introduce as a requirement a Quantitative Literacy competence, as described in the Report of the CAS Committee on Requirement Revision;
- Introduce as a requirement a Writing in the Major competence, as described in the Report of the CAS Committee on Requirement Revision.

### Overview of Changes (1)

1. Writing Competence (Recommendation 7a)
  - Option A – Bridge course in the major
  - Option B – Bridge course provided by a cooperating unit
  - Option C – Scaffolded writing curriculum in the major
2. Quantitative Literacy (QL) (Recommendation 7b)
  - One course that *builds upon the Miami Plan V* requirement (Mathematics, Formal Reasoning, and Technology)
3. Breadth of Knowledge Requirement (Recommendations 1-5)  
Across all cognate areas

### Overview of Changes (2)

#### **Breadth of Knowledge Requirement for A.B. Students**

##### Humanities & Social Sciences

Complete at least 6 hours beyond Miami Plan II requirements  
Taken from CAS offerings or their equivalents (transfer credit)  
Eliminate current requirement to take courses within at least two sub-areas

##### Natural Sciences

Complete requirements in the Miami Plan from Courses offered in the CAS or their equivalents

##### Residency Requirement

At least 3 hours must be taken at Miami University

## Amendment

Resolved: That the College of Arts and Science affirms the importance of Intercultural and Civic Competence for its students; and that in light of that importance and of erosion of Miami Plan requirements in this area,

- That a proposal for a CAS requirement in Intercultural and Civic Competence be developed for B.A. students in the College by a process similar to the ones used to develop initial Writing and QL proposals;
- That the subcommittee developing the proposal include representation from all areas of the College;
- That the proposal entail no net new requirements outside the area of major for students; and
- That it be provided to the Committee on CAS Requirement Revision no later than February 15, 2011, and to faculty in the College for discussion no later than April 15, 2011, after which a vote will take place to determine if this additional competency will be added to the new (revised) CAS requirements.

# ATTACHMENT J

Date: November 5, 2010  
To: All Associate Professors:  
From: John Skillings, Interim Provost  
Re: Associate Professor Review

Last spring Provost Herbst communicated with you concerning the new guidelines (MUPIM Section 7.5.A.2 and 7.5.A.3) that had been approved by the University Senate for the review of associate professors. The purpose of the review is to provide professional development for associate professors and to provide guidance in achieving promotion to professor. A proposed rollout plan was communicated last spring and included a proposal that associate professors who have been in rank nine or more years as of July 1, 2010, would receive review letters during the 2010-11 academic year.

In October, 2010, University Senate replaced the language in MUPIM 7.5.A.2. with the following:

Associate professors in their third and sixth year in rank must submit to their department(s) a dossier that addresses the criteria for promotion to professor. The department chair(s) and/or program director(s), in collaboration with the departmental promotion committee, will provide a letter of evaluation of the dossier. The letter should provide a formative review and be detailed enough to provide associate professors with valuable guidance for achieving promotion. The dean(s) of the associate professor's division (in years three and six) and the Provost (in year six) will each review the letter and indicate agreement or provide elaboration on areas of concern.

The above language becomes effective July 1, 2011.

Because of the earlier commitment to provide a review this year to associate professor with nine or more years of experience, we want to continue with the rollout plan that was developed last spring. To that end, those with nine or more years in rank are eligible to receive a review this year; however, consistent with the new guidelines that were adopted by Senate this fall, these associate professors are not required to have a review.

I encourage those of you who have been in the rank of associate professor for nine or more years who wish to have a review to submit your dossier to your chair or program director by February 1, 2011. Based on the new guidelines, a review letter will be provided at the department level, and the dean and provost will review the letter and indicate agreement or provide elaboration on areas of concern.

To allow units to prepare it would be helpful to know if you plan to have a review this year. It would be helpful if you would indicate your intentions to Associate Provost Mary Woodworth by November 24 (woodwome@muohio.edu). If any questions arise concerning this process please feel free to contact Dr. Woodworth.

The rollout of evaluations will continue next academic year for associate professors who will be in their 7<sup>th</sup>, 8<sup>th</sup> or 9<sup>th</sup> year on July 1, 2011. I encourage the individuals in that category who wish to have a review to submit their dossiers to the chair or program director by February 1, 2012. Associate professors in their 3<sup>rd</sup> and 6<sup>th</sup> year in rank on July 1, 2011 will also be submitting their dossier by February 1, 2012.

