

Miami University
Board of Trustees Academic/Student Affairs Committee
December 5, 2013, 8:00 a.m. – 11:45 a.m.
Garland Hall, Room 257

1. Executive Session, begins at 8:00 am (40 min)
 - a. Personnel matters
2. Public Business Session – Announcements (begin at 8:40 a.m.)
 - a. Chair-Sue Henry (5 min)
 - b. Student Trustee, Arianne Wilt and Graham Bowling – (5 min), Attachment A
 - c. ASG Updates, Dan Stewart – (5 min), Attachment B
 - d. University Senate Updates –Steve Wyatt, Chair, Senate Executive Committee (5 min), Attachment C
3. Student Affairs Reports
 - a. Vice President’s Update – (5 min), Associate VP Mike Curme and Assistant VP Scott Walter, Attachment
 - b. Alcohol - Good Samaritan and Alternate Activities: Associate VP Mike Curme and Assistant VP Scott Walter
Good Samaritan Update - (10 min), AVP Mike Curme and Susan Vaughn, Dir OSECR, Attachment D
Orientation and New School Year Activities – (15 min), Buffy Stoll, Dir, New Student Programs, Attachment E
Student Programming, ASC and Campus-Wide – (30 min) – Katie Wilson, Director, ASC and Laura Whitmire,
Asst Director, Student Activities, Attachment F

Written reports:

Student Affairs “Good News” - V.P. Student Affairs, Attachment G

Service Learning, Monica Ways, Director, Community Engagement and Service, Attachment H

Career Center/Career Fair, Mike Goldman, Director, Career Center, Attachment I

Myaamia Center and Miami Tribe - Daryl Baldwin, Director, Myaamia Center and Bobbe Burke, Coordinator,
Miami Tribe Relations and Education Special Projects, Attachment J

SPTF 29: Budget Reductions, Tim Kresse, Director of Budgeting and Technology, Attachment K

BREAK – (10 min)

4. Academic Affairs Reports
 - a. Provost Update, and Resolutions – (5 min), Bobby Gempesaw, Provost,
Resolutions; Department Name Change, and Award of Tenure, Attachment L
 - b. Enrollment Management Update – (40 min), Michael Kabbaz, AVP Enrollment Management, Attachment M
 - c. College of Engineering and Computing – (30 min), Dean Marek Dollár, Attachment N

Written reports:

Academic Affairs “Good News” - Bobby Gempesaw, Provost, Attachment O

Accreditation Updates - Carolyn Haynes, Associate Provost P

Honors Program - Cindy Klestinec, Honors Program Director Q

SPTF 12, 14, 15, Academic Efficiencies - Bobby Gempesaw, Provost, Attachment R

5. Other Items

Tour of Engineering facilities - (20 min), Dean Marek Dollár

Written reports:

Construction Project Update - Cody Powell, Associate VP, Facilities, Planning and Operations, Attachment S

Update on Development – Tom Herbert, Vice President for Advancement, Attachment T

Graham Bowling
Board of Trustees Academic/Student Affairs Committee
12/2013

Good Morning Everyone,

In September, we experienced a bit of shock over the latest AlcoholEdu statistics. As a student, I was surprised as well. Since our last meeting, I have begun conversations with various student leaders representing a wide range of organizations on campus. Following my conversations, I compiled a list of key takeaways and insights as we continue to discuss strategic options to engage Miami's student body:

- Miami students pride themselves on their "Work Hard, Play Hard" attitude and therefore are unlikely to stop drinking entirely.
- The current non-alcoholic entertainment options reach only a small number of students.
- One student suggested a social media "blitz" engaging Facebook, Twitter, Instagram, etc. to promote sober entertainment and spark interest and thought amongst the general student body.
- A suggestion was made to gather real student stories detailing their negative experiences with alcohol on campus. The real life stories could be filmed to publish online and printed in the Miami Student to promote awareness of this issue.
- Finally, continue to increase student knowledge of the Medical Amnesty/Good Samaritan policy.

Looking forward, this initiative will be incredibly countercultural and require much more than offering various sober entertainment options. The opening of Armstrong student center will no doubt provide a unique and engaging forum for students seeking non-alcoholic entertainment. I will continue to seek answers and insights throughout the Miami student body. Thank you.



TO: Board of Trustees Academic/Student Affairs Committee
FROM: Dan Stewart
DATE: December 5, 2013

ASG Update

The Fall Semester of the 2013-2014 academic school year is drawing to a close, and the Associated Student Government has been extremely busy. With a mixture of new, energetic senators and experienced, knowledgeable senators, I am anticipating a year of quality, comprehensive legislation that will make a great impact for on and off-campus students.

Thus far, we have had multiple pieces of legislation pass through the Associated Student Government Body with many more in debate now. The following are pieces of notable legislature and body action that occurred through November 12th:

- **Resolution Supporting the Creation of a First Year Experience Course**
 - This legislation supports the creation of a First Year Experience Course, which will instill the knowledge and values from I Am Miami, the Miami 2020 Plan, and various educational/social resources offered at Miami, with the ultimate goal of improving our student retention rate.
- **Bill Creating a Student/Alumni Involvement Database**
 - This bill creates an alumni database that will enable Alumni Affairs and Telehawks to reconnect to former students in a more personalized manner, by linking Alumni efforts to activities students participated in during their undergraduate tenure.
- **Student Organization Funding**
 - This year, thanks to the Funding Committee led by Vice President of Student Organizations Kyle Hees and ASG Treasurer Nathan Lombardi, Student Government funded student organizations with a 0% cut back, meaning that these organizations (who in years back have experienced funding cut backs around 30%) have received more funding than they have in many years.
- **Student Trustee Search**
 - Chief of Staff Christian Cook has been working diligently with Arianne and Graham to create a comprehensive and thorough search for the new student trustee. With their combined efforts, I am confident their search will be fruitful and effective.

All of us in Associated Student Government truly believe that these pieces of legislation have the ability to affect Miami University as a whole, and have a powerful, meaningful impact on students for years to come.

As for myself, I am continuing to serve on numerous committees assisting on issues that are very important to students, such as Academic Advising, forming the new Miami Plan, and representing student concerns in a variety of different mediums. Thus, if any members of the board feel there is any academic or student issue that needs addressed, I truly welcome you to discuss it with me at any time.

For Love and Honor,

Dan Stewart
Secretary for Academic Affairs

SRXXXXXX**A Resolution Supporting the Creation of a First Year Experience Course**

Dan Stewart, Secretary for Academic Affairs
 Cole Tyman, Secretary for On-Campus Affairs
 Steve Bowersox, North District Senator
Author(s)

Nicholas S. Huber, 2011-2012 Student Body President
 Cole Retzloff, Western Campus Senator
 Sam Gerst, South Quad Senator
 Brian Munn, Slant Walk Senator
 Natalie Bata, Off-Campus Senator
Sponsor(s)

Submitted to Student Senate:

- Whereas:** In 2012, Miami University created a new strategic vision for the institution called the Miami 2020 plan;
- Whereas:** One of the main priorities of this plan was to increase the University retention and graduation rates;
- Whereas:** The Miami 2020 plan and state funding emphasize the retention of students;
- Whereas:** Miami University provides a plethora of academic and personal resources;
- Whereas:** Students who are well acquainted with these resources are more likely to succeed and graduate at Miami;
- Whereas:** The likelihood of retaining students is greatly enhanced by guiding them to appropriate resources;
- Whereas:** Miami University is ingrained with deep traditions;
- Whereas:** Miami University is a collection of diverse students from various areas and walks of life;
- Whereas:** Being a Miamian is both a personal and collective experience that should be explored by every person who holds the title;

- Whereas:** Students who feel proud, connected, accepted, and integrated into Miami University are students the most likely to be retained;
- Whereas:** Studies show that most students leave Miami and other institutions because they do not feel welcome in the community's culture;
- Whereas:** In 2013, Miami University implemented the "I am Miami" program to promote a caring, inclusive, and respectful Miami community;
- Whereas:** Many institutions offer a First Year Experience Course;
- Whereas:** Associated Student Government has previously advocated for the creation of a first-year experience course, through ASG SR021204 in November 2011;
- Whereas:** The creation of a mandatory First Year Experience Course is a component of the Associated Student Government Strategic Vision.
- Therefore be it resolved:** Associated Student Government continues to support the creation of a mandatory First Year Experience Course as reflected in ASG SR021204;
- Further be it resolved:** This course should be required for all undergraduate students within their first academic year at Miami;
- Further be it resolved:** This course should allow students to better understand co-curricular resources, career exploration, academic advising, the foundations of liberal education, belonging, connectedness, diversity, the history and traditions of Miami University, and the university and campus as a whole.

SRXXXXXX:
A Bill Creating a Student/Alumni Involvement Database

Conor Nelson, Secretary for Alumni Affairs
Alumni Relations Council
Author(s)

Christian Trapp, Former Secretary for Alumni Affairs
Sponsor(s)

Submitted to Student Senate
October 15, 2013

Whereas: Miami University's annual operating budget is roughly \$500 million (\$1.5 per day),

Whereas: 82% of the general-fund budget comes from tuition with the remainder consisting of other resources,

Whereas: State appropriated funds last year equaled the same amount given in 1992 (not taking into consideration inflation or increased cost of living),

Whereas: 54% of Miami University students take out loans to pay for college.

Whereas: 87% of our student body participates in one or more student organization(s) (529 total when including club sports and Greek life),

Whereas: The only student involvement records kept to date have been for varsity student athletes and Greek life members,

Whereas: There are roughly 200,000 living Miami Alumni. 40,000 of which are under the age of 31,

Whereas: Telehawks makes 34,000 calls a year with a success rate of 24% (\$119 average pledge with \$1.5 million per fiscal year),

Whereas: Sustainability has become a top priority for a successful Miami future,

Therefore, be it resolved: A system of collecting information should be created with the purpose of housing individual involvement records with the intention of utilizing this database resource for alumni purposes at a future date.

Further be it resolved:

Student org rosters within The Hub will be rolled over to BannerWeb on May 1 every year with graduates being purged from the system in June. Once in BannerWeb, leadership structure and years involved will be recorded for future outreach purposes.

Further be it resolved:

Miami University create and implement this database so that in years to come, Alumni Affairs and Telehawks will be able to contact alumni, better equipped with vital information that will personally reconnect former students to their time at Miami University, increasing the likelihood of donations and contributions. Furthermore, student orgs will be able to interact and fundraise with their alumni base in a more efficient and more effective manner.


EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Steve Wyatt, Chair

Bryan Marshall, Chair-elect

University Senate Website: www.muohio.edu/senate/

November 18, 2013

The following summarizes items of University Senate business conducted since the Board of Trustees last met on September 20, 2013.

- Curriculum
 - *Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Departments, or Programs, Bylaws of University Senate, Section 8.A* (Attachment, SR 14-01, September 23, 2013).
 - Co-Majors. NOTE: Per the *Miami University Policy and Information Manual, Section 11.1.F, Adding a New Major or Program*, new majors do not require approval by the Board of Trustees.
 - Analytics Co-Major (SR 14-03, 11/0/2013).
 - Energy Co-major (SR 14-04 , 11/04/2013).
 Approval process of the co-majors has not exceeded the 10 class-day period during which time Faculty Assembly may challenge Senate action.
 - Department Name Change - Department of German, Russian, East Asian Languages (GREAL) proposed name change: Department of German, Russian, Asian, and Middle Eastern Languages and Cultures (GRAMELAC) (Attachment, Received on Senate November 4, 2013, Consent Calendar).
- Minor Revisions to Senate documents, Senate Resolutions
 - *Standing Rules of University Senate – Meeting procedures – Senate seating order* (SR 14-02, September 23, 2013).
 - *Bylaws of University Senate, Section 6.C.4.a, Committee Structure of University Senate, Advisory Committees of University Senate, Council on Diversity and Inclusion* (SR 14-05, November 4, 2013).
 - *Bylaws of University Senate, Section 6.B.3.a, Committee Structure of University Senate, Standing Committees of University Senate, Academic Program Review* (SR 14-06, November 4, 2013).
- Minor Revisions to Guidelines and University documents received on the Senate Consent Calendar
 - Cross Listing Courses Guidelines (September 23, 2013).
Although Miami University has been cross-listing courses for many years, no policy or procedures have been articulated to guide the creation and implementation of cross-listing. Cross-listing of courses can provide faculty an opportunity to collaborate across disciplinary and departmental lines, and it offers students the opportunity to engage in multidisciplinary, cross-disciplinary and interdisciplinary learning. Cross-listing may also benefit departments and programs through the sharing of resources and ideas.
 - Proposed Procedures for Creating Subject Codes (September 23, 2013).
Each Miami University course includes a subject code or prefix and a course number. The subject code identifies the academic department or program that is responsible for developing and securing approval for the course. The proposal puts in place procedures for creating and assigning subject codes.

- *Student Handbook, 1.2.C.3, Course Repeat Policy (November 4, 2013).*
The intent of the Course Repeat Policy is to advance retention and enable students who perform poorly in a course early in their undergraduate career to re-take the course and gain knowledge without unduly penalizing their academic record. Since the policy was enacted and revised, it failed to fully account for situations in which the student receives an academic dishonesty notation on his or her academic record. The proposed revisions ensure that the opportunity to repeat courses under this policy does not apply to sanctioned courses or courses in which the student committed academic dishonesty.
- *Student Handbook, 1.7.B.1, Academic Grievance Procedure (November 4, 2013).*
Currently the academic grievance procedure contains no provision in the event when the instructor of record is not available to address a grade grievance. The proposal addresses this circumstance.
- *Miami Policy and Information Manual, Section 10.5, Use of Undergraduates as Teachers (November 4, 2013).*
The administrative oversight for the Undergraduate Associate (UA) program has been assigned to the University Honors Program office for the last few years. It has become apparent that this location creates confusion for both faculty and students. Some students and faculty have assumed that the UA program serves only the Honors Program students, or they have assumed that only Honor Program students can serve as UA's. The proposed change to move the administrative oversight of the UA program to the Rinella Learning Center (RLC) aligns the UA program with an office that recruits, trains and supports undergraduate students to provide academic support to their peers. The RLC works closely with faculty and academic departments on many levels and can seamlessly integrate the UA program. It will also provide opportunity to better support the needs of faculty through some of its established student staff development training.
- *Miami Policy and Information Manual, Section 11, Curriculum (November 4, 2013).*
The existing process for approving changes to the academic curriculum assumes that courses and other curricula originate from a department or program within an academic division. Typically new majors and degrees and changes to existing majors and degrees proceed from the academic department or program and then to the academic division, Council of Academic Deans, and University Senate. However, a few programs, offices, or centers exist that are housed outside of an academic division and that prescribe curricular requirements to their own or a special population of students. These programs, offices, and centers include, but are not limited to: the University Honors Program, the Miami University Dolibois European Center, Global Initiatives, and the Rinella Learning Center. Since there is no academic division to approve their curricula, they need a unique approval process.
- Special Reports delivered at the September 23, 2013, Senate meeting
 - “Good Samaritan” Policy Pilot – Rebecca Baudry, Director of Student Wellness, Student Health Services.
 - *I Am Miami* – Ron Scott, Associate Vice President for Institutional Diversity.
 - Enrollment Center – Michael Kabbaz, Associate Vice President for Enrollment Management.
- Special Reports delivered at the November 4, 2013, Senate meeting
 - Creating a Global and Cultural Studies Unit - Phyllis Callahan, Dean, College of Arts and Science. NOTE: Implements SR 14-01 , revisions to the *Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Departments, or Programs.*
 - Program Review Update - James Oris, Dean, Graduate School.

- Repeal Drug Testing Policy, Section 3.19, Miami University Policy and Information Manual – Robin Parker, General Counsel
September 23, 2013, Senate discussed, no action taken. December 2, 2013, Senate agenda, Sense-of-Senate resolution.

- Spring Semester 2014, Senate Dates
 - January 27
 - February 10, 24
 - March 3, 10, 17, 31
 - April 7, 21, 28
 - May 5 (tentative)

cc: Provost Bobby Gempesaw, Chair, University Senate
Carolyn Haynes, Secretary, University Senate

Prepared by: Marcia C. Weller, Recording Secretary, University Senate

SR 14-01**September 23, 2013**

BE IT HEREBY RESOLVED that University Senate adopt revisions to the *Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Department, or Programs (Bylaws of University Senate, Section 8.A)* as stated below:

The purpose of this resolution is to guide the decision-making process when consolidation, partition, transfer, or elimination of academic divisions, departments, or programs is under consideration. "Programs" in this document is defined as interdisciplinary programs and degree programs. Fundamental to all that follows is the principle that ordinary administrative chains of command should always be observed in the decision-making and implementation process; that is, discussion, consultation, and fact-finding will normally begin at the programmatic or departmental level, with recommendations passing through divisional channels before reaching the Provost's office. This does not preclude initiative for such a decision-making process coming from a higher level, but it is meant to establish the principle of involving in a substantial way, those who are closest to the areas under consideration. At all times in the process outlined below, every effort should be made to keep the Provost, other appropriate University officers, and the faculty, staff, and students in affected divisions, departments, and programs informed of the progress of such discussions as they take place. In order to facilitate this communication and in keeping with University Senate's primary responsibility for curriculum, programs, and course offerings, a process coordinator must be designated by the Provost in consultation with the Executive Committee of University Senate at the point when a program, department, or division initiates formal discussion involving consolidation, partition, transfer, or elimination.

In consultation with the Provost, the process coordinator is charged with:

- (1) ensuring that the decision-making process is fair and empowers all constituents;
- (2) ensuring that the process not only allows adequate time to hear and debate all concerns, but also is as efficient as possible;
- (3) acting as a sounding board and mediator, as required, throughout the decision-making process; and
- (4) acting as a liaison between the affected units and University Senate (the process coordinator does not need to be a member of University Senate).

The following actions should guide all administrators and key stakeholders whenever consolidation, partition, transfer, or elimination is being formally considered. Relevant communication should occur at a time that would allow for substantive feedback from affected parties.

- Step 1. A request with a rationale for consolidation, partition, transfer, or elimination of an academic degree program, a department, program, or division is submitted to the Provost. This request may be made by the chair or director of the unit involved or it may come from a higher level.
- Step 2. When the Provost deems the request viable, the Provost shall name a process coordinator at such time that formal discussion involving consolidation, partition, transfer, or elimination begins. In consultation with the person who initiated the request and the Dean, the Provost may constitute an ad hoc process committee.
- Step 3. In consultation with the Provost and Dean, the process coordinator shall ensure that information is shared widely with divisions, departments, and programs; and with all interested parties within and external to Miami.
- Step 4. The persons involved in instituting the request (along with the ad hoc committee where required) will work with the affected department(s) or program(s) to develop a specific proposal that includes course and timeline of action and impact analysis. The

analysis should assess benefits and impacts on the University mission, on all constituents, and affected units, and on budget. Where diverse perspectives exist, the process coordinator will ensure that they are included in the impact analysis. If deemed necessary by the Provost in consultation with the Dean and chair or director, a formal or informal Academic Program Review may be included in the analysis.

- Step 5. In consultation with the Provost and the appropriate dean, and at the earliest time possible in the process, the process coordinator will ensure that the proposal is presented and discussed at a regularly scheduled meeting of University Senate. Multiple Senate visits may be necessary.
- Step 6. In consultation with the Provost, the process coordinator shall ensure that the Council of Academic Deans and all affected administrators and departments and programs are consulted once the proposal is in place.
- Step 7. The process coordinator shall ensure that the proposal is presented to University Senate for consideration.
- Step 8. The process coordinator and the University Senate shall make recommendations to the Provost.

FURTHERMORE, that the proposed revisions become effective immediately.

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Steve Wyatt, Chair

Bryan Marshall, Chair-elect

University Senate Website: www.muohio.edu/senate/

To: David C. Hodge, President

From: Carolyn Haynes, Secretary, University Senate

Date: November 6, 2013

RE: Actions of 2013-2014 University Senate Pertaining to the Renaming the Department of German, Russian, and East Asian Languages (GREAL) to Department of German, Russian, Asian, and Middle Eastern Languages and Cultures (GRAMELAC).

On November 4, 2013, University Senate received the Consent Calendar which included a proposal for renaming the Department of German, Russian, and East Asian Languages (GREAL) to the Department of German, Russian, Asian, and Middle Eastern Languages and Cultures (GRAMELAC). A letter in which Professor Gretchen Ziolkowski, chair, explains the rationale for this request is attached.

Per the *Miami University Policy and Information Manual*, Section 2.9.B, Academic Department and/or Division Name Changes, the Board of Trustees has final approval of department name changes; therefore, on behalf of the Department of German, Russian, and East Asian Languages, the Executive Committee of University Senate requests that the proposal be presented to the Board.

cc: Bobby Gempesaw, Provost
Ted Pickerill, Secretary to the Board of Trustees
Phyllis Callahan, Dean, College of Arts and Science
Steve Wyatt, Chair, Executive Committee of University Senate
Gretchen Ziolkowski, Chair, GREAL

Attachment

CH/mcw



University Senate, November 4, 2013, Agenda Item 6.j.
Department of German, Russian, East Asian Languages
Gretchen Ziolkowski, Chair

To: Executive Committee of University Senate
From: Gretchen Ziolkowski, Chair, GREAL
RE: Name Change: Department of German, Russian, and East Asian Languages (GREAL) to
Department of German, Russian, Asian, and Middle Eastern Languages and Cultures
(GRAMELAC)

The Department of German, Russian, East Asian Languages (GREAL) proposes a name change; i.e., the Department of German, Russian, Asian, and Middle Eastern Languages and Cultures (GRAMELAC). Per the *Miami University Policy and Information Manual*, Section 2.9.B, Academic Department and/or Division Name Changes, "the request for name changes to academic departments...are reported on the University Senate consent calendar and required the approval of the following bodies: department chair (program director, if appropriate), academic dean of the division, Provost and the Board of Trustees." The proposed has been endorsed by Gretchen Ziolkowski, department chair, Phyllis Callahan, dean, College of Arts and Science, Bobby Gempesaw, Provost, and the Council of Academic Deans.

GREAL requests that the following report detailing name-change process be placed on the University Senate consent calendar before being forwarded to the Board of Trustees.

Report on the renaming of the Department of German, Russian, and East Asian Languages (GREAL)

The Department of German, Russian, and East Asian Languages has been discussing the need for updating the department's name to reflect the evolution of its offerings for several years now. This issue gained new urgency this fall, when the external reviewers also urged the department to consider a name change in the nearest possible future. The department formed a departmental Name Change Committee, which included representatives of each of the languages taught in the department and was chaired by Vitaly Chernetsky, to prepare several alternative changes of the department's name for the department at large to consider. The committee prepared a report outlining five possible renaming options, which was presented at the departmental meeting on 30 March 2012.

The committee felt strongly—and this conviction was shared emphatically by the department at large—that the new name should include the addition of "and Cultures," to reflect the broad range of courses offered by the department and of the faculty's research interests (this matches the developments at other universities across the United States and elsewhere in the English-speaking part of the world). Several options were proposed regarding additional name changes to reflect the expanded geographic reach of the department's offerings (most notably Arabic, Hebrew, and Hindi language and culture courses). In its research, the committee considered the experience of similar departments at peer and aspirational institutions elsewhere in the US. The proposed names were:

- The Department of German, Russian, and Asian Languages and Cultures [eventually rejected as not sufficiently inclusive of the North Africa part of the Middle East region]
- The Department of German, Russian, Asian, and Middle Eastern Languages and Cultures
- The Department of Germanic, Slavic, Asian, and Afro-Asiatic Languages and Cultures [eventually rejected as too linguistically focused and insufficiently clear to prospective students]
- The Department of Central/East European and Asian Languages and Cultures [eventually rejected as not adequately reflecting the department's geographical focus]
- The Department of Eurasian (or Euro-Asian) Languages and Cultures [eventually rejected as too vague and potentially confusing]

By consensus, the department chose the following new name: **The Department of German, Russian, Asian, and Middle Eastern Languages and Cultures (GRAMELAC)**. The new name is inclusive of South Asia (where Hindi is spoken) and of the Middle East region (which spans West Asia and North Africa) where Arabic and Hebrew are spoken.

Miami University Good Samaritan Update Fall 2013

The Good Samaritan Policy was introduced to the campus in September as a “soft launch,” anticipating an official launch in January 2014. The policy, developed out of concern for the health and safety of students, provides the opportunity to seek medical assistance in alcohol or drug related emergencies without concern for arrest and disciplinary action. Those who seek assistance are not subject to University policies provided the student is not disruptive or combative, does not refuse treatment, commit assault or do property damage. This Policy is applied in situations involving students on-campus and in residence halls who have consumed large amounts of alcohol or drugs.

The University recognizes the serious threat to health and safety that a repetition of such behavior represents and will work to ensure that that affected students receive appropriate education and evaluation in order to mitigate further episodes of such risk. Therefore, any student who receives medical assistance under this Policy will be required to meet with the Office of Ethics and Student Conflict Resolution (OESCR) and will be required to take an educational course and/or meet with a University substance abuse specialist for education, assessment and possible referral for treatment, and will incur any associated costs. Parents of students may also be notified. The report will be kept on file in the Office of Ethics and Student Conflict Resolution. In the event the student incurs an alcohol violation during the 12 month period following the report, the prior medical assistance file may be reviewed as part of the sanctioning process but will not be counted as a prior alcohol offense for the purpose of imposing mandatory minimum sanctions.

Below is a summary of Good Samaritan incidents reported to the Office of Ethics and Student Conflict Resolution for the period of August 24-November 15, 2013:

26 Intoxication

- 16 Female 10 Male
- 23 First-year students
- 3 Sophomores

All referred to substance abuse assessment and four-hour education

- 17 completed education and assessment as of 11/15/13
- 9 pending completion

Location where alcohol was reportedly consumed

- 7 Bar uptown
- 10 House Party
- 1 Residence Hall
- 1 Fraternity house
- 2 Unknown

Students with prior intoxication violation

- Underage possession 2/17/13
- Intoxication 8/31/13

In addition to the Good Samaritan reports, there have been 126 violations of the university's intoxication policy. This is a decrease of 46 intoxication violations for the same time period in the fall of 2012.

The fall "soft launch" has afforded us the opportunity to address a few nuances of the policy. We anticipated this and as a result will be better prepared when the Good Samaritan Policy is rolled out in January.

- Though medical assistance is sought in all cases, medical personnel do not always transport the student to the hospital. There have been instances where the student has been able to care for him/herself and returned safely to the residence hall.
- In a few cases the "Good Samaritan" placed the call for assistance but left the scene, therefore additional information about the intoxicated student was unavailable.
- There have been two instances in which police did not cite the student but the OESCR determined there wasn't a "Good Samaritan." In one instance it was an RA who called for assistance as part of her reporting responsibilities and the other was a University administrator who found and cared for the student but failed to report.
- The number of referrals has surpassed expectations. Deadlines for completing the assessment have been extended, as necessary.

Assessment of the policy will occur at the end of each academic year, just as all disciplinary policies are evaluated. Ideally, we hope students learn from the experience and do not repeat the behavior. To date, there has not been a second Good Samaritan report for the same student.

Report submitted by Susan Vaughn, Director OESCR
December 2013

Orientation & Welcome Week 2013

Introducing New Students to Miami Culture and Community Expectations

MIAMI UNIVERSITY

December 5, 2013

Authored by: Buffy Stoll Turton, Director of New Student Programs

Orientation & Welcome Week 2013

Introducing New Students to Miami Culture and Community Expectations

Introduction

Miami University Orientation and Welcome Week programs are coordinated by the Office of New Student Programs. Orientation and Welcome Week are based on a framework we call the Four Cs, which guide our work to help new students become more **Confident, Comfortable, Connected, and Curious**. The Four Cs framework is rooted in student development theory and informed by national standards for orientation programs as well as the Miami University mission statement.

All first-year students at Miami University must attend **new student orientation**. Nearly all domestic students attend one of sixteen day-and-a-half summer orientation sessions in June and early July. In 2013, 3442 students (97% of domestic first-years) attended a summer orientation session. The remaining first-year students attend orientation in August, just prior to the start of the semester. At each orientation session, new students meet one another, connect with university resources, consider their academic and co-curricular goals, learn about the curriculum for their chosen area of study, and register for classes. New students and their parents/family members also learn about Miami culture and university expectations, including those around student conduct and use of alcohol and other drugs.

In 2011, Miami's **Welcome Week** was expanded from four days of pre-semester programming to twelve days of more than 100 large- and small-scale programs involving over 40 campus departments and a combined attendance of more than 50,000. All first-year and second-year students receive a printed schedule of events, and Resident Assistants (RAs) in the residence halls often take students to Welcome Week programs. Weekend programming extends until 10pm or later.

Orientation – Overview

Students and families receive messages about Miami culture and community expectations in a variety of settings and formats at orientation – from large group presentations to small group discussions, theatrical performances, question and answer sessions, and written reflection. Both student leaders and university administrators lead sessions and discussions about community expectations.

Orientation begins with a welcome message from the Dean of Students, who introduces the Miami University Values Statement and its tenets of integrity, moral conduct, and personal responsibility. A subsequent session includes specific information about student use of alcohol and other drugs and the consequences for these and other violations of the university's Code of Student Conduct. This session, called *Safety & Community Expectations* is a collaboration between the Office of Ethics and Student Conflict Resolution (OESCR), the Miami University Police Department (MUPD), and the Student Orientation Undergraduate Leaders (SOULs).

The session includes a performance by several SOULs of monologues they have written. Each monologue tells the story of a poor decision that the SOUL has encountered or observed, and the consequences that followed. Each monologue concludes with an example of something the SOUL has done for fun that does not involve alcohol. Students and families also hear about about community expectations and the Code of Student Conduct from an OESCR administrator and about campus safety statistics and advice from a

uniformed MUPD officer. New students and their parents/family members reflect in writing on the information before students break into small groups with SOULs for further discussion. Parents/family members have extended time with the OESCR administrator, MUPD officer, and additional SOULs for questions and answers.

Orientation – Assessment

Post-orientation survey data indicates that these approaches have an impact on both student and parent/family understanding of expectations and consequences around students' use of alcohol and other drugs. In 2013, 72% of students responded that the orientation session influenced their decision-making; 85% of family members said that orientation had prompted discussion with their student about alcohol and other drugs. Overall, 98% of students said that orientation met or exceeded their expectations.

Welcome Week – Overview

Welcome Week provides opportunities and support for new students as they continue to meet new friends, experience campus traditions, connect with their academic department, join student organizations, learn more about campus involvement and support, and begin working toward the goals they set during orientation. Welcome Week begins for first-year students on the evening of move-in day (the Thursday prior to the start of fall classes), with building-wide and corridor meetings in the residence halls. Residence Life staff review expectations for residence hall communities at these meetings, including rules of the Code of Student Conduct and consequences for alcohol use.

Welcome Week programs cover nearly every hour of that first weekend, providing numerous opportunities for students to socialize in alcohol-free environments. Resident Assistants bring new students to large-scale events such as the First Night Block Party at the Rec Center; the Shriver Bash; and the Love & Honor Celebration at Yager Stadium, during which new students form the Miami "M" for their class picture on the stadium field. The Welcome Concert begins on the field as soon as the picture is taken.

Second-year students are invited to Welcome *Back* Week programs, starting on the Saturday before classes with a Welcome Back Picnic at the Hub, where they can rejoin old friends before heading to the Welcome Concert at Yager. Each second-year student receives a printed copy of the Welcome *Back* Week schedule. Most programs are cross-listed in the Welcome Week and Welcome Back Week schedules; a small number of programs are offered specifically for second-year students.

Welcome Week – Assessment

Welcome Week continues to improve each year by expanding program offerings, improving existing programs through student feedback, and widening collaboration with offices and departments across the university. In 2013, the total number of Welcome Week programs increased from 91 to 122. New events and features of Welcome Week 2013 included:

- A smartphone app that allowed students to make their own schedule by RSVPing to Welcome Week events (at no cost to students or to the university)
- Regional socials for out-of-state students
- Day trips to four Cincinnati destinations
- Increased programming from academic departments
- Programs to connect international & domestic students
- Increase in career-focused programs
- Winter Term study abroad/study away fair

Welcome Week continues to grow in terms of number of events, number of contributing departments, and total program attendance. Another indicator of Welcome Week's success is student feedback. A sample of students reported on the 2013 survey that Welcome Week helped them better find their way around campus (92%), meet new friends (88%), feel more connected to Miami (89%), feel more confident in their decision to attend Miami (89%), and feel optimistic about their ability to succeed at Miami (94%). Overall, 81% of respondents said Welcome Week met or exceeded their expectations.

Conclusion

The Office of New Student Programs has purposefully designed Orientation and Welcome Week to support new students in their transitions to Miami, as they become more Confident, Comfortable, Connected, and Curious. This work includes multiple and varied approaches to orienting students to community expectations and numerous alcohol-free alternatives through which students can explore and connect with academic and co-curricular opportunities as they take their first steps toward success at Miami.



MIAMI UNIVERSITY

Orientation & Welcome Week 2013

Office of New Student Programs

Pre-Orientation Survey

- 29% say partying/drinking is relevant to their college life (23% in 2012)
- 48% say that finding a social life that doesn't involve alcohol is relevant to them (43% in 2012)
- 53% are somewhat or very confident that they can find a social life that does not involve alcohol (54% in 2012)
- 56% do not expect to struggle with partying/drinking (57% in 2012)

(N=1769 in 2013; N=1299 in 2012)



MIAMI UNIVERSITY

Orientation: Addressing Expectations Around Alcohol

- Values Statement
- Broad collaboration
 - Dean of Students Office
 - Ethics and Student Conflict Resolution
 - Miami University Police Department
- Address students *and* families
- Repetition and multiple approaches



Orientation: Addressing Expectations Around Alcohol

- Student monologues
 - new for 2013
 - tell real stories
 - include real consequences
 - present alternatives
- Individual written reflection
- Staff presentation
- Small group discussion (students)
 - emergency contact cards
- Questions and Answers



MIAMI UNIVERSITY

Student Orientation Leaders

- Highly selective position
- Genuine, honest, professional
- 10-day training
- Present a consistent message
 - drinking age is 21
 - consequences are serious
 - other ways to have fun
 - risk isn't worth it



MIAMI UNIVERSITY

Assessment & Feedback: Students

In the 2013 orientation student survey:

- 72% said session influenced decisions I will make (68% in 2012)
- 68% further discussed alcohol or other drugs in small group (63% in 2012)
- 59% said monologues provided new information (no monologues in 2012)

(N=3271, a 95% response rate)



MIAMI UNIVERSITY

Assessment & Feedback: Families

In the 2013 Orientation Parent/Family Survey:

- 85% said the session made me aware of issues that may impact my student
- 85% said that orientation prompted discussion with my student about alcohol and other drugs
- Families' attitudes about alcohol vary widely
 - Miami is more transparent and straightforward than other institutions
 - Some express thanks, others express surprise and alarm



MIAMI UNIVERSITY

Welcome Week



Welcome Week

- Goal: to engage students in campus community by introducing them to Miami life in positive, sustainable ways
- Expanded from 4-day *FYI* program to 11-day Welcome Week in 2011
- 122 programs in 2013, including Labor Day Weekend programs
- Daytime & nighttime events, small & large scale



MIAMI UNIVERSITY

Welcome Week

Feature Programs

- First Night Block Party @ the Rec
- Love and Honor Celebration @ Yager
- Welcome Concert @ Yager
- Shriver Bash (@ ASC in 2014)
- Welcome Back Picnic @ the Hub
- Divisional Welcome Meetings



MIAMI UNIVERSITY

Welcome Week: Statistics

	# of Programs	# of Contributing Departments	Total Attendance (Estimated)
2011	76	38	46,322
2012	91	42	58,614
2013	122	43	64,539



MIAMI UNIVERSITY

Welcome Week: Statistics

As a result of Welcome Week:

- 85% said they met new friends
- 89% said they are more connected to Miami
- 89% said they are more confident in their decision to attend Miami
- 94% said they are optimistic about their ability to succeed at Miami

(N=741, a 21% response rate)



Welcome Week

New Programs for 2013

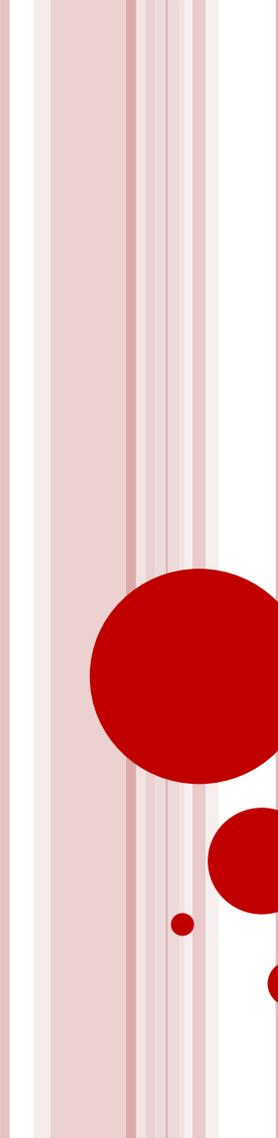
- Smartphone app with WW events
- Out of state student socials
- Transfer student social
- Labor Day Weekend programs
- Day trips to Cincinnati
- Pet and Play
- Winter Term study abroad/away fair
- Nature hike and trail cleanup



MIAMI UNIVERSITY

Thank You





BOARD OF TRUSTEES UPDATE 2013

Student Activities and Armstrong Student Center

INTRODUCTIONS

Katie Wilson

Director of Armstrong Student Center

Laura Whitmire

Assistant Director of Student Activities

Taylor Nyman

MAP Exec Member and Student Leader



NEW BUILDING, NEW OPPORTUNITIES

- Highlights of the space
 - Programming spaces
 - Informal interaction spaces
 - Hours of operation
- Intentional policy creation to engage student programming and student organizations using the space
- Intentional weekend programming
- Student organization reservations
- January events will set the tone
- Marketing support – student led