Thanks!

c. Deans and Department Chairs

# ATTACHMENT K

## Developing Some 4+1 / 3+2 / 3+1 Master's Degree Programs

### Goal:

Develop some pilot 4+1 / 3+2 / 3+1 master's degree programs

### Rationale

1. Attract high ability students to undergraduate / graduate opportunities
2. Enrich the undergraduate experience for students by providing graduate opportunities during the undergraduate years
3. Increase the size of the fee paying graduate population
4. Grow revenues

### Some Guiding Principles

1. Select a few programs on a trial basis
2. Choose programs that have:
  - high quality, and
  - have excess capacity or can generate more revenues than extra cost
3. Ensure that the undergraduate experience for an individual is not compromised by graduate portion of the 4+1 / 3+2 / 3+1 program (Undergraduates needs to complete a "full" Miami experience before receiving the BS / BA degree.)
4. In general students in these graduate programs will pay full tuition and not be on an assistantship (Should we allow students to pay only the in-state tuition as all graduate students generate state subsidy?)
5. Currently allow seniors with 112 credit hours to take graduate courses (Should we relax this to 96 hours?)
6. Currently 10 credit towards a graduate degree can be earned while still an undergraduate (Should we relax this some?)
7. Six credits are allowed to double count for a graduate and undergraduate degree (Should we change this to 9 hours or perhaps to no more than 25% of the graduate degree?)
8. The programs will be advertised and should serve as a recruitment tool for entering first-year students and transfer students

### Financial Incentive

Incentives will be developed to promote these programs.

# ATTACHMENT L



## *Distance Education: Balancing Centralized Efficiencies with Localized Needs*

### *A Proposal to Establish an E-Learning Initiative at Miami University*

Given the rapid growth of online education and its importance for higher education, it is imperative that post-secondary institutions provide quality online programs. Miami University has the opportunity to enhance its mission through a centralized, high quality, accessible and flexible distance education center that meets the needs of a rapidly growing set of learners. By leveraging its strong reputation and strengths found in its existing on- and off-campus continuing education programming it can provide value producing programs to post-baccalaureate learners seeking convenient and transformative opportunities. Further it can capture revenue lost to other universities who offer our students distance learning opportunities currently unavailable at Miami. The center will proactively recruit and retain new students, while serving existing student population with extended and intersession programming in online and hybrid programs. An entrepreneurial, centralized, e-learning center at Miami University will transform the lives of students and allow them to attain educational and career goals by connecting with the superior faculty and unique curriculum offered by the university in a cost recovery business model.

The e-learning center at Miami University must be centralized for efficiency and ease of access, employing resources and expertise available at Miami, improving and then building upon current successful efforts. Investments will be made in quality and needs assessment toward a center that reflects the values and standards of excellence at Miami, while serving essential new populations of learners.

Programs will be designed to extend the Miami experience for current matriculated students in a variety of intersession opportunities without disrupting the current academic culture of Miami University. Offered through the continuing education and summer session model, students will find increased flexibility with varied start dates and program lengths. Distance education offerings at Miami University will also appeal to learners in the professions. Offerings include existing and innovative degree and certificate programs, as well as distinctive non-credit, revenue generating, workforce and professional development.

The first step in developing the distance education center is to bring the quality of current offerings into compliance with widely accepted standards. Next steps include strategically integrating superior and sustainable e-learning that creates an environment to support and encourage inquiry, broaden learner's experience of the subject matter, and elicit active and critical reflection by learners. This opportunity generates critical new revenue streams.

The tactical recommendations include retaining responsibility for academic standards in distance education at Miami University, and to appoint an e-learning team to immediately develop a strategic plan for a cost effect and sustainable distance education center in continuing education.

#### **Recommendations**

1. **Responsibility** for determination of academic standards in distance education courses, programs, and offerings is retained by Miami University.

2. **Appoint a Miami University E-learning Team.** The team will include representatives from IT Services, Academic Affairs, Business Affairs, and regional campus.
3. **Develop strategic distance learning plan for Miami University.** The charge to the E-learning Team is to develop a strategic plan to implement online continuing education, submitted by the end of fall semester 2010. The following is addressed in the plan: Quality, access, affordability, resources, and efficiency.