HIGHLIGHTS OF WHAT'S BEEN SCHEDULED

- Stage Left
- Concerts
- Music and dance performances
- Comedy
- Dance Marathon
- Marquees and Movies
- Late Night Events



COMBINING RESOURCES TO ENHANCE IMPACT

- Staff Structure
 - Saving resources and providing more efficiencies
- MAP: Miami Activities and Programming & the Divisions
- Current Programming Other than MAP
- Programming Opportunities: Greek Week & Homecoming



TAKING MAP TO THE NEXT LEVEL

1. Intentional programming advising
2. Diverse perspectives and boards within the board
3. Focus on students and what students want
4. Late night initiatives



OUR SUCCESS IN ONE YEAR

- Shriver Bash

	2012 attendance	2013 attendance
	1100	3200
- Save money as a result of combining efforts
- MAP budget and current success
- Looking forward to even more progress in the next year with new space



A STUDENTS PERSPECTIVE

- Why I got involved in MAP?
- Involvement of members
- How do we program as students for students
- What I have learned

- Armstrong Student Center Board



QUESTIONS, COMMENTS, CONCERNS

Contact:

Katie Wilson

Director of the Armstrong Student Center

Laura Whitmire

Assistant Director of Student Activities





Divisions	Description	Sample Events	Budget
Impact	To execute annual week/weekend long events including Homecoming, Family Weekend, and Welcome Week involving campus partners from a variety of offices to create new and innovative ways to embrace being a Miami student while also celebrating Miami traditions	Family Weekend, Homecoming, First Year Week of Welcome, Shriver Bash	\$50,000
Miami Connections	To promote student spirit by creating campus-wide events that unite the Miami community in a way that is accessible to all students while also boosting campus morale	Spirit Week in partnership with Athletics, Spring Fest, Winter Fest, Fall Fest	\$44,000
ACE	To bring lectures, concerts, and other performances in relation to Arts, Cultures, and other Entertainment of various genres and sizes to Miami's campus to entertain, enrich, and engage students.	Primary concert planning committee. Other events include: Wade Davis, Diversity banquet, Thanksgiving Dinner, It Gets Better Week, Bialamos, and other cultural events.	\$40,000
Innov8	To develop innovative ways of programming on campus through frequent homegrown events designed to appeal to a diverse group of students.	Pop up events such as: Movies, Haunted house, Redhawk chef, 90's nights, and other special interest events	\$30,000
New Initiatives	This is a separate budget item for this year for the new move to Armstrong and Insurance for Events. It's a new programming initiative fund and is used to support campus programming and insurance fees for campus programming.	50's night in Armstrong. New Student involvement Day in Armstrong, other programming specifically targeted to Armstrong.	\$18,000
Late Night & Three Day Weekend Programming	Each division is responsible for late night programming. These events offer a safe environment for students that wish to stay on campus later in the evenings and on three day weekends. Some of the funding for late night programming comes out of the line items above as well to this funding.	Movies, Video Game Arcades, Magicians, Laser Tag, Comedians, Concerts, Bands, Love and Honor Concert.	\$84,000
Professional Support	ASG gives MAP additional funding for the leadership team. This line item includes: retreats, trainings, conference expenses and large marketing efforts for MAP.	NACA National leadership conference, regional conferences and recruitment, transitions and trainings for leadership board.	\$22,000
Reserve	Standard reserve funding from previous year roll over.		\$6,262.00
Total Annual Budget			\$294,262.00

Event Date	Event Name	Division	Attendance
8/23/2013	Shriver Bash	Impact	3200
8/24/2013	Love and Honor Celebration	ACE/FYO	2200
8/30/2013	Movie - Now You See Me	Innov8	300
9/13/2013	Movie - The Great Gatsby	Innov8	350
9/20/2013	Movie - Harry Potter and the Deathly Hallows	Innov8	55
9/27/2013	Movie - Despicable Me 2	Innov8	200
10/1/2013	Yoga Under the Stars	ACE	300
10/4/2013	Magic Show and Bonfire	Impact	100
10/5/2013	Jim Gaffigan	ACE	6500
10/11/2013	Movie - This is the End	Innov8	80
10/17/2013	Homecoming Bonfire	Impact	275
10/18/2013	Movie - OZ the Great and Powerful	Impact	120
10/24/2013	Todd Green	ACE	75
10/25/2013	Halloween Event	Innov8	200
10/29/2013	Outdoor Movie - Hocus Pocus	MC	100
11/1/2013	Movie - Rocky Horror Picture Show	Innov8	100
	Total Late Night Attendance		14,155
9/8/2013	Mega Fair	FYO	4000
9/19/2013	Harry Potter Event	Innov8	450
9/22/2013	FYOlympics	FYO	60
10/5/2013	Famer's Market	Impact	500
10/5/2013	Tailgate Town	Impact	500
10/6/2013	President's Brunch	Impact	85
10/14/2013	Homecoming window painting	Impact	30
10/14/2013	Homecoming Kick Off	Impact	2500
10/15/2013	Homecoming breakfast	Impact	700
10/17/2013	Homecoming blood drive	Impact	92
10/17/2013	Homecoming Redfest	Impact	2000
10/18/2013	Homecoming parade	Impact	1000
10/18/2013	Land of ox festival	Impact	600
10/19/2013	Shade Family Room Tours	Impact	100
10/19/2013	Homecoming tailgate town	MC	50
10/28/2013	Fall Fest Caramel Apple Suckers	MC	800
10/30/2013	Make your own Cocoa Jar	MC	500
10/31/2013	Fall Fest Carnival	MC	1500
11/7/2013	NASA Thanksgiving	ACE	225
	Total Programming Attendance		29,847

By The Numbers...

Fall 2013



Late Night Programming Events



MIAMI UNIVERSITY

STUDENT ACTIVITIES

Student Affairs Good News

December 2013

Publications/Presentations/Participation

Maria Carrubba-Whetstine, Training Director, Student Counseling Service, has been elected as Chair of the Steering Committee on Diversity of the Association of College Counseling Center Training Agencies.

Mike O'Neal, Director of Second-Year Programs, presented "Creating a Second Year Program at a Large Public University" and "Creating Second Year Programs: What is Working on Your Campus? Roundtable Discussion" at the National Conference on Students in Transition, Atlanta, GA, October 2013.

Christina Carrubba-Whetstine, Associate Director of Student Support & Learning Center Services, presented at the 2013 National College Learning Center Association Conference in Charleston, SC. Her **presentation "Collaborative and Intrusive Interventions with Academically Struggling Students"** explored the benefits and challenges of implementing a university-wide intervention with academically struggling first and second year students and shared longitudinal data regarding impact and outcomes of interventions with targeted student populations.

Gwen Fears, Associate Dean for Transition and Assessment, served as the lead faculty member at the Orientation Professionals Institute for the Association for Orientation, Transition, and Retention in Higher Education. 72 professionals from the United States and abroad attended the 2.5 day institute in November 2013.

Dr. Fears also presented an educational session at the annual conference for the Association for Orientation, Transition and Retention in Higher Education on Work/Life Balance.

Buffy Stoll Turton, Director of New Student Programs, presented and co-presented several conference presentations over the last few months. They include the following:

- NODA Research Award Winners: A Capstone Panel. NODA: Association for Orientation, Transition & Retention in Higher Education. National Conference, San Antonio, TX
- Learning partnerships in practice: Orientation, residence life & leadership. ACPA: College Student Educators International. National Conference, Las Vegas, NV
- First generation students navigating the worlds of home and school: Initial reflections from research in practice. NODA: Association for Orientation, Transition & Retention in Higher Education. National Conference, San Antonio, TX
- Orientation leader outcomes: A research-based approach to identifying and pursuing learning and growth. NODA: Association for Orientation, Transition & Retention in Higher Education. National Conference, San Antonio, TX

Buffy Stoll Turton also published the following publications:

- Learning partnerships in practice: Orientation, Leadership, and Residence Life. *About Campus*, 18(5)
- First generation college students: Navigating the worlds of school and home. *The Journal of College Orientation and Transition*, 20(2), 5-15

Liz Walsh, graduate practicum student in New Student Programs and Assistant Resident Director/First Year Adviser in Dodds Hall, presented and co-presented the following presentations:

- Orientation leader outcomes: A research-based approach to identifying and pursuing learning and growth. NODA: Association for Orientation, Transition & Retention in Higher Education. National Conference, San Antonio, TX
- Pick perfect: A guide to building a cohesive orientation leader team. NODA: Association for Orientation, Transition & Retention in Higher Education. Regional Conference, Toronto, Ontario, CA

Programs

World renowned psychologist Dr. Derald Sue visited Miami University and the Division of Student Affairs on Friday, November 22. Dr. Sue delivered the keynote address at the Lilly International Conference on College Teaching, and also hosted two sessions with student affairs staff: one session focusing on his work related to multicultural elements in clinical work, and a more general session focusing on creating and sustaining a respectful and inclusive campus culture. The general session **focused on “belonging”** – the working theme for student affairs this year – and the link between belonging and the *I Am Miami* initiative.

The live music/theater production, *It Gets Better*, was in Oxford for a week of community workshops, a cabaret/karaoke night and a performance to offer hope to local young people struggling with their sexuality and fuel the fight against bullying. A production of the Gay Men’s Chorus of Los Angeles and Speak Theater Arts, the *It Gets Better* project was presented by the Miami University Performing Arts Series and organized by the *It Gets Better* Steering Team, comprised of a broad spectrum of campus and community leaders, educators, students and concerned citizens, many from the Division of Student Affairs. On Nov. 11, Mayor Rick Keebler and Oxford City Manager Doug Elliott proclaimed Nov. 11-16 as *It Gets Better Week*. The cast spent the entire week facilitating conversations and conducting workshops at Miami University, Talawanda High School and with United Way agencies. The performance also featured a community chorus, led by Dr. Jeremy Jones, Assistant Professor of Music at Miami, which featured students from Miami, Talawanda High School, and Oxford community members. The *It Gets Better* project dates back to September 2010, when syndicated columnist and author Dan Savage created a YouTube video with his partner Terry Miller to inspire hope for young people facing harassment. In response to a number of students taking their own lives after being bullied in school, they wanted to create a personal way for supporters everywhere to tell LGBT youth that, yes, it does indeed get better. The visit allowed the Miami/Oxford community to stop and reflect on the challenges facing LGBTQ youth, and discuss ways for making things better; it fit perfectly with the *I Am Miami* initiative which reminds us of the shared values within our community.

Rabbi Robert Barr and student organizers of the *Project Civility* visited the all Dean of Students area meeting on Friday, November 1. **Rabbis Barr spoke passionately about the meaning of Miami’s *I Am Miami* initiative within the context of student affairs, challenging the student affairs staff to model the values inherent in Miami’s value statement, while likewise looking to the divisional leaders to do the same.** Three Miami student members of *Project Civility* – Kofi Ansah, Shan Qureshi, and Mike Mitrakos also spoke to the group, emphasizing the power of *I Am Miami* as they discussed their work, which focuses on recognizing and rewarding behavior consistent with the shared values of the Miami University community.

Under the leadership of Dr. Kip Alishio and Rebecca Baudry, the division has established an *I Am Miami* committee to oversee **organize and support the division’s efforts to embrace the *I Am Miami* initiative** and infuse the Miami University community values throughout our work. The division is also creating a parallel student committee, with overlapping staff/student representation across the two groups. The goal is to empower and support the student committee to identify, propose and develop ways that Miami students can be exposed to these values, deepen their understanding of their

significance, and ultimately apply the values through their interactions with our division in ways that will both enhance their individual success and improve the campus culture.

On September 27 the Student Affairs Division conducted a training conference, attended by more than 60 university staff, administrators and faculty from all three campuses, on "Advanced Threat Assessment." The training was provided by the Sigma Threat Management Team from Washington D.C., the national leaders in threat assessment and behavioral intervention teams in educational settings. The training helped Miami's Care Teams and Institutional Responses teams learn cutting edge procedural and legal practices in assessing, managing, and intervening in student and employee behavior which poses a threat of danger to self and others. The day-long training was supported by a federal grant from the Substance Abuse and Mental Health Services Administration Garret Lee Smith Memorial Suicide Prevention Fund.

The **F-Word's annual Take Back the Night Speakouts and March** took place on Wednesday, October 23. Speakouts are small group discussions in which people who have been personally affected by sexual assault can share their experiences in a safe, anonymous space. The march is an empowering opportunity to raise our voices against sexual assault and other forms of sexual violence. Staff from the Student Counseling Center and the Office of Student Wellness attended to offer support if needed.

The Office of Student Wellness developed a new initiative for the fall semester called "Wellness Wednesdays." The program features pertinent topics on the first Wednesday of each month. These topics are geared to enrich academic experiences as well as provide educational programming relevant to many communities. October's event highlighted prescription drugs, November's event introduced the bystander education program called Step Up and December will focus on stress management.

The Office of Diversity Affairs in conjunction with various campus partners sponsored the Multicultural Student Leadership Program on November 1-3 2013 the title of this years program was "Progress through Unity." The keynote speaker was Amer F. Ahmed Associate Director in the Multicultural Center at the University of Michigan.

The Office of Diversity Affairs held a discussion with New York Times Bestselling author Wil Haygood prior to his speech on Tuesday, November 5th 2013 at Hall Auditorium. His insight and compassion was well received by the students who were in attendance.

The newly-redesigned Perlmutter Leadership Conference took place on Sunday, October 27, 2013, and was a huge triumph! This annual conference planned by the Wilks Leadership Institute provides students unique and valuable opportunities for professional and leadership development. The conference opened with a keynote speaker address by Dr. Anne Harbison, a 1989 Miami University graduate and the Founder and Managing Partner of Leadership & Learning Solutions. In addition, the conference incorporated StrengthsQuest workshops, leadership workshops, and small group reflection activities facilitated by Miami University staff and students. Over 110 participants learned how to apply **their top five StrengthsQuest "signature themes" to their classes, involvement pursuits, and everyday life at Miami University.**

The Perlmutter Leadership Conference is named after Diane Perlmutter, also a Miami graduate. Ms. Perlmutter valued her Miami experience so highly that she established this conference as a way to give back to her alma mater.

Awards and Accomplishments

It is our pleasure to announce that Mike Goldman has been selected as the new Director of Career Services. Mike officially assumed his role on October 1st. He has served as the interim director since 2012 and served as the Career Services associate director for employer relations prior to that.

Miami's counseling services on all three campuses have received notification from The Substance Abuse and Mental Health Services Administration of continued support in the amount of \$83,076 for a project entitled "Miami Suicide Awareness and Prevention Program."

Liz Walsh, Assistant Resident Director/First Year Adviser, Dodds Hall, received the Robert F. Rodgers Graduate Student of the Year Award at the OCPA (Ohio College Personnel Association) Conference. OCPA is the state affiliate of Ohio for ACPA, the American College Personnel Association.

Liz Walsh also received the Norman K. Russell Scholarship at the NODA Association for Orientation, Transition, and Retention in Higher Education 2013 Annual Conference. Liz was one of two recipients of this national award and scholarship.

Wilson Okello, Resident Director/First Year Adviser, Wells Hall, is this year's recipient of the Outstanding New Professional Award for NASPA IV-East, the regional NASPA association comprising the states of Illinois, Indiana, Iowa, Illinois, Michigan, Minnesota, Ohio, and Wisconsin, as well as the Canadian province of Ontario.

Trevor Cook, former Student Orientation Undergraduate Leader (SOUL) received the Undergraduate Rising Star Award for NASPA Region IV-East. NASPA is the Association for Student Affairs Administrators in Higher Education, and awards this recognition at each regional conference. Trevor, who also participates as a mentee of Buffy Stoll Turton (Director of New Student Programs) through the NASPA Undergraduate Fellows Program, received his award at the NASPA Regional Conference in Chicago in November 2013. Trevor will graduate in December 2013, and plans to attend graduate **school to pursue a master's degree in Student Affairs and Higher Education.**

Monique Frost, the Heritage Commons Apartment Director, received the Outstanding New Professional Ohio award at the Great Lakes Association of College and University Housing Officers (GLACUHO) Conference. GLACUHO is the national association of housing professionals.

Elizabeth Buffy Stoll, Director of New Student Programs, successfully defended her dissertation proposal in May 2013, and began her research with first-generation Miami students in fall 2013. Stoll anticipates completing the dissertation and graduating at the end of fall 2014.

Other Announcements

The Rinella Learning Center has been approved to move to the Shriver Center after the opening of the Armstrong Center. The new space will allow the Rinella Center to be more centrally located to students and it will allow the Center to expand services to students. Meetings have taken place to interview and select an architect firm for the project.

A dedication and tribute was held on Thursday, November 7, 2013 for Robert Etheridge, former Vice President for Student Affairs. Immediate family members and longtime student affairs staffers **gathered together at Etheridge Hall, Miami's newest residence hall, to pay tribute to the buildings namesake and to recognize his devotion to students and the student affairs field.**

Miami University
Office of Community Engagement and Service

	Fall 2013	Fall 2012	AY 2012-13
TOTAL IMPACT OF SERVICE	\$ 524,253	\$ 549,918	\$ 1,033,068
SERVICE-LEARNING			
Courses/Sections	31	21	42
Fee assessed sections	8	12	24
Revenue generated	\$ 22,650	\$ 24,450	\$ 40,100
Students (non-unique)	396	489	843
Sites	35	24	not available
Placements	441	476	815
Hours	4410	4760	8150
Value of volunteer time	\$ 97,637	\$ 103,720	\$ 177,589
COMMUNITY OPPORTUNITIES			
NobleHour (previously list-serv)			
Partner accounts	79	not applicable	50
Postings	not available	not applicable	not available
Active students	4593	not applicable	940
Hours (estimated)	16500	16500	33000
Value of volunteer time	\$ 365,310	\$ 359,535	\$ 719,070
MUVolunteers list-serv			
Subscribers	1399	800	930
Adopt A School			
Volunteers	108	145	150
Sites	23	23	23
Placements	119	157	294
Hours	1190	1570	2940
Value of volunteer time	\$ 26,347	\$ 34,210	\$ 64,063
America Reads and America Counts			
Tutors	57	71	80
Sites	15	15	15
Placements	126	163	178
Hours	1260	1630	1780
Value of volunteer time	\$ 27,896	\$ 35,518	\$ 38,786
ADVOCACY AND ACTIVISM			
Walkabout			
Students contacted	958	958	958
Volunteers	119	119	119
Hours	238	238	238
Value of volunteer time	\$ 5,269	\$ 5,186	\$ 5,186
Community K'Nexions Dinners			
Dinners	2	2	2
Community Members	30	73	73
Students	61	95	95
Pledge A Meal			
Pledges	not yet available	2196	2196
Amount per pledge	not yet available	\$ 4.11	\$ 4.11
Total amount raised		\$ 9,025	\$ 9,025
Urban Plunges			
Plunges	3	4	6
Students	21	32	56
Hours	81	125	197
Value of volunteer time	\$ 1,793	\$ 2,724	\$ 4,293
Sharefest			
Residence Halls	not applicable	not applicable	36
Off-campus housing locations	not applicable	not applicable	232
Volunteers	not applicable	not applicable	84
Hours	not applicable	not applicable	691
Value of volunteer time	\$ -	\$ -	\$ 15,057

Office of Community Engagement and Service (OCES)

Hanna House, 219 E. Spring Street
MiamiOH.edu/CommunityEngagement

The Office of Community Engagement and Service has been named to **The President's Higher Education Community Service Honor Roll** every year since 2008. Additionally, in 2012, OCES was recognized as one of only five recipients of *The Presidential Award*. And in 2013, was one of 100 institutions (six in Ohio) named to the *Honor Roll with Distinction*.

OCES received the prestigious **Carnegie Classification for Community Engagement in 2010 – valid until 2020**

SERVICE-LEARNING

- Academic Service-Learning (SL) course designations which appear on students' official transcripts and in faculty promotion & tenure guidelines.

COMMUNITY OPPORTUNITIES (Coordinated volunteerism)

- **NobleHour** (Online volunteer matching system) and **MUVolunteers list-serv** (weekly newsletter)
- **Adopt A School** (21 year-old student-led volunteer program supporting K-12 and senior adult initiatives)
- **America Reads and America Counts** (Federal Work Study funded tutoring programs)

ADVOCACY AND ACTIVISM (including Neighborhood Responsibility)

- **Walkabout** - annual neighborhood student welcoming event focused on responsible behavior
- **Community K'Nexions Dinners** - hosted for community members and primarily Greek-affiliated sophomores to improve communication and civility between them (co-hosted with 2nd Year Programs)
- **Pledge A Meal** - student led annual fundraising event to benefit area food pantries (Social Action Center)
- **Urban Plunges** - overnight experiences in Cincinnati, Hamilton, Middletown, Cleveland, and Dayton exposing students to urban issues (in partnership with Urban Teaching Cohort and 19 schools & agencies)
- **Sharefest** - annual end-of-year service and environmental effort facilitating Miami students donation of usable furniture, food, and clothing to area social service agencies
- **Other** - 5-10 Food and Necessity Drives per academic year

Additional OCES Initiatives:

- **WST204/304** - Service-Learning Foundations Courses
 - Offered in partnership with Western Program
- **EMPOWER/SJS 165** - Social Issues Foundations Course
 - Offered in partnership with Social Justice Studies
- **Transportation**
 - OCES fully coordinates free utilization of rented (4) and/or University (7) vehicles, and required risk & liability compliance, for students participating in its programs
 - average operational costs for a rental vehicle is **\$5,500 per year**
 - average operational costs for an OCES-owned vehicle is **\$2,850 per year**
- **Faculty Advisory Council on Service-Learning**
 - Ten faculty members, representing each University division, advise OCES on Service-Learning initiatives
- **Service-Learning Designation Committee**
 - Five faculty/staff members evaluate faculty-submitted courses for SL designation

TOTAL IMPACT OF SERVICE COORDINATED BY OCES (FALL 2013): \$524,253.00 TO DATE

*According to Independent Sector, the national 'value of volunteer time' is \$22.14 per hour (for 2012).

Career Services Report—November, 2013

Miami 2020

- Career Services' completed its goal setting process, establishing career community, student development, employment and partnership goals that are fully aligned with Miami 2020 plans and metrics.

Career Fairs

- The Fall Career Fair saw a record number of employers—270—in attendance. This compares to 237 employers in attendance at the 2012 fair.
- Over 100 fall fair employers agreed to serve as “first-year-friendly” companies and to meet with first- year students in their career fair booths. Approximately 100 students, mostly those enrolled in the new Career Success Certificate Program, participated in the fair, gaining important experience in speaking with company recruiters. The certificate program is partially funded by a grant from the Parent’s Council and is part of a coordinated effort to involve students in early career exploration.
- Spring ICE is scheduled on February 4 and will be extended by 2 hours at the request of employers to allow for additional student contacts. The Architecture and Design Fair is scheduled for April 4 and the Teacher Fair for April 3. Virtual networking fairs are planned for the Twin Cities and Washington, D.C. in collaboration with Corporate Relations.

On and Off Campus Recruiting

- Year-to-date, 185 employers have conducted 4,007 on-campus interviews. In addition, a total of 1,963 job and internship postings have been placed on Miami Careerlink, many for multiple positions.
- Over 250 mock interviews were provided to students, including new case study interviews for students pursuing consulting positions.
- The Career Services Website has been redesigned to include comprehensive internship and job search links for each academic division, with an emphasis on differentiated internship and job search strategies for humanities, social science and creative arts majors. A new series of video-based tools and mobile apps are also available to students as aids for each phase of the internship and job search process.

OhioMeansInternships Grant

- A grant request for \$831,000 was submitted to State of Ohio by the Oxford and Regional campuses to fund internships and co-op positions and economic development activities in Ohio that will lead to additional experiential opportunities. The request was related to a Board of Regents initiative to retain graduates in the state and support key industry sectors. The Oxford campus received commitments from 18 companies to create 83 new internships in Ohio. The grant, if approved, would offset internship wages, support the creation of an AIMS digital innovation center in Cincinnati, fund stipends for faculty participating in new employer

development committees, underwrite development costs for a new internship mobile application or microsite for Miami students, and defray the cost of executive and alumnus-in-residence events designed to introduce students to specific industry sectors. Grantees will be notified by April if their request has been approved. The grant will be expensed over two years, beginning in the summer of 2014.

Career Exploration

- A new workbook was developed for faculty to use in the classroom to help students translate their experiences to the world of work. This is the first in a series of digital workbooks designed to complement existing career service resources and enhance curricular materials.
- A pre-fall semester career exploration program was offered over a three-day period to sophomore CAS and undecided students. The program included on-site resume/LinkedIn profile building and off-site visits to three employers. This pilot will be replicated during the 2015 January Term.
- Career Services is supporting site visits to artistic institutions in New York City and Nashville by creative arts students for the purpose of career networking.
- A panel on alternative teaching careers was co-hosted by career services, featuring alumni from government, not-for-profit organizations and P&G. An executive from McGraw Hill Education also participated, as part of career services partnership with the Association of Education Publishers.

Analytics

- In collaboration with IR, career services has contacted all May, 2013 graduates to learn whether they are working or in graduate school, and if working, the name and location of their employer, and their current salary. This dataset will provide a snapshot of employment outcomes 6 months following graduation. IR will begin generating analytical reports in late November.

Revenue Enhancement

- A new Career Partners Program was recently launched by Career Services and Corporate Development. The program has three sponsorship levels (\$10,000; \$5,000; and \$2,500), with a sliding scale of benefits. The program also provides opportunities to sponsor career service programming. To date, 3 firms have subscribed to the \$10,000 level and 2 to the \$2,500 level.

Other Initiatives

- Through the good offices of Dr. Creamer, university vendors doing more than \$100,000 in business with the university and who are not currently recruiting on campus will be contacted and strongly encouraged to recruit students for internships and full-time employment.
- Digital newsletters to alumni working in the governmental sector and biohealth sectors will be sent inviting them to post jobs and internships on Miami Career Link. The government-related newsletter is a joint undertaking of career services and stakeholders on campus, such as the Political Science Department, IES, the Office of Community Engagement and Service and the Government Relations Network.

- In partnership with the Athletic Department, a new, dedicated career services microsite for student athletes has been developed. The site will go live in early December.

November 11, 2013

Board of Trustees Academic & Student Affairs Committee
Miami Tribe Report

Compiled by Daryl Baldwin, Director of the Myaamia Center, and Bobbe Burke,
Coordinator of Miami Tribe Relations

1.) MIAMI TRIBE RELATIONS

Miami Tribe students, 2013-14

- As the Heritage Program Coordinator, I work with the 25 students enrolled 2013-14—there are 9 seniors, 5 juniors, 3 sophomores, 7 freshmen, 1 transfer
- All but the seniors participate in the 1-credit course, EDL 317 Myaamia Language and Culture 1, which meets weekly.
- The seniors are engaged in independent study projects.
- I meet personally with each student every semester, twice a semester with each first year student. The goal of the Myaamia Center staff is to assist the students in adjusting to college life, but also to build a safe family-like community for them where they will learn about their own heritage and culture while at Miami University.

Miami Tribe applicants

- So far, twelve Myaamia high school students have shown interest in applying for 2014-15. I connect with the students and/or their parents multiple times as they visit campus and apply to Miami.
- Six of those twelve participated in the Bridges Program and enjoyed a two-day campus visit. Through coordination with the Bridges staff, the Myaamia Center staff hosted the Tribe students participating for lunch on the last day.
- I share the information I have about Tribal applicants with both the Office of Admission and the Office of Financial Aid.

Armstrong Student Center & other displays

- I coordinated finding photos for the Shade Room wall display about the Miami Tribe.
- Appropriate items for the four display cases in the Smucker Wiikiaami Room were found.
- A display about the Miami Tribe & MU relationship was created for Murstein Alumni Center.

Trips to Oklahoma

- Organized the annual January trip for the Miami Tribe Stomp Dance weekend of activities. Over 40 people from Miami University made the trip in 2013.
- Now planning the January 2014 trip and expect a similar number of people to participate again.
- Help host Miami University people who attend the annual June pow wow activities. Unfortunately, the storms disrupted the 2 evenings of pow wow dancing and activities in June 2013 and those visitors missed those events.

Winter J-Term Nursing, NUR 305 Cultural Perspectives in Health Care

- Worked closely with faculty members from Miami's Nursing Department as they created a Winter J-Term course that involves a weeklong stay in Miami, Oklahoma. The students will engage in projects with the Miami Tribe Social Services department, the Leonard Learning & Child Care Center, and the Title VI program that provides services for elders in the community.
- The faculty members made their first visit to Oklahoma for the Stomp Dance in January 2013 and met with possible Tribe collaborators during the trip. Then they and I made a second trip to Oklahoma in May 2013 to plan for further details of the course.
- I assisted in organizing the additional cultural experiences for the students while in Oklahoma, as well as making arrangements for their housing at a renovated allotment house, the Drake House, that the Miami Tribe makes available as a guest house.
- I will accompany them on the January 11-18, 2014 trip to be a logistical assistant and advisor.

Tribe Alumni Reunion, March 15, 2014

- Drawing on the success of inviting Miami Tribe graduates to return for the 2012 Conference, we are again providing some special events and hosting for any graduates who return for this year's events. In essence, we are attempting to form an alumni group of Miami Tribe graduates.
- An incentive to return in 2014 is the opportunity to see the newly opened Armstrong Center and the two locations in the building where the Miami Tribe is showcased.

Eewansaapita Summer Educational Experience

- I attended both the Miami, OK and Fort Wayne, Indiana summer camps to observe the total program and to assist in any way useful.
- I am engaged in the assessment process about those two camps as the plans are made for 2014 camps.

Myaamia Education Office

- As an affiliate with this Miami Tribe office, I am working on the creation of a broad database of information to track various youth tribal programs and learning outcomes, including the Miami University experience of the enrolled Tribal students.

2.) MYAAMIA CENTER

Myaamia Center

The Myaamia Project transitioned into the Myaamia Center in January of 2013. This new development has allowed the collaborative efforts in language and cultural revitalization to reach a new level of operation and recognition. The most significant outcomes from this transition include:

- Greater support from both the Miami Tribe of Oklahoma and Miami University.
- The Myaamia Center now reports directly to the Office of Advancement, Research and Scholarship (OARS).
- Greater national recognition leading to new sources of support funding and collaborative opportunities with other indigenous centers and institutes nationally and internationally.

Undergraduate Student Experience

The Myaamia Center is an interdisciplinary research entity focusing on language and cultural revitalization and education. Due to the interdisciplinary nature of the research the center engages with several different departments on campus.

- Multiple class presentations on a variety of topics related to Myaamia language, culture, identity, ecological perspectives, and history made to classes in anthropology, architecture, computer science, nursing, etc.
- Approximately 200 students per semester impacted through class visitations or project related courses working with the Myaamia Center.

Miami Tribe Student Experiences

The Miami Tribe is a non-reservation Native American Tribe headquartered in Miami, Oklahoma, a town that was named for them. The tribe has just over 4000

enrolled tribal citizens that are spread throughout the US with many being too far from Miami, OK to participate routinely in Tribal-sponsored activities. Consequently, Tribal students who enroll at Miami University bring varying levels of cultural knowledge and experience with them to campus. This uneven knowledge sparked the creation of Heritage Classes designed to advance the knowledge these enrolled Tribal students have about their own history, language and culture, and day-to-day workings of their contemporary tribe.

- Myaamia Heritage Classes – weekly, 6 semesters + senior independent study.
- Currently 25 students enrolled in the consecutive courses.
- Tribe students often serve as summer youth counselors in the tribe sponsored Eewansaapita program.
- Tribe student collaboration on campus has provided a growing resource for the Native American Student Association which promotes campus wide learning opportunities about Native Americans.

Departmental Collaborations

As part of the development of the new Myaamia Center we have identified Faculty Affiliates who could work with and guide specific efforts and interest of the center. To that end we have the following research/educational efforts underway.

- Faculty Affiliates from Education are working with the center to develop assessment tools for use on campus with tribe students and among tribal youth in summer youth programs. These assessment tools look at youth development, including identity formation as an outcome of language and cultural education, and graduation rates both at the highschool and college level.
- Our relationship with computer sciences continues to develop a stronger working relationship with our faculty affiliate in CSE. Graduate and undergraduate projects are currently underway in the development of web based tools and social media for research and educational purposes.
- Miami University now offers its first ever course on the Miami Tribe / Miami University relationship. This IDS 259-- *Intro To Myaamiaki* -- is designed to expose students to the history, culture and language of the Miami Tribe and contextualize the relationship and provide a working model of a tribe-university collaboration.

Other Collaborations

- In August of 2013 the Myaamia Center formally accepted a leading role in biennial Breath Of Life - Language Workshops held at the National Museum of the American Indian in Washington, DC. This program has been funded over the last four years by the National Science Foundation with support

from Smithsonian Institute Enduring Voices Project. This is a major step for the new Myaamia Center to play a more significant role in the development of language revitalization programs on the national level.

- The Myaamia Center continues to participate on the executive committee of the Endangered Languages Project originally created with support from Google and the National Science Foundation. This project aims to create a global web environment to share resources and best practices among native communities around the world in preserving Indigenous knowledge, cultures and languages.

Active and Pending Grants:

- National Endowment for the Humanities-Documenting Endangered Languages (NEH-DEL) \$124,000 - 3 years
- National Endowment for the Arts (NEA) \$25,000 (pending)
- National Science Foundation - Documenting Endangered Languages (NSF-DEL) \$220,000 (pending)

Recommendation 29: The Division of Student Affairs should reduce the proportion of its budget funded by the University by 2% per year for the next five years.

Status: Accepted

Responsible Area: Vice President for Student Affairs

Goal: Decrease the budget funded by the University E and G funds by \$900,000 in the next five years by converting the Student Health Services to a semi-auxiliary of the University.

- Action 1 Determine the potential revenue produced through the current third party billing system.
- Action 2 Develop a budget model that is compatible in institutional budgeting forecasts and tracking for the Student Health Service.
- Action 3 Set realistic targets for reducing E and G support while maintaining student fee support.
- Action 4 Monitor projections for accuracy.
- Action 5 Determine if there are other methods for enhancing revenue.

Measurable Outcome: Reduction in budget of \$900,000 by July, 2015

Timeline:

Planning	Jan 2010 - Jan 2011
Implementation	Jul 2011 - Jun 2014
FY 2012	\$180,000
FY 2013	\$540,000
FY 2014	\$720,000
FY 2015	\$900,000

Comments:

The current challenge is developing a system for accurately estimating the revenue generated. Based on FY10 the revenue produced was \$800,000 more than the E and G expenses, however, the year before the revenue was only \$200,000 more than expenses. Some of the differences between the two years would be the increased number of cases due to H1N1 and the evolving process of third party billing.

Accomplishments/Activities

- Student Affairs is moving forward with converting the Student Health Service to a quasi-auxiliary operation and will achieve the first-year goal of reducing the University portion of the budget by \$180,000.
- The first-year goal of reducing the University portion of the budget by \$180,000 will be achieved; however, payments are behind last year at this time.
- The second year reduction (an additional \$360,000 reduction in support of Student Health Services for a total two year reduction of \$540,000) will be met in FY13 through a reduction to CR&R and additional staff reductions and reorganizations.
- After FY13, the Division and Student Health Services will monitor revenue to determine to what degree additional reductions can come from this operation and to what degree reductions will need to come from other areas in the Division.
- Preliminary planning has started in other areas of the Division to meet the planned reductions.

January 2013 Update

- To date the targeted reduction of \$540,000 still appears to be viable for 2013.

May 2013 Update

- Targeted reductions of \$540,000 will be achieved for 2013.
- Initial estimates indicate the targeted cumulative reductions of \$720,000 will be achieved in 2014.
- An assessment is underway with McCullough Hyde Hospital to look at the viability of a management arrangement for the Student Health Service that would increase services to students while also increasing efficiency of the operation. This arrangement would include not filling the vacant assistant vice president position.
- Other cost-saving measures or redistribution of resources are still under consideration.

December 2013 Update

- Miami University and McCullough-Hyde Memorial Hospital have entered into a management agreement for the Student Health Services.
- Initial changes have been implemented including reduced staffing and expanded service hours.
- Performance is being monitored.

December 2013
Academic and Student Affairs

RESOLUTION R2014-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the departmental title change from the Department of German, Russian, and East Asian Languages (GREAL) to the Department of German, Russian, Asian, and Middle Eastern Languages and Cultures (GRAMELAC), to become effective as determined by the Office of the Provost.

Enrollment Management Update

Board of Trustees
December 5, 2013

Michael S. Kabbaz
Associate Vice President for Enrollment Management
Office of Enrollment Management



MIAMI UNIVERSITY

2014 Enrollment Goals

First-year Objectives:

- 3600 first-year target
 - Manage divisional targets
- Maintain quality
- Increase selectivity
- Increase non-resident enrollment
 - Non-resident domestic
 - International
- Increase ethnic/racial diversity

Other Enrollment Objectives:

- Increase transfer enrollment
- Increase ACE Program enrollment
- Expand TOP Program

Fall 2014 – Application Status by Academic Division

Academic Division	2013	2014	% Change
College of Arts and Science	4,220	5,356	27%
Farmer School of Business	3,258	4,245	27%
College of Education, Health & Society	1,298	1,373	6%
College of Engineering and Computing	1,168	1,559	33%
College of Creative Arts	390	448	15%
Total	10,334	12,881	25%

Note: Data are as of 11/18/2013

Fall 2014 – Application Type

Application Type	2013	2014	% Change
Early Decision	981	916	-7%
Early Action	7,784	10,025	29%
Regular Decision	1,446	1,631	13%
International	123	309	151%
Total	10,334	12,881	25%

Note: Data are as of 11/18/2013; Early Decision deadline was 11/15/2013 – processing still underway.