# ATTACHMENT M

## Career Services Office Activity Report

*August - October 2009 vs. 2010*

	2009	2010	Percent change
Interviews the day after Career Fair	N/A	313	
<i>23 employers, 37 schedules</i>			
Resume Express count the three days before Career Fair	128	143	+11.7%
Total number companies registered for Career Fair	171	184	+7.6%
Estimate number of students attending Career Fair	2500	3000	
Number of organizations conducting interviews so far in 2010-11	112	122	+8.9%
Total number of interviews scheduled so far in 2010-11	3090	3323	+7.5%
Number of students registered in Miami CAREERlink so far in 2010-11	3372	3909	+15.9%
Total Job Postings (OCR and non-OCR, full-time and part-time)	452	725	+60.0%
<i>Percent of postings for Ohio location</i>			
Total Internship Postings (OCR and non-OCR)	205	266	+29.8%
Total number of Career Programs to date	87	108	+24.1%
Number of students in attendance at these programs	3208	4205	+31.1%
Total number of required Orientation programs conducted	16	11	-31.25%
Number of students in attendance at these programs	1334	1301	-2.5%
Total number of Advising Appointments	362	732	+102.2%
Total number of Walk-in Advising Appointments	278	287	+3.2%
Total number of Mock Interviews	171	182	+6.4%

# ATTACHMENT N

Miami University  
Assessment

# Moving into the Second Year Experience

The Second Year Experience was devised to address issues of retention and purposeful engagement among sophomores, and to intentionally focus on this “lost year”. As a pre-measure, this nationally crafted survey was completed by N=617 rising second year Miami students. While over 90% of Miami first years have been traditionally retained to the second year, Miami’s graduation rate hovers around 82%. About 10% of students leave after the first year and an additional 8% after the second. We therefore focused the second year experience on supporting sophomores in the areas of academic and social integration, goal acquisition and institutional commitment. The curricular themes are: *Local & Global Citizenship, Career Exploration & Commitment to Majors, Connected Academic Experiences, Health, Sense of Self & Well-Being, and Connections with the University.*

## Academic Efficacy and Transition

Miami sophomores feel that their first year experiences prepare them for a more demanding sophomore year. 80.8% of participants feel academically prepared for the transition to their second year, while 73.9% feel socially prepared for the transition to their second year. However, 53.7% of sophomores feel their second year will be more challenging than their first year. The top two challenges sophomores feel they will face are academic rigor and balancing social and academic needs. The top 4 resources sophomores plan to use are: study abroad office, career center, Rinella Learning Center, and their R.A. 55% of rising sophomores agree that their academic advisors are readily available and 62% plan to meet with this academic advisor 1-2 times this year. 70.7% report having done long-term goal setting for the next 5-10 years.

## Involvement

Consistent with the millennial generation persona, Miami sophomores are very involved. The top 3 areas of involvement are: Interest organizations (ASG, RHA, service-politics), campus-employment, and club- varsity sports. 87.9% of sophomores report being involved on campus. While 40.5% are happy with their level of involvement, 42.9% are still looking to be more involved.

## Commitment to Major

If you have questions, please contact the Office of the Dean of Students at 529-1877 or Second Year Programs 529-4038.

82.0% of Miami sophomores are confident in their current choice of major. 84.2% of students think they will graduate with their current major. Sophomores have also thought about the careers available to them because of their major. 83.7% have thought about the day-to-day work life of a career related to their major. 79.8% of sophomores feel that Miami has prepared them for future academic/career pursuits.

## Miami’s Impact

During their first year, these sophomores have developed a sense of academic efficacy and have experienced a wide variety of activities. 67.9% of survey participants report having developed a strong sense of belonging as they move into their second year. They report that during their first year, Miami promoted helpful developmental experiences. Of the total respondents,

- ✿ 78.7% say experiences at Miami help them develop healthy decision making skills
- ✿ 75.8% say experiences at Miami increase their awareness of issues surrounding alcohol use
- ✿ 77.5% were encouraged to explore their personal values and identity
- ✿ 82% say Miami supports their interpersonal growth
- ✿ 58.8% say they have explored other cultures at Miami
- ✿ 62.3% say their experiences increase their cultural understanding

Overall, 70% of rising sophomores are very satisfied with their experience at Miami so far. 84.2% would recommend Miami University to a friend. The challenge is to see how we might enhance this impact throughout this second year. A post-analysis completed in April will support programmatic improvement decision-making and devise intervention strategies for sophomores at risk for academic jeopardy. In addition, national benchmarking will assist us in completing a comparative analysis.