2014 Key Recruitment Initiatives

First-year Recruitment Initiatives:

- Expand targeted travel (Ohio and out-of-state)
- Expand visits (on- and off-campus)
- Enhance visit experience
- Implement prospect management
- Expand Early Decision
- Increase yield efforts and expand divisional involvement

High-ability Recruitment Initiatives:

- Revamp marketing and increase recruitment efforts
- Leverage Honors admission
- Expand University Academic Scholars and enrollment
- Better target financial aid to middle high-ability band
- Implement the Summer Scholars Program

Launch Summer Scholars Program

- Replaces former Junior Scholars Program
 - Six-week residential experience
 - Rising high school seniors
 - Students earned college credits by enrolling in two to three Miami courses
 - Guaranteed admission
- Changes from previous program
 - Two-week residential experience
 - High-ability rising juniors and seniors
 - Target enrollment of 240 students (Ohio and Out-of-State)
 - Ability to provide full scholarships
 - High-ability underrepresented students
 - Anticipate 24 scholarships for each session
- Two Summer Scholars sessions will be offered for summer 2014
 - July 6 – July 18
 - July 20 – August 1
- Each session will offer approximately 10 academic modules
 - Modules are designed around specific areas of academic interest
 - Pre-med
 - Game design
 - Provide students with in-depth, experiential learning opportunities

University Academic Scholars Program (UASP)

Current Designations

- Creative Arts Scholars
- Engineering Scholars
- Farmer School of Business Scholars
- Law and Public Policy Scholars
- Premedical Scholars
- Sustainability Scholars
- Education, Health & Society Leadership Scholars

Fall 2014 Expansion

- Computing Scholars
- Global Studies Scholars
- Humanities Scholars
- Scholars in Writing for the Media
- Social Justice Scholars
- World Languages and Cultures Scholars

Note: Expected Fall 2014 UASP enrollment will exceed 200 first-year students.

2014 Key Recruitment Initiatives (cont'd)

Outreach and Diversity Recruitment Initiatives:

- Expand outreach and recruitment activities with urban schools
- Expand targeted outreach to high-ability diverse students
- Enhance and increase on-campus programming
- Increase community-based organization engagement on and off-campus
- Increase Bridges program from 3 to 4 programs
- Selectively target Miami Access Initiative
- Further engage the campus community

2014 Key Recruitment Initiatives (cont'd)

International Recruitment Initiatives:

- Expand targeted travel
- Leverage China and India site-based representatives
- Expand recruitment and outreach (targeted name buys, translation of materials into 10 languages, virtual fairs, telerecruiting, geo-targeted advertising, etc.)
- Enhance Miami faculty engagement
- Expand relationships (sponsoring organizations, oversees counselors, ELS language centers, etc.)
- Work with Global Initiatives to expand partnerships
- Leverage limited scholarship dollars (non-China)

2014 Key Recruitment Initiatives (cont'd)

Transfer Recruitment Initiatives:

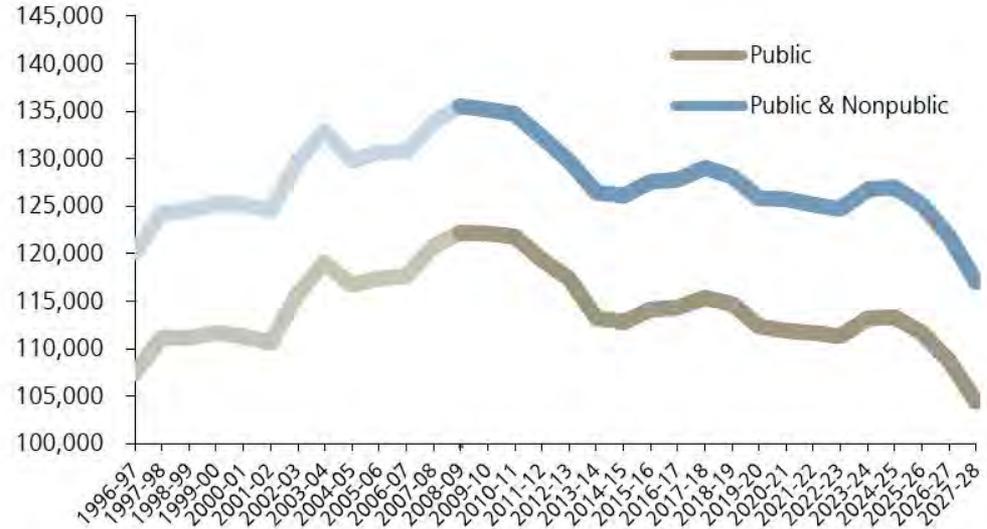
- Expand articulation agreements
 - Target on-campus marketing
 - Extensive on-site recruitment
 - Miami on-campus programming
- Target top in-state and out-of-state feeder community colleges
- Expand marketing and communication efforts
- Purchase high-ability transfer names
- Target scholarship dollars



LOW-INCOME RECRUITMENT EFFORTS

Demographic Projections: Ohio High School Graduates

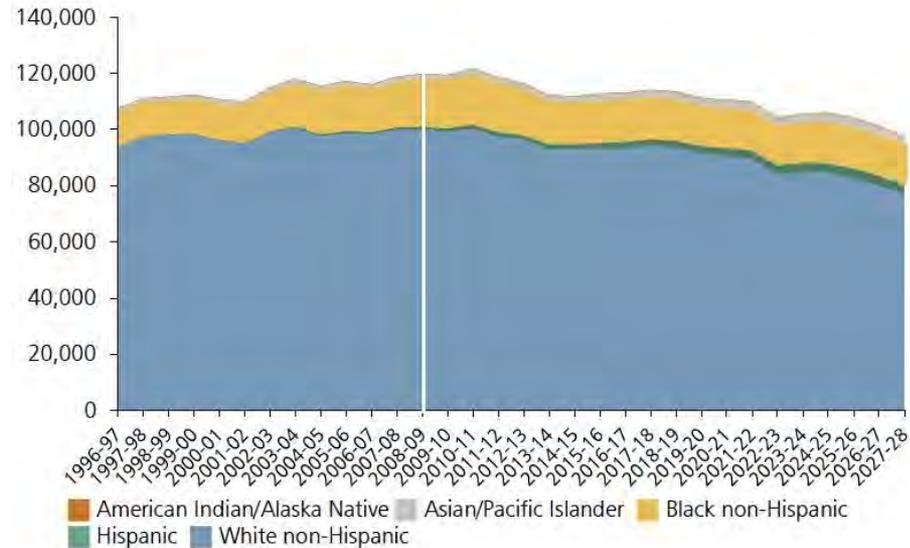
- Projections indicate that after peaking at 135,506 in 2008-09, Ohio has begun a fairly significant decline in high school graduates
- Beginning in 2009-10, the total number of graduates is expected to slip by about 9,500 by 2014-15.



Source: WICHE, Knocking 2012

Demographic Projections: Ohio High School Graduates

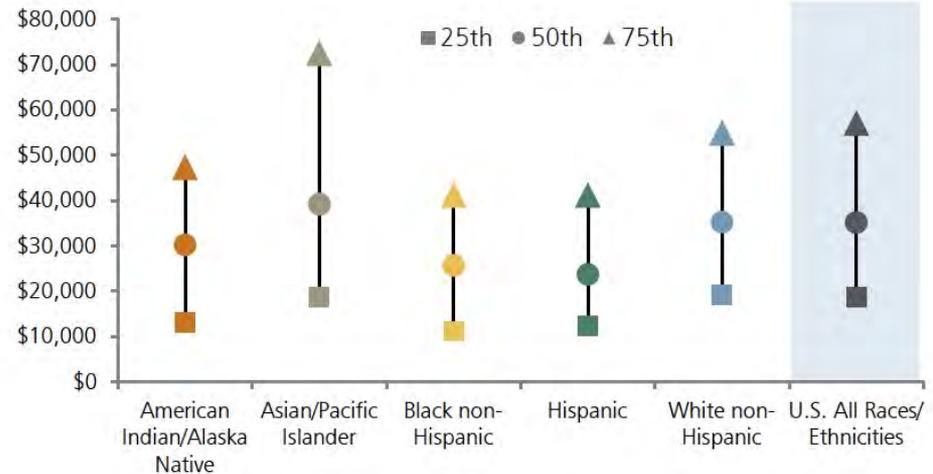
- White non-Hispanics in Ohio are chiefly responsible for shrinking production, and increases in other groups of graduates are not large enough to fully offset those drops.
- The largest minority group among graduates, Black non-Hispanics, will also decrease in the years ahead, losing about 22% over that same timeframe.
- Asian/Pacific Islander and Hispanic graduates are both on a rapid rise, though their increases of about 900 and 1,700 in additional graduates between 2008-09 and 2019-20 is dwarfed by the declines in Black non-Hispanics and White non-Hispanics.



Source: WICHE, Knocking 2012

Annual Income by Race/Ethnicity: Ohio vs. U.S.

- In Ohio from 2006 to 2010, the statewide median income for the working-age population (25-64) was \$33,146, compared with \$35,147 for the nation.
- Hispanics earned the lowest amount of any group in the state. A quarter of them earned less than about \$13,000. The lowest quartile of Black non-Hispanics earned even less, no more than about \$11,500.

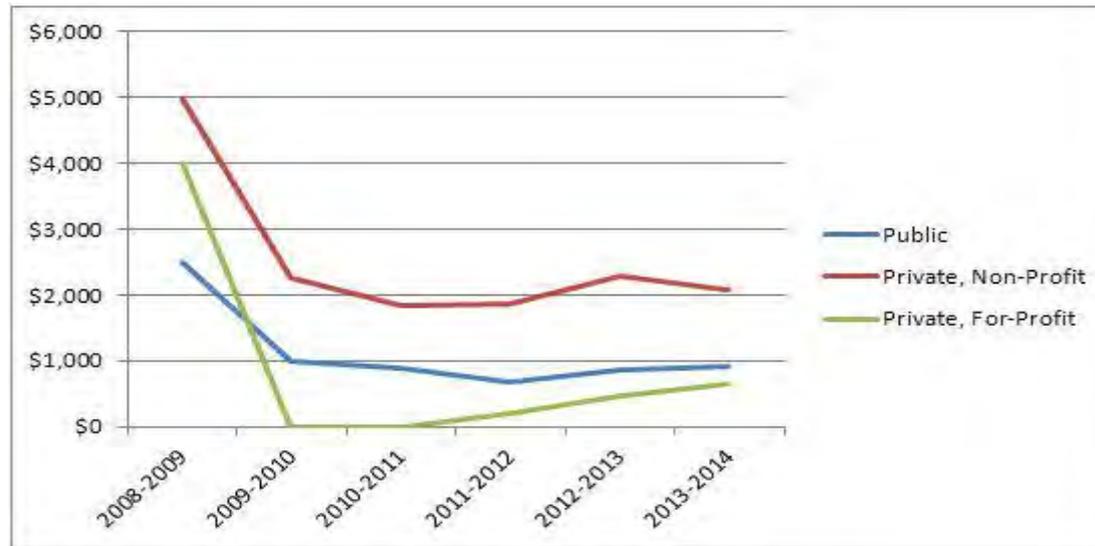


Source: WICHE, Knocking 2012

Low-Income Recruitment Efforts

- Ohio focused effort due to limited scholarship dollars
 - Continued commitment to Miami Access Initiative for Ohio residents
- Expansion of high school visits, targeted communication efforts, participation in college fairs, panels, and workshops throughout the state of Ohio with particular regard to major urban areas of Cincinnati, Cleveland, Columbus and Dayton and those rural, Appalachian counties in southeast Ohio
 - Urban Outreach position
 - Scioto Foundation partnership
 - Summer Scholars Program
- Continued development of new and existing partnerships with community-based organizations throughout the state of Ohio
- Expansion of on- and off-campus visit opportunities for underrepresented high school students, groups and organizations

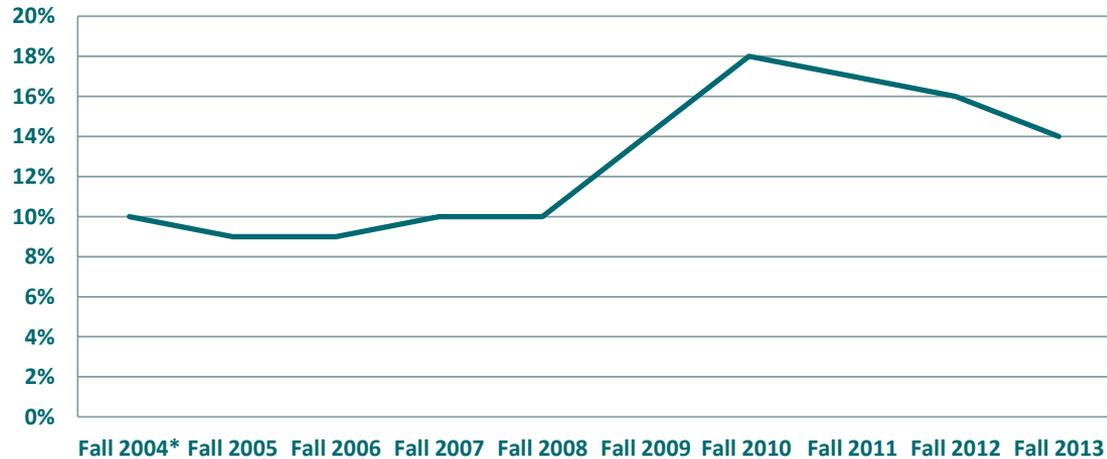
Ohio College Opportunity Grant (OCOG) - Award Summary



Note: 2008-09 Awards decreased as EFC increased; Public values ranged from \$300 to \$2,496.

Pell Grant Recipients – Oxford Campus

Percentage of Oxford Receiving Pell



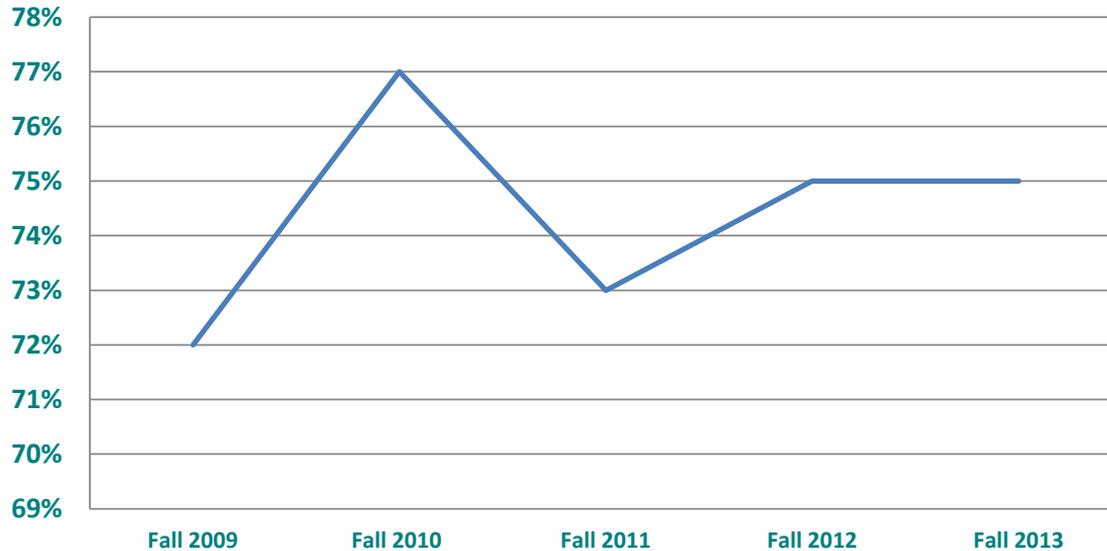
Note: *Fall 2004 percentage is based on the entire semester versus fall census snapshot.

MAI Enrollment Profile Overview (2007-2013)

- MAI first-year enrollment has ranged from 167 (2007) to 255 students (2010)
 - 100 new students enrolled for fall 2013
 - 404 currently enrolled
 - 1,501 students have been a part of MAI since fall 2007
- Students of color represent about 37% of MAI enrollment overall
- Approximately 60% of MAI students are first-generation college students overall
- High school GPA is consistent with overall first-year student average, but perform slightly lower on standardized test scores

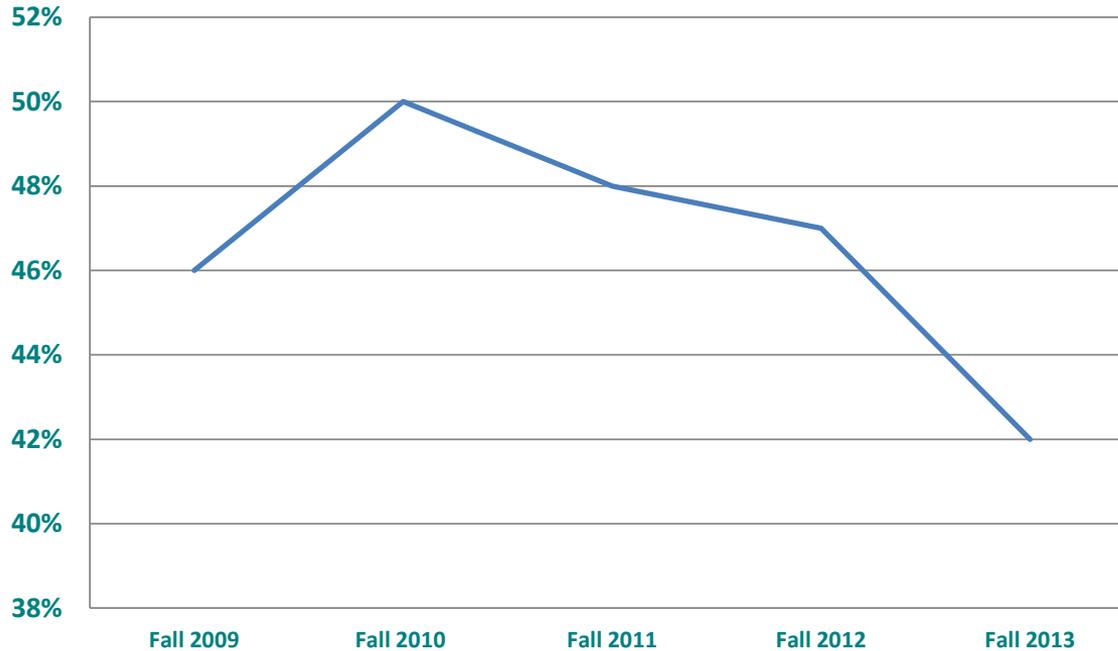
First-Year Aid Applicants

Percentage of Oxford First-Year Students Who Filed a FAFSA



First-Year Students with Financial Need

Percentage of Oxford First-Year Students Who Have Need



Key Demographics: Miami Borrowers

Ethnicity (Federal Description)	Average Loan Debt	Average Family Income	Monthly Payment
Unknown	\$28,883	\$79,936	\$332
White	\$28,032	\$99,712	\$323
Black or African American	\$27,697	\$48,511	\$319
Asian	\$26,329	\$70,558	\$303
Hispanic/Latino	\$23,032	\$90,435	\$265

Residency	Average Loan Debt	Average Family Income
Non-Resident	\$29,810	\$151,787
Resident	\$27,475	\$86,256

Average Debt: \$27,817



QUESTIONS?

**College of Engineering and Computing
Dean Marek Dollár's report**

**prepared for and presented to
The Academic and Student Affairs Committee
of the Miami University Board of Trustees
on December 5, 2013**

As is well known, Miami University's School of Engineering and Applied Science (SEAS) underwent a radical transformation in all areas of the academic enterprise between 2001 and 2009. In 2009, while enjoying the fruits of our work, we clearly realized that the time had come to seize the positive momentum and take our School, over the next five years, to a new level. As a result of this realization, we developed "2009-2013 Strategic Plan for SEAS". You are also aware of the recent development of our school being renamed to the College of Engineering and Computing (CEC) on July 1, 2013.

Our strategic plan encompassed three central principles: i) establish a new standard for excellence in undergraduate education of engineers, computer scientists, technologists and nurses; ii) increase enrollment and ensure student success and iii) enhance SEAS distinction as a scholarly community and broaden and enhance graduate education.

We have focused on 10 strategic initiatives while implementing the strategic plan but reviewing all would be beyond the intended scope of this report. Instead, I would like to brief the committee's members on two of those initiatives and explain why I chose them.

- Strategic Initiative: *Increase enrollment*. Miami University's decision to invest in enhancing engineering and computing education was predicated on the assumption that this approach would lead to a significant increase in the number of students enrolled into our programs.
- Strategic Initiative: *Emphasize experiential learning*. Miami University is now embarking on the development and implementation of its new strategic plan: "Miami University 2020 Plan". One of the key elements of the plan is an emphasis on inquiry-based experiential learning. Our college in the last five years has made this emphasis a crucial part of our attempts to establish a new standard for excellence in undergraduate education.

The number of College of Engineering and Computing students has increased by 82% in the last six years, from 799 in the Fall of 2007 to 1455 in the Fall of 2013. In the Fall of 2007 we matriculated 234 students compared to 427 students this fall. The class of 2017 admitted this fall is not only the largest ever, it is also the strongest and most diverse. The average ACT score of this group is 28.77 (the highest among all Miami's academic units), 24% of them are non-white minorities (the highest percentage among all Miami's academic units) and 36.5% come from out of state (significantly more than in the past years for the College of Engineering and Computing; e.g., in the Fall of 2008, there were 22.9% matriculated out-of-state students).

We attribute the recruitment success to excellent Admission Office's efforts, CEC faculty and staff's deep involvement and allocation of significant support for prospective CEC students. The financial aspect cannot be underestimated as our students come from families with by far the lowest average income among all Oxford-based academic divisions.

The benefits for Miami of successful recruitment efforts in our College are enormous. They improve the quality of Miami's entering class in the most significant way, broaden its socioeconomic status and increase racial and ethnic diversity. Attracting more engineering and computing students contributes to meeting the state of Ohio and this nation's needs and, last but not least, to maximizing state subsidies.

In the area of experiential learning, based on senior exit interviews conducted in April 2013 we note that 71% of our graduating students completed an internship or a co-op program, 44% were involved in research, 26% gained service-learning experience, 39% were members of student chapters of professional organizations and 29% were involved in professional training. All our students completed senior capstone projects. It is clear when analyzing these and other statistics regarding CEC students' involvement in experiential learning activities, that our College is already meeting relevant Miami 2020 Plan metrics. Nonetheless, we do not intend to rest on our laurels but plan to enhance our efforts in the area in question.

Our College houses three well-funded centers whose mission is to involve students in experiential learning activities: Lockheed Martin Leadership Institute, Mobile Learning Center and The Agile Academy. Establishing centers and securing funds for their operation has been one of the key elements of our strategy to enhance experiential learning in CEC. The status report on the activities of the existing centers is included in the presentation attached to this report. We have continued this important initiative by recently creating an Augmented Reality Center, with yet another center, Assistive Technologies Center, on the drawing board. The new centers will further enhance CEC experiential learning opportunities.

On the financial front, I wish to report a few important developments that took place in FY '13. First and foremost, Miami University Board of Trustees approved a \$300 per semester fee for all CEC undergraduate students at the Oxford campus. The fee will allow us to hire six new faculty members and maintain and continuously modernize aging computer and laboratory facilities. During FY '13, we were involved in preparations for the implementation of the Responsibility Center Management (RCM) model and we finalized a new revenue enhancement planning process. The before-mentioned enrollment trends have resulted in a 41% increase of undergraduate net tuition revenues over the last three budgetary cycles. This development significantly improved our financial viability and the RCM bottom line, i.e., ending balance before subvention.

These positive developments notwithstanding, steep challenges remain. As a result of the dramatic increase of the number of CEC students and our inability to hire new faculty members due to steep budgetary cuts, the student-to-faculty ratio increased from 18 in 2007 to 33 now. Hiring six additional faculty over the next three years enabled by the implementation of the student fee will lower this ratio, but only to 32. (To put the number in perspective, Miami's student-to-faculty ratio is about 20.) We hope that the implementation of the RCM model and,

consequently, our ability to retain new revenues, will allow us to hire additional faculty members lowering the ratio in question to an aspirational level of 25.

I would like to bring to the Committee members' attention yet another challenge we face. Little did we know when designing our new engineering complex that we would quickly outgrow it. We assumed then that our undergraduate student population would grow to 1200, but as I previously mentioned, it has already exceeded 1450 and is projected to grow to 1580 by the Fall of 2016. As a result, laboratory facilities are barely adequate today but will not be sufficient in the future. Most of the classrooms in the engineering complex are designed for 40 students and are already too small. Also, the current space needs of CEC's experiential learning centers are not fully met. We will need to identify additional space across the campus that would help us to meet our needs. Toward that end, we began conversations about our priorities with leadership in the Physical Facilities department responsible for ongoing Academic Facility Planning.

I would also like to brief the Committee's members on the CEC agenda for academic years 2013/14 and 2014/15. Our agenda is and will be driven by university-wide initiatives: the development and implementation of Miami 2020 Plan, preparation for and execution of the Higher Learning Commission accreditation visit, redesign of the Global Miami Plan and implementation of the University Scholars and Summer Scholars programs. We are also developing a new governance document for our college (radically changed as a result of transitioning the regional campus departments), revamping our Web site and undergoing initial accreditation of our newest major in bioengineering. We are developing several online courses and new certificate and professional masters programs. We are implementing a recently developed CEC strategic plan for corporate and foundation relations. And last but not least, we have declared a 2014 Theme: College of Engineering and Computing Celebrating Women Leaders.

AS CEC Dean, I would be remiss if I did not end my report on a high note by sharing with you our students' recent achievements. After all, they are our *raison d'être*. They are beneficiaries of our efforts and the source of our pride. Highlights of their achievements are included in the presentation attached to this report.

Members of the Board of Trustees: Let me use this opportunity to express, on behalf of our faculty, staff and students, our appreciation for your continuing support for Miami's College of Engineering and Science.

College of Engineering and Computing

Meeting of the Academic/Student Affairs Committee of the Board of Trustees

December 5, 2013

**Dean Marek Dollar's
report**



Outline

1. Selected CEC 2009 – 2013 Strategic Priorities
 - a. Recruitment and enrollment
 - b. Experiential learning
2. Budgetary matters
3. CEC challenges
4. CEC agenda for AY 2013/14 and 2014/15
5. Our students in the spotlight (time permitting)
6. Experiential learning centers (time permitting)

College of Engineering and Computing

CEC 2009 – 2013 Strategic Priority: Recruitment and Enrollment



CEC Enrollment

(Oxford only, based on 15th day reports)

Semester	Number of first- year CEC students	Number of CEC students
Fall 2007	234	799
Fall 2008	276	856
Fall 2009	231	923
Fall 2010	319	1036
Fall 2011	346	1125
Fall 2012	410	1290
Fall 2013	427	1455
Fall 2013 % change since 2007	82.5%	82.1%

Characteristics of our student body

Among 1455 CEC Oxford students:

- 305 (or 21%) are women
- 343 (or 24%) are non-white minorities
- 197 are studying Bioengineering, our newest major

In addition, 269 students take CEC classes on regional campuses

New domestic students

Key Quality Indicator: Average ACT Average

Academic division	2012	2013
CAS	26.13	27.13
FSB	28.02	28.46
EHS	25.30	26.05
CEC	27.34	28.77
CCA	26.22	27.31
Total	26.55	27.54

New CEC students % of out-of-state and international students

Fall enrollment	% of out-of-state and international students
2008	22.9 %
2009	23.6 %
2010	23.7 %
2011	25.3 %
2012	33.0 %
2013	36.5 %

Recruitment in 2013/14

Goal	May 1, 2013	May 1, 2014
Increase the number of applications	2,979	3,200
Increase selectivity by lowering the admission rate	2,016 (68%)	1,950 (61%)
Stabilize the number of first year students (yield rate in parentheses)	441 (22%)	441 (23%)

Recruitment in the years to come

Enrollment of equally academically strong, diverse (in the broad sense), and sizeable CEC cohorts in the years to come will require continuing efforts of

- Admission Office
- CEC administration, faculty, and staff
- and
- allocation of scholarship \$\$ at least at the 2012/13 level

New domestic students (aid recipients) enrolled in Fall 2013 - average family income

Academic division	Average family income
CCA	\$ 91.5 k
CEC	\$ 66.3 k
CAS	\$103.7 k
CEHS	\$ 84.9 k
FSB	\$123.0 k

Benefits of investing in CEC scholarships for Miami

- Improving the quality of entering class: the best bang for the buck
- Broadening of the socioeconomic status
- Increasing racial/ethnic diversity
- Meeting the needs of the state and the nation
- Maximizing state subsidies

College of Engineering and Computing

CEC 2009 – 2013 Strategic Priority: Experiential learning



Experiential learning

Category	% of students reporting experience
Internships/co-ops	71
Undergraduate research	44
Service learning	26
Professional organizations	39
Professional training	29

Based on senior exit interviews in April 2013

Senior capstone projects are required of all CEC students

CEC Experiential Learning Centers

Agile Academy



Augmented Reality Center



Library shelving app
MU Patent pending

The first-down line in football broadcasts is an example of AR.

Lockheed Martin Leadership Institute



**Miami Mobile
Learning Center**



College of Engineering and Computing

Budgetary matters



Budgetary matters in FY '13

- Fee proposal approved by MU Board of Trustees
- Year - round involvement in preparations for the implementation of the Responsibility Center Management (RCM) model
- New revenue enhancement planning process finalized
- Undergraduate net tuition revenues continued to grow

Undergraduate net tuition revenues in million \$ (RCM formula)

CEC	FY 11	FY 12	FY 13	FY 14 projected	Increase FY 11 – 14
Revenue	8.0	9.5	10.3	11.3	41.3% <i>(Oxford : 14.6%)</i>

Impact of CEC fee

- Additional support for lab and computer equipment
~ **\$100 k in FY'14 and beyond**
- Searches: CPE (2012/13), MME (2013/14), four new searches in 2014/15 and 2015/16
- Faculty retiring or leaving Miami in 2014 and beyond to be replaced in a timely fashion

College of Engineering and Computing

Challenges



Continuing Challenge

Semester	Number of CEC students	Number of tenure-line faculty and lecturers	Student-to-faculty ratio
Fall 2007	799	45	18
Fall 2010	1036	45	24
Fall 2013	1455	44	33
Fall 2014 (projected)	1520	45	34
Fall 2016 (projected)	1580	49	32

New challenge

- CEC complex was designed for up to 1200 undergraduate and 100 graduate students
- Laboratory facilities are barely adequate today and will not be sufficient in the future (as noted during a recent ABET accreditation visit)
- Classrooms designed for 40 students are already too small
- Space needs of CEC centers and institutes are not fully met

College of Engineering and Computing

CEC agenda for AY 2013/14 and 2014/15



Agenda driven by university-wide developments

- Miami 2020 plan
- Higher Learning Commission accreditation visit
- Global Miami Plan Redesign
- University Scholars Program
- Summer Scholars Program

Other CEC goals

- New governance document for our college, which has radically changed as a result of transitioning regional campus departments
- CEC Web site (content, content management)
- Accreditation for the Bioengineering program
- Several online courses

Other CEC goals

- Certificate and Professional Masters programs
- Implementation of the CEC Strategic Plan for Corporate and Foundation Relations
- Theme for 2014: College of Engineering and Computing Celebrating Women Leaders

College of Engineering and Computing Highlights
Academic Year 2012-13

Our students in the spotlight



Goldwater Scholar



Jamie Morton, CSE,
ECE

- James Tong Morton is a quadruple major in computer science, electrical engineering, engineering physics and mathematics
- Jamie is one of three students at Ohio public universities to receive this award
- The scholarship is considered the premier undergraduate award for engineering and science students and is awarded to about 300 sophomores and juniors nationwide



ASEE SMART Scholar



Nicole Fisher

Engineering Management
(Manufacturing) and Business



- The purpose of this scholarship program is to promote education in STEM disciplines
- This scholarship provides students with a stipend allowance, full tuition, room and board and other educational expenses
- The program also offers the scholars opportunities to work on cutting edge technology in Department of Defense facilities
- 130 awards nationwide last year

Benjamin A. Gilman International Scholar



- Zach is one of three MU students to receive the nationally competitive Gilman Scholarship Award
- This program is sponsored by the U.S. Department of State and provides funding for undergraduate students to travel abroad

Zachary Liston, CSE

Provost's Student Academic Achievement Award



Youxuan Jiang

Computer Science



Krysten Kasting

Bioengineering



Eric Lee

Mechanical Eng.

In 2012/13, thirteen Miami students received this prestigious award

In the last six years, 16 CEC students got this award (out of 70 at Miami)



Graduate Research Fellowship



- Awarded fellowship from the NSF Graduate Research Fellowship Program
- She was one of two Miami students to receive the award

Jillian Epstein, CPB



College of Engineering and Computing

CEC experiential learning centers



Lockheed Martin Leadership Institute

- LMLI reached its steady state (three cohorts, 60 students)
- Cohort Certificate Program – intensely personal three-year leadership development program (2 credit hour class per semester) fully developed and approved
- Twenty or so seasoned leaders shared their wisdom with students as speakers and mentors
- Computing and Engineering Scholars becoming involved

Lockheed Martin Leadership Institute Student Engagement



The Idea Kitchen—a space designed to foster student creativity and collaboration - created between Benton and Garland Halls.

Students established strong social media presence, organized series of events throughout Engineers week, revamped web pages, created a number of videos, and staffed booth at career fairs.





Miami Mobile Learning Center



- Mobile Learning Center, directed by Prof. Jerry Gannod (CSE), collaborated with the Air Force Research Laboratory to offer 14 Miami students \$6,500 stipend and to conduct research at the AFRL Discovery Lab in Dayton
- Several new apps created in the last two years

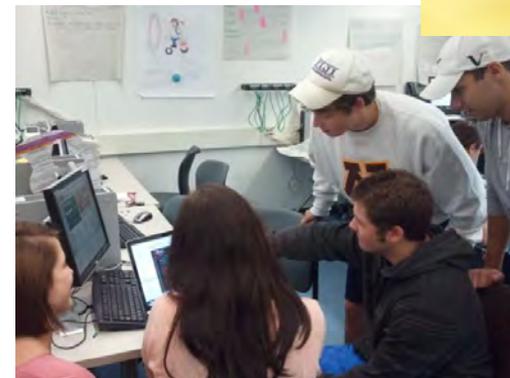
Agile Academy

- The Agile Academy is sponsored by Suncorp, a leading financial services company in Australia and New Zealand; agreement signed on August 19, 2013
- Agile is a way of working to create innovative, high quality products that meet customer needs
- Principles: collaboration, communication, simplicity, and speed to market



Agile Academy

- in May 2013, Suncorp hired five Miami students and offered **Summer '13 internships to eleven** students
- students learned the principles and practices of Agile and developed real products such as apps
- current and future opportunities include class credit, experiential learning, scholarships, career choices

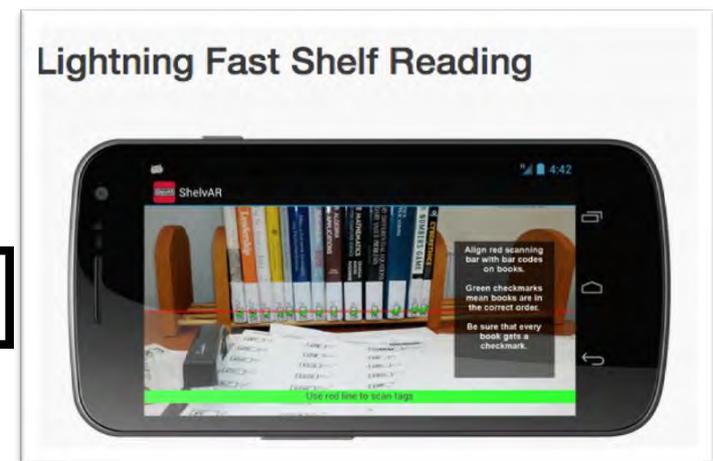


Augmented Reality Center

- Augmented Reality: Making the invisible visible by overlaying computer graphics onto the real world
- The Center: Partner with scientists, arts organizations, and corporate clients to create Augmented Reality experiences that benefit users and the public
- ShelvAR - an ARC app that helps libraries inventory books and organize their shelves. Miami has filed a patent application for this technology



The first-down line in football broadcasts is an example of AR.



Thank you, Board of Trustees members

Your continued support for Miami's College of Engineering and Computing is greatly appreciated by our faculty, staff, and students.



Good News from Academic Affairs

September – November 2013

Miami's commitment to teaching tops in U.S. News rankings

Overall ranking jumps to 31st among national public universities

Sep 10, 2013

Miami's "unusually strong commitment to undergraduate teaching" earns it third place in a special list in the U.S. News & World Report Best Colleges 2014. Miami ranks behind only Dartmouth and Princeton and is tied with College of William and Mary as the top two public universities for commitment to teaching.

Miami University named a 2014 Military Friendly School

Sep 10, 2013

Miami University has been named a Military Friendly School for 2014. This year's list released by Victory Media recognizes the top 20 percent of colleges, universities and trade schools that are doing the most to embrace America's military service members, veterans and spouses as students.

13 students receive Provost's Academic Achievement Award

Sep 13, 2013

Thirteen students received the 2013 Provost's Student Academic Achievement Award for their outstanding contributions to Miami University's intellectual environment.

Miami science doctoral students win awards

Sep 13, 2013

Two doctoral students from Miami University's departments of biology and chemistry and biochemistry won awards for their research presented at the Microscopy and Microanalysis (M&M) meeting in Indianapolis this year.

Miami's accountancy programs nationally ranked

Sep 16, 2013

Miami University's accountancy program at the Farmer School of Business has garnered acclaim in the Public Accounting Report 32nd Annual Professors Survey—2013. This year the undergraduate program is ranked 4th among schools without doctoral programs. Among all universities, Miami's undergraduate program was ranked 18th.

Distinguished Scholar Awards announced: Morton, Romano, Hartley and Misco

Sep 18, 2013

Distinguished Scholar Awards for 2012-2013 have been presented to Yu Tong (Jade) Morton, professor of electrical and computer engineering, and Tom Romano, associate professor of teacher education. C. Scott Hartley, associate professor of chemistry and biochemistry, and Thomas Misco, associate professor of teacher education, each received the Distinguished Scholar Award for a faculty member who has demonstrated great potential in research and achieved some standing in the field.

Entrepreneurship program 12th best in nation

Sep 19, 2013

The Princeton Review has ranked Miami University's Institute for Entrepreneurship in the Farmer School of Business as one of the best - ranking it the No. 1 school with an exclusively undergraduate focus, the No. 5 public institution and overall 12th in the nation for best entrepreneurship education, up four spots from last year. The list, published in the October issue of Entrepreneur magazine, has included Miami's undergraduate entrepreneurship program for the sixth consecutive year.

Miami U. pushes into online learning

Sep. 24, 2013

Miami University will invest \$3.5 million into new online courses, but it hopes to earn that money back within six years and reap annual profits of \$1 million within a decade.

Some of the spending is defensive, trying to recapture hundreds of Miami students who take online courses for credit elsewhere because they are less expensive and often less challenging.

Good News from Academic Affairs

September – November 2013

First Kate Welling Distinguished Scholar in Disability Studies named

Oct 3, 2013

Curt Dudley-Marling, a professor of teacher education at Boston College and a widely published authority on education and disability studies issues, has been honored as Miami University's first Kate Welling Distinguished Scholar in Disability Studies.

Tim Greenlee to receive 2013 Effective Educator Award

Oct 7, 2013

Timothy Greenlee, professor of marketing and director of Miami University's Farmer School of Business honors program, is the 2013 Effective Educator, selected by Miami's Alumni Association (MUAA).

Miami graduate honored with Service to America Medal

Oct 8, 2013

Kevin Geiss (Miami MS '93, Ph.D. '01), the deputy assistant secretary of the Air Force for energy, has received a Service to America Medal (Sammie) from the Partnership for Public Service. He is one of nine civil servants to be honored with the medal, presented at a gala in Washington, D.C., on Oct. 3.

Miami alumna Joanna Kotze wins an "Oscar" of the dance world

Oct 10, 2013

Joanna Kotze (Miami '98) won the 2013 NY Dance and Performance Award (The Bessies) for Outstanding Emerging Choreographer. The annual Bessie Awards, termed by The New York Times as "the dance world's version of the Academy Awards," were presented Monday, Oct. 7, in a ceremony at the Apollo Theater in New York City.

Miami among 11 Ohio schools sharing \$3.5 million grant to increase underrepresented graduates in STEM fields

Oct 16, 2013

Miami University is one of 11 Ohio colleges and universities that will share a five-year \$3.5 million National Science Foundation grant to help increase underrepresented student success in science, technology, engineering and mathematics (STEM) disciplines.

Miami names new assistant provost of e-learning

Oct 21, 2013

Miami University has named Beth Rubin its new assistant provost of e-learning. The newly created position will provide vision and collaborative leadership to create an environment that embraces all forms of distance education and e-learning opportunities.

Eight students awarded Paper Science and Engineering Leadership Scholarships

Oct 21, 2013

The Paper Science and Engineering Foundation recently awarded the Bob and Barbara Williams Leadership Scholarship to eight students in the paper science and engineering curriculum who demonstrate superior leadership, creativity and academic achievements.

Miami forensics team places fourth in regionals

Oct 30, 2013

Miami University's forensics team recently placed fourth out of 18 teams in a regional competition at Ball State University. The team won against other notable programs such as Northwestern University, Ohio University and Ohio State University. Ian Hopkins, director of forensics, and Michael Storr, assistant director of forensics, coach Miami's team.

FSB team takes third at national competition

Nov 6, 2013

Miami University Farmer School of Business (FSB) students achieved a personal best in the eighth annual Fisher College of Business Biz Quiz. The team took third place this year out of the 18 universities represented at the national competition held at Ohio State University.

Good News from Academic Affairs

September – November 2013

Scholarship to benefit students in accounting

Nov 8, 2013

The Farmer School of Business is pleased to announce a major gift from alumnus Jeffrey H. Von Deylen to support accounting students pursuing research in the area of international study. The gift establishes the Jeffrey H. Von Deylen Family Research/Study Abroad Scholarship.

Miami advancement, marketing, communications teams win 12 CASE awards

Nov 12, 2013

Miami University communications and marketing, and advancement marketing and communications, won 12 awards in this year's Council for Advancement and Support of Education (CASE) awards competition for the District V region.

Miami researchers turn ideas into inventions

Nov 15, 2013

Miami University this year added two more patents to its portfolio, bringing the number of active patents to 18, and 27 altogether.

Matthew Myers new dean of Farmer School of Business at Miami University

Nov 19, 2013

Matthew (Matt) Myers has been named the 8th dean and second Mitchell P. Rales Chair in Business Leadership at Miami University's Farmer School of Business.

Myers currently serves as the associate dean of the Center for Executive Education and the Nestlé USA Professor in Marketing at the College of Business Administration at the University of Tennessee where he teaches global marketing and business strategy at the MBA, executive and doctoral levels. His primary areas of research are in global supply chain networks, foreign market entry strategies and comparative marketing systems.

UPDATE ON RE-ACCREDITATION PROCESS

Miami University
December 2013

OVERVIEW OF THE RE-ACCREDITATION PROCESS

In July 2011, Miami University signed an agreement with the Higher Learning Commission for Miami to be one of twenty institutions to pioneer "Open Pathway," a more streamlined, ongoing and electronic means for reaffirmation of accreditation than the traditional "Program to Evaluate and Advance Quality" (PEAQ) used in the past.

Open Pathway entails a ten-year cycle with two key components:

- 1) Assurance Process which includes brief electronic arguments with key supporting evidence focused on each criterion and stored in an electronic warehouse; and
- 2) Improvement Process which showcases the institution's efforts at self-enhancement and innovation.

IMPROVEMENT PROCESS: TESTING THE DEGREE QUALIFICATIONS PROFILE

The Higher Learning Commission assigned this cohort of Open Pathway pioneers a special improvement project: to examine the Degree Qualifications Profile (DP) promoted by the Lumina Foundation

http://www.luminafoundation.org/publications/special_reports/degree_profile/. The Degree Qualifications Profile is a tool developed by the Lumina Foundation to illustrate concretely what students should be expected to know or do when they graduate with an associate, bachelor's or master's degree. The Higher Learning Commission is exploring whether and how the Degree Qualifications Profile should be incorporated into the accreditation process. It is seeking the input of institutions with a strong accreditation history to offer feedback on the DP.

The profile includes five categories or areas of learning: (1) integrative knowledge; (2) specialized knowledge; (3) intellectual skills; (4) applied learning; and (5) civic learning.

Each area of learning contains associate, bachelor's and master's degree outcomes. To test the Degree Qualifications Profile, Miami University held over 30 focus group sessions on the Degree Qualifications Profile with students, faculty from all associate, bachelor's and master's degree programs as well as Student Affairs staff and parents. In our September update, we shared the key findings of the focus groups. The final report is being drafted and will be submitted to the Higher Learning Commission this summer.

Miami University submitted its final report in May 2013, and in November 2013, we received official approval from the Higher Learning Commission. Thus, the portion of the re-accreditation process is complete.

ASSURANCE PROCESS: MEETING THE FIVE HLC CRITERIA

ASSESSING OUR INSTITUTIONAL PROGRESS

The Assurance Process entails the creation of short narratives that address each of the five criteria. Each of the five criteria also includes a set of 12-20 related points or sub-criteria. A narrative as well as evidence supporting the claims made in the narrative are developed for each sub-criterion and loaded into an electronic evidence file.

The Assessment Steering Team has been tracking the progress steps made and the sources needed to create narratives for each criterion and sub-criterion so that we better ensure a successful application for re-accreditation.

ACTION STEPS: PAST AND FUTURE

Below are the key steps we have taken to date to complete the assurance process:

Date	Implementation Steps for Assurance Process
Fall 2011	Purchase <i>Compliance Assist!</i> Software Tracking System; and begin set up and training of key stakeholders.
	Identify Carolyn Haynes as leader for the Assurance and Improvement Processes.
	Identify contacts from each department or unit for accreditation and assessment purposes.
	Establish an Accreditation Steering Team.
	Study the revised HLC core criteria, identify areas where Miami may need improvement, and begin creating an outline for the assurance arguments.
	Participate in HLC webinar about planned next steps.
	Learn software package, and begin collecting key documents and identify gaps in data for each criterion.
	Communicate overall strategy for accreditation and value and use of assessment to administrators. Advertise the workshops and resources for assessment plan development.
	Participate in Open Pathways Meeting in Chicago, and receive training on HLC collaboration network software. Post and receive comments on cohort e-network.
	Develop accreditation website at www.muohio.edu/accreditation .
Spring 2012	Review assessment plans; offer follow-up suggestions and request revisions as needed. Report data to staff member for uploading on Compliance Assist!
	Begin uploading assessment plans onto Compliance Assist! Collect additional plans.
	Participate in HLC Conference and Open Pathways meeting
	Create draft outline for Assurance Argument and needed documents & data
Summer 2012	Update university community on status of accreditation efforts.
	Develop generic and specific templates for all academic departments and non-academic units. Load onto Compliance Assist.
	Create communications to administrators on action steps to take in 2012-2013 related to Assurance Process.
Fall 2012	Create training materials for completing templates.
	Create and hold training sessions for posting and uploading data on Compliance Assist! Software. Invite one or two representatives from each unit to participate in training sessions.
	Review assessment plans and offer follow-up suggestions as needed.
	Finalize templates in electronic storage warehouse.
	Office of Institutional Research, Registrar and Graduate School upload key enrollment, demographic and research data onto each department or program template by end of December.
Spring 2013	Departments begin uploading relevant materials from Compliance Assist into the HLC evidence file.
	Hold additional training sessions for completing templates for those who need a refresher session or did not complete a session in the fall.
Summer 2013	Assessment reports for undergraduate and progress updates from graduate programs completed and uploaded onto Integrated Template on Compliance Assist.
Fall 2013	Complete Improvement Process Report on the effectiveness of the Degree Qualifications Profile to be submitted to the Higher Learning Commission.
	Assessment Reports for graduate programs (full report or progress report) have been uploaded onto the Integrated Template by end of October. Continue compiling needed data for reaffirmation of accreditation and store in electronic warehouse.

FUTURE STEPS

Winter 2014	Create outlines for each of the narratives in the Assurance Argument.
Spring 2014	Share outlines with key stakeholders across the University for input. Revise outlines as needed.
	Load key sources into the Evidence File.
Summer 2014	Complete full drafts of all narratives.
	Draft the schedule for the review team visit.
Fall 2014	Vet draft of narratives with key stakeholder groups; revise as needed
	Finalize details of visit.
2014-2015	Submit Assurance Argument and electronic Evidence File to Higher Learning Commission.
	Host visit by peer reviewers.

CONCLUSION

Miami University is making good progress toward its 2015 application for reaccreditation. A few areas for improvement remain:

- 1) Securing complete assessment reports for the remaining 20% of graduate degree programs from academic departments and programs, and continuing to be vigilant about collecting data for assessment and other review purposes;
- 2) Creating a comprehensive plan for distance delivery courses and oversight of them to ensure quality and consistency; and
- 3) Creating a comprehensive plan for promoting a diverse body of students, faculty and staff and cultivating an inclusive climate.

The current and planned efforts of the Center for the Enhancement of Learning, Teaching and University Assessment, the new Assistant Provost for E-Learning and the e-Learning Advisory Council, the University Multicultural Council and the Miami 2020 planning process should assist us in meeting these challenges in the coming year.

University Honors Program

Report for Board of Trustees, December 2013

By Dr. Cynthia Klestinec, Director

The Honors Program Profile

Fall 2013 Honors Admission Cycle Results

For the fall 2013 honors admission cycle (conducted during the 2012-2013 academic year), we achieved an incoming class of 346 honors students, a 26% yield rate, and a strong academic profile: average class rank: top 6%; average GPA: 4.17; average ACT best test score: 31. The fall 2013 first-year honors class includes: 60% female; 41% out-of-state; 8% first-generation; 16% multicultural (5% Asian/Pacific Islander, 2% African-American, 3% Hispanic, 6% international). Students' incoming divisional proportions were: SEAS: 12%, SEHS: 5%, SCA: 6%, FSB: 25%, CAS: 52%. 34% indicated intent to complete the pre-medical curriculum, 19% the pre-law curriculum.

Graduating Class of 2013 Data

The Honors graduation class of 2013 had a 71% four-year retention rate (420 entering; 299 graduating from Honors). Based on a senior exit survey (84% response rate; self-reported data), these students were successful in being accepted to law schools (9 students applied; 100% acceptance rate), medical school (22 students applied; 82% acceptance rate), and graduate school (63 students applied; 89% acceptance rate). In addition, 75% of 153 honors students successfully pursued job placement prior to graduation.

Future Directions: Program Revision

With the entering class of 2014, the University Honors Program requirements will be revised to focus on two tiers of programs: a 2-year program called "University Honors"; and an additional 2-year program called "Advanced University Honors."

"University Honors" will require four honors experiences (including honors courses and significant and approved experiential learning opportunities). Its signature experience will continue to be the first-year honors cluster in which small cohorts of entering honors students enroll in two of the same honors courses. The cluster builds a sense of community among honors students and promotes integrative learning across disciplines—or the ability to make connections among ideas and experiences, synthesize and transfer learning to new complex situations on campus and beyond. The Honors Program will host a spring faculty development workshop to that students have an engaging and robust integrative experience. The second-year experience will focus on encouraging students to engage in experiential learning: study abroad, internships, and service and community projects. We are currently designing a set of workshops for the winter term as well as courses that challenge students to think beyond the four-walls of a classroom.

At the end of the second year, honors students will have the option to pursue a second honors tier called "Advanced Honors," which requires 4 additional honors experiences. Its signature experience is an interdisciplinary workshop in which students will work with faculty on a project that spans multiple fields or disciplines.

University Honors	4 experiences	First-year cluster
Advanced University Honors	4 experiences	Interdisciplinary workshop experience

This new program has multiple benefits:

- 1) Honors students will be able to pursue the same liberal education program, the Global Miami Plan, as other Miami students—thus building a sense of connection to other students and faculty across the University.
- 2) The new program requirements are simpler than the requirements in the current program which eases the burden of advisement and helps students to see a clear pathway toward graduation. By easing the advising process, honors staff can focus on providing students with additional forms of support, such as preparation for graduate and professional school and career development.
- 3) The simpler requirements may also encourage honors students to pursue additional learning experiences, such as a combined bachelors-master's degree, significant research, internships, study abroad, or a second major. These types of experiences are aligned with the metrics of the Miami 2020 Plan.
- 4) The two tiers can allow us to accommodate a greater number of entering students in the program.
- 5) The new program promotes interdisciplinary and integrative learning, problem-solving and project-based learning which are outcomes deemed by the Association for American Colleges and University as critically important for success in the 21st century.¹

Additional Progress Steps

Co-Curricular Improvements

In addition, the Honors program has engaged in extensive cohort building for its students. We have a new student activities room in Old Manse, where students study during the day, come together for special topics sessions, and socialize during our “Friday Round-ups.” For example, before the well-known journalist, Pico Iyer visited campus, we held a special topics session to discuss his work. This was done in part to prepare them for a coffee hour with Pico, hosted by the Humanities Center. Our Friday Round-ups are similarly social and intellectual, often focusing on upcoming events and

¹ In the most recent studies (AAC&U, 2013), 93% of employers surveyed said that they sought college graduates with skills or competencies in addition to discipline specific knowledge. The move to include skills and competencies in addition to disciplinary knowledge has been echoed in the recent changes to the MCAT, which has four sections, organized around competencies in the sciences and social sciences that include not only reasoning skills and inquiry but also the ability to transfer knowledge and skills from one area to another. Even the sciences “realize that their focus must be primarily on scientific competency: integration and application of scientific concepts and critical reasoning skills, rather than the recall of scientific facts” (AAC&U, Peer Review, Fall 2012, 8). Our program will be designed to cultivate integrative learning: through intentionally clustered courses, through experiences that help students connect their work in class to the work done in labs and centers across and beyond campus, and through mentoring and collaborative projects and workshops with Miami faculty, visiting faculty, and peers.

opportunities. In late November, we will devote the Round-up to National Fellowships, talking with students about these fellowships and how they can prepare themselves to be competitive applicants.

Fellowship Advisement

The University Honors Program provides support for prestigious fellowships in the following ways: (1) maintains a website of fellowship information and a directory; (2) chairs a fellowship committee which reviews applications and nominates students for key fellowships; (3) actively recruits students by contacting faculty, attending Undergraduate research fairs, hosting Honors fellowship fairs; (5) provides advising and support during the application drafting and submission process; (6) hosts a preparatory event to help students get started in research; and (7) collects, organizes, prepares the application for final submission. Many institutions of the size, rigor and acclaim of Miami have a National Fellowships advisor, Miami does not, limiting the extent to which national fellowships can be further developed as an initiative. It should be said, however, that the students are out there, and with more support, more of them would be able to lay claim to prestigious fellowships.

Admission Process Revisions

The University Honors Program has developed a partnership with the Office of Admission to substantially revise its process for admission to ensure a better, more integrated and sustainable application process and to improve our ability to recruit the brightest and most talented students across the nation and world.

Rather than students applying to Honors, beginning with the entering fall 2014 cohort, our program and the Office of Admissions will invite the top university applicants to join the Honors Program. For an incoming class target of 380-400 students, 80% of students will be invited based solely on the regular University Admission review; the remaining 20% will undergo both Admission and a supplemental honors review. This revised approach will keep admission to the Honors Program highly competitive and based on a holistic review process; it will also closely align our admission efforts with the high-ability recruitment efforts of the Offices of Admission and Enrollment Management.

Outreach

The Honors program continues to engage in significant outreach. Over the past three years, representatives from the University Honors Program and Miami University have been collaborating with representatives from Walnut Hills High School to create a partnership designed to increase opportunities for WHHS and other high school students to attend Miami University and other colleges and universities. This year, two impressive strides were made. The Institute for a Superior Liberal Arts Education became an annual institute, for top leaders from liberal arts high schools and colleges around the nation to develop new ideas for advancing liberal arts education at the secondary and post-secondary levels. Participants gained new models for advancing secondary and post-secondary liberal arts education; tangible ideas for improvement; possible participation in a publication; and strategies for communicating the values of a superior liberal arts education. Secondly, *World Religion in American 101*, a dual credit course was offered to WHHS students and 112 students enrolled in the course. The entire faculty from MU Department of Religion all participated in teaching the course. Clifton McNish from the University Honors Program also participated in the course.

RECOMMENDATIONS 12, 14 AND 15:

Reduce the number of departments/programs through consolidation and reorganization; conduct a comprehensive review of all centers, programs, and offices reporting to the Provost to identify further potential savings; and streamline the administrative support to academic units.

STATUS: Accepted

RESPONSIBLE AREA: Provost/Academic Affairs

TIMELINE:

PLANNING Completed by July 2011

IMPLEMENTATION Jan 2011 – July 2015

GOALS

Goal 1	Restructure the support staffs in academic units. Consider the support being based on buildings rather than departments and programs. Consider the use of more 9-month positions and more effective use of student workers.
Goal 2	Proceed with a reorganization of academic units to provide more collaboration, interdisciplinary work and efficiency. Such reorganization should reduce the number of departments/programs.
Goal 3	Have fewer resources required to support the mission of the provost's office

ACTION STEPS

Action 1	The deans will identify potential cost savings that can be achieved in departmental and program administration/reorganization.
Action 2	The efficiency consultants will make additional recommendations on possible efficiencies that can be achieved in departmental and program administration.
Action 3	The review of the units reporting to the provost has commenced. Each unit has been asked to identify several cost-efficiencies, and the provost office is evaluating appropriate staffing levels in each office.

ACCOMPLISHMENTS/ACTIVITIES

2010-2011	<ul style="list-style-type: none"> • <i>Reductions in personnel in the Provost's Office, Academic Personnel, Secretary's Office, University Honors Program, and the Registrar's Office lead to \$550,000 in reallocation funds.</i> • <i>Two departments (Classics, Comparative Religion) are granted "program" status to lessen administrative cost and encourage intellectual synergy.</i> • <i>Recommendations from the Accenture review are reviewed and considered for implementation.</i> • <i>Discussions about merging the Botany and Zoology Departments into a single Biology Department commence.</i> • <i>Some departments housed in the same building within SEHS and FSB begin sharing support staff.</i>
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2011-2012	<ul style="list-style-type: none"> • <i>The Office of Enrollment Management moves towards a consolidation of the current practice of separate student interactions with the offices of the Registrar, Student Financial Aid, and Bursar into a “one-stop-shopping” experience as recommended by the Accenture/SASS committee.</i> • <i>Several departments are involved in possible consolidation discussions which include integrating Communication and Media Studies with Journalism; Classics with German, Russian and East Asian languages; and Botany with Zoology.</i> • <i>A proposal is being developed to administer several interdisciplinary programs in Arts and Science in a more efficient manner. These include programs in American Studies; Asian, Asian-American Studies; The Western Program; Black World Studies; Latin American Studies; International Studies; and Women, Gender, and Sexuality Studies.</i> • <i>The Office of International Programs begins reporting to the Office of Enrollment Management for improved recruiting, advising, and retention of our international students.</i> • <i>The Junior Scholars Program is reorganized to report to the Office of Enrollment Management as a way to reduce costs and to increase the rate of eventual matriculation to Miami of the students participating in the program.</i> • <i>Progress continues to be made on the merger between Zoology and Botany. The Undergraduate Curriculum Committee approves a new major in biology in anticipation of the merger.</i> • <i>Additional budget reductions in FY12 have led to the two associate provost positions not being filled.</i> • <i>Plans are underway to revise the Academic Program Review process so that it is more efficient and aligned with the university and division-wide accreditation processes.</i>
2012-2013	<ul style="list-style-type: none"> • <i>The proposal to merge the Zoology Department and the Botany Department into the Department of Biology is approved by University Senate and the Board of Trustees. The merger results in the decrease in the number of majors from seven to six and a reduction in the overall number of courses and course sections; it also promotes greater curricular flexibility and simplicity.</i> • <i>The proposal to merge mass communication, journalism and film studies into one department, the Department of Communication, Journalism and Film is approved by University Senate and the Board of Trustees. This merger is expected not only to advance administrative efficiencies but also to enhance cohesion, interaction and collaboration among faculty with mutual and synergistic interests.</i> • <i>The Junior Scholars Program is revised to focus on recruiting top high-ability students.</i> • <i>An ad hoc working group in the College of Arts & Science is formed to research synergies among academic programs focusing on global issues.</i> • <i>All academic departments and programs are now required to submit annual online reports via Compliance Assist. This effort will meet the new accreditation needs of the University and assist in other evaluation and tracking efforts.</i> • <i>The Office of Lifelong Learning, International Education, Center for American and World Cultures, MUDEC office on the Oxford campus, and the Confucius Institute begin reporting to new Assistant Provost for Global Initiatives position as a way to reduce costs and centralize international services and study abroad opportunities.</i>

	<ul style="list-style-type: none"> • <i>Liberal Education, University Honors, Howe Center for Writing Excellence, Center for Enhancement of Learning, Teaching & University Assessment, and Advanced Learning Technologies begin reporting to new Associate Provost for Undergraduate Education position to increase intellectual synergies and share resources.</i> • <i>The multi-year Enrollment Center (EC) project is well underway that will create a virtual service initiative for all students, faculty, and staff supported by a physical space where best in class customer service is provided on a 24/7 basis to meet the growing business needs and demands of the current and changing student populations across all campuses. This dramatically improved service capability will positively impact student satisfaction, increase retention, lower the cost of delivery, and over time, become one, of many, selling points in the recruitment of new Miami students.</i>
Fall 2013	<ul style="list-style-type: none"> • <i>A revision of the Senate Resolution, 08-09, "Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Departments, or Programs," was approved by University Senate. The revised versions will provide greater flexibility and streamlining of academic reorganization.</i> • <i>The Provost appoints a Process Coordinator and ad hoc committee upon the request of Dean Callahan and the endorsement of the Executive Committee of University Senate to work with faculty from relevant departments and programs to integrate and create a new interdisciplinary unit for global and cultural studies within the College of Arts & Science.</i> • <i>A new assistant provost for e-learning, Beth Rubin, is hired to work with Advanced Learning Technologies, IT Services and academic departments and divisions to advance and streamline the offering of online and other forms of e-learning.</i>

Student and Academic Affairs Construction Activity Report

December, 2013

1. Projects completed:

Nine major projects were completed following the last report. Of these nine projects, five were previously reported to the Student and Academic Affairs Committee. The completed projects include the renovation of Bishop Hall, Campus Walks and Drives Upgrades 2013, Etheridge Residence Hall, MET Quad Site Improvements, and the Residence Halls Renovations Summer 2013. These nine projects have total project revenues of \$45,350,000. With these buildings being substantially complete, we expect to return approximately \$1,470,000 representing 3% of total revenue. Ten projects under \$500,000 were completed since the last report.

2. Projects added:

Nine major projects and 22 projects under \$500,000 were added this reporting period. Five of these nine major projects address infrastructure issues such as high voltage electrical upgrades, HVAC and environmental controls upgrades, concrete tunnel top replacements, and roof replacements. One more of these major projects is a gift-funded Inter-Collegiate Athletics project supporting the baseball program. The remaining three projects are in early planning or design phases and will not be included in this report until they are in construction. The Peabody Hall Renovations 2014 will replace HVAC equipment that has reached the end of its useful life. When completed, the project will improve the comfort, reliability, and energy efficiency for the students living in the building. The Shriver Center Renovations – Phase 1 addresses space within the building that will be vacated upon the opening of the Armstrong Student Center. The project also addresses much needed infrastructure improvements within the building. Finally, The renovation of Shideler Hall has been added in planning. This nearly 50-year-old facility currently houses the Departments of Geography and Geology. The renovated space will address ADA accessibility issues, provide state-of-the-art classrooms, laboratories, energy efficient mechanical systems, and significantly improve the building's life safety systems.

3. Projects in progress:

Excitement is building as the Armstrong Student Center is nearing completion. The handsome entrance through the Shade Family Room is now fully visible from Spring Street. Finishing touches and punch list items are being addressed allowing occupancy for the building's support staff. Next door, Kreger Hall's addition is rising out of the ground. Inside the building, new interior framing is complete and mechanical systems are being installed. Our three Western Campus Residence Halls look dramatically different with windows, exterior sheathing, roofing, and masonry work beginning. The Western Dining Hall is nearing completion. The building's green roof is in-place and visible from the neighboring residence halls. Similarly, the Geothermal Energy Plant is operational and receiving much interest from the media and positive feedback from the community.

The **Anderson and McFarland Halls** project will renovate student rooms in both buildings and provide additional study spaces as part of the Long Range Housing Master Plan. All mechanical, electrical, life safety, plumbing and lighting systems will be upgraded along with the site infrastructure.

Abatement, demolition, foundation waterproofing, and sub-surface drainage are complete at both buildings. Underground utility work is complete. Interior framing, insulating, plaster repair, mechanical piping, overhead mechanical, electrical, plumbing and fire protection rough-in is underway at both buildings.



The **Armstrong Student Center** project provides spaces for student organizations, student engagement activities, food service venues, a theater, lounges and various ancillary spaces. The design concept includes the renovation of Gaskill, Rowan and Culler Halls, along with the new structure that will be situated between and connect the existing buildings into one new facility. The design has been developed to allow the project to be bid and constructed in two phases. Phase I will include a majority of the new construction and the renovation of Gaskill and Rowan Halls. Phase II will renovate Culler Hall and provide new construction required to join it with Phase I.

Phase I is complete to the point that student organizations and HDRBS can begin setting up the spaces in preparation for the formal building dedication scheduled for February 7, 2014. "Punch list" construction activities are ongoing inside the building. Site work is substantially complete. A small portion of the landscaping plantings is scheduled to be complete in the spring. The Shade Family Room has been open for Admission Office tours. The space has been very well received by visitors and excitement is building for the time when the entire facility will be open to students.



The **Armstrong Student Center, Phase 2** project will complete the Armstrong Student Center via adaptive reuse of Culler Hall. The Physics Department will be moving to Kreger Hall in the fall of 2014 which will allow Phase 2 construction to commence. The project will renovate the interior of Culler Hall in a similar manner to the adaptive reuse of Gaskill and Rowan Halls. The project will also address needed rehabilitation to the core and shell of the building. Schematic design is complete and budget verification is underway. It has been determined that Culler will be occupied by the Department of Geology and Department of Geography while Shideler Hall is being renovated. Selection of a construction manager at risk and design development will be temporarily postponed until March 2015. As such, future reporting on Phase 2 will be postponed until construction work begins. The delay will be used to verify Armstrong Student Center programmatic needs based on use patterns of the first phase.

The **Kreger Hall Rehabilitation** project will relocate the Department of Physics from Culler Hall to Kreger Hall. Vacating Culler Hall is part of the master plan in preparing for the second phase of the Armstrong Student Center. Kreger Hall will be completely renovated with new instructional and research labs, physics department offices, and classrooms. Significant upgrades to all mechanical, electrical and plumbing systems will be completed as well as a new fire protection system. A small addition onto the south face of the building will house the faculty offices, an elevator and two code-compliant egress stairways, and a new handicap accessible entry off of Spring Street.

Concrete Masonry Unit (CMU) structural walls and floor slabs for the addition are nearing completion, with brick veneer to follow. Temporary heat is energized. Interior walls at all levels are framed. Door frames are being installed. Air Handlers are set and are being connected to the branch ductwork. Overhead utility rough-in has started on the lower level.



The new **Maplestreet Station** dining and residence hall is a 500-seat dining facility that has replaced Hamilton and Scott Dining Halls with a more efficient facility, meeting the dining needs of the residents in the Morris-Emerson-Tappan-Etheridge quad. Hamilton and Scott have been taken off-line for swing space during subsequent housing renovation projects as part of the Long Range Housing Master Plan. Maplestreet Station features seven restaurants with unique menus, design themes, and interior and exterior café seating. The project has been completed. Final project close-out will follow resolution of open claims.



A project for the **Recreational Sports Center Pro Shop and Fitness Area** creates a larger pro shop by reconfiguring the existing pro shop, customer service counter, and administrative spaces. The existing food service venue will be removed and a second floor constructed within the west racquetball court to create new group exercise and fitness spaces. The project is expected to increase revenue from the larger pro shop and to expand cardio fitness opportunities and group fitness classes for students and members.

The project is nearly complete with final painting, merchandising casework at the pro shop, and flooring in the new cardio suite being installed. Final balancing and punch list will follow.



A new **Western Campus Dining Hall** will be constructed that will provide a 625 seat dining facility northwest of Mary Lyon Hall to serve the three new residence halls as well as the existing population on the Western Campus. Alexander Dining Hall will close when the facility opens.

Permanent enclosure of the exterior envelope is complete, including the green roof system. Mechanical systems are connected to the Geothermal Energy Plant and operational. Exterior restoration including completion of site walls, final grading and installation of fall landscaping has occurred. The remaining landscape and planting work will occur in the spring. Interior finishes are 85% complete, including flooring, ceiling and wall surfaces. All kitchen equipment is on site and final connections are being made.



Three new **Western Campus Residence Halls** with approximately 700 beds will be constructed on the north end of the Western Campus. The facilities were planned as part of the Long Range Housing Master Plan and will provide swing space for taking off existing residence halls as they are renovated. These residence halls are being designed with a focus on the second year student experience.

All three buildings will be "dried in" by mid-December, allowing interior construction to advance unimpeded. This includes roofing sheathed and membrane installed, exterior walls sheathed and air barrier applied, and windows installed. Roof finish material and dormers will be complete this month. All three buildings are close in work sequence. Masonry has begun and will continue throughout the winter. Curtain wall is being installed with the exception of locations for material access to the interior. Interior framing is substantially complete with small areas left unframed for better access during system installation. System equipment is in place and distribution continues to be installed and inspected on each floor, one wing at a time. Drywall installation has begun.



Respectfully submitted,

Cody J. Powell, PE
Associate Vice President –
Facilities Planning & Operations

University Advancement Report

Tom Herbert

Vice President, University Advancement

Effect of New Metrics

The Miami University Campaign For Love and Honor

	<u>FY13</u>	<u>FY14</u>
<u>Quarter 1 Asks</u>		
Number	132	56
Value	\$26,066,574	\$18,707,700
Average Ask Size	\$197,474	\$334,066
<u>Quarter 1 Closes</u>		
Number	64	55
Value	\$6,329,120	\$13,700,000
Average Ask Size	\$98,892	\$249,090

Fundraising at a Glance

The Miami University Campaign For Love and Honor

	<u>FY11</u>	<u>FY12</u>	<u>FY13</u>
# FTE Dev Officers	15	24	24*
Total \$ Raised	\$29.7m	\$39.3m	\$41.0m
Avg \$/Dev Officer	\$1.98m	\$1.64m	\$1.71m

* Note: four Development Officers hired late in FY

Campaign Update – Total

The Miami University Campaign For Love and Honor

Gifts Booked as of Nov. 18, 2013:

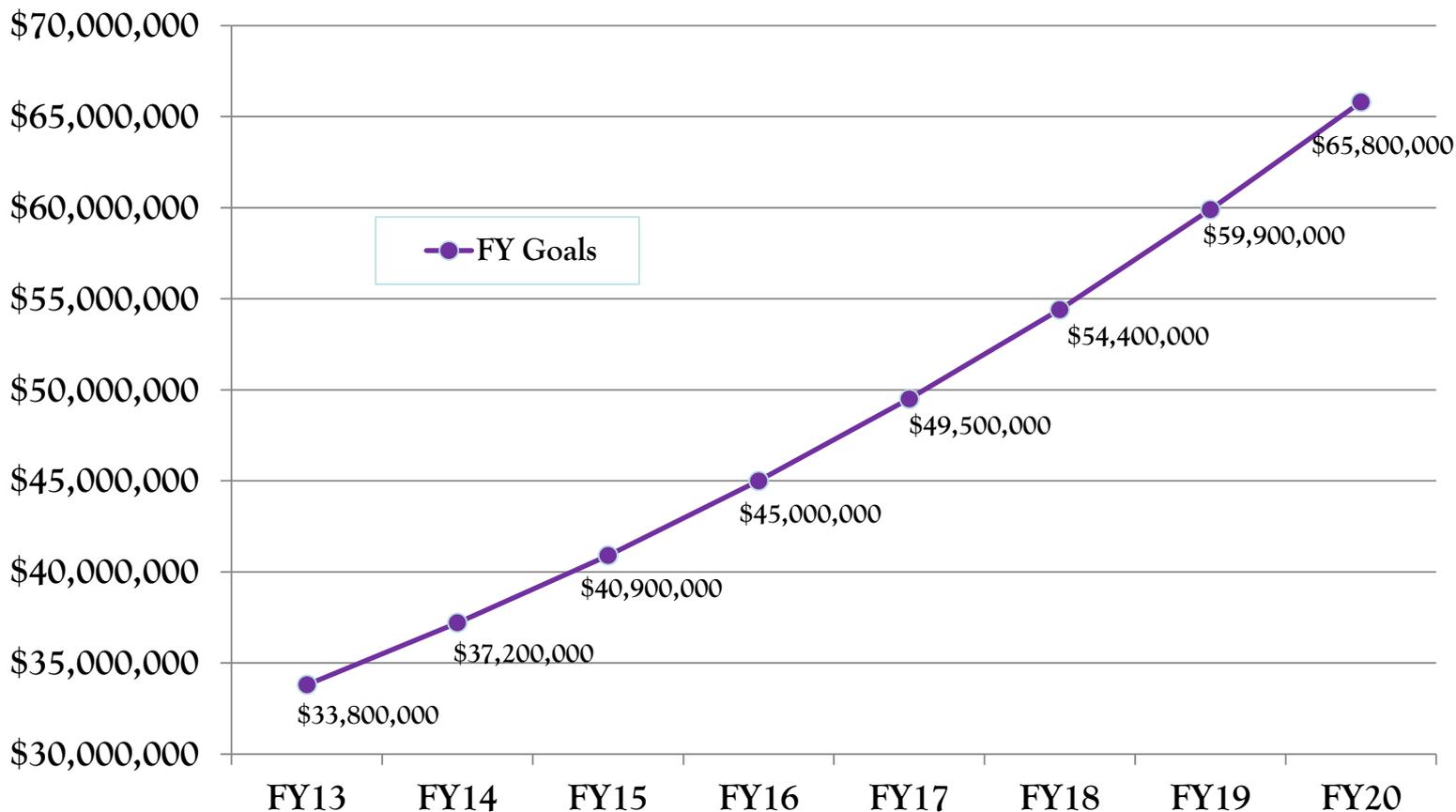
\$522 million

CY13 to date: \$45.4 million

CY12 to date: \$33.7 million

Advancement's Post-Campaign Development Targets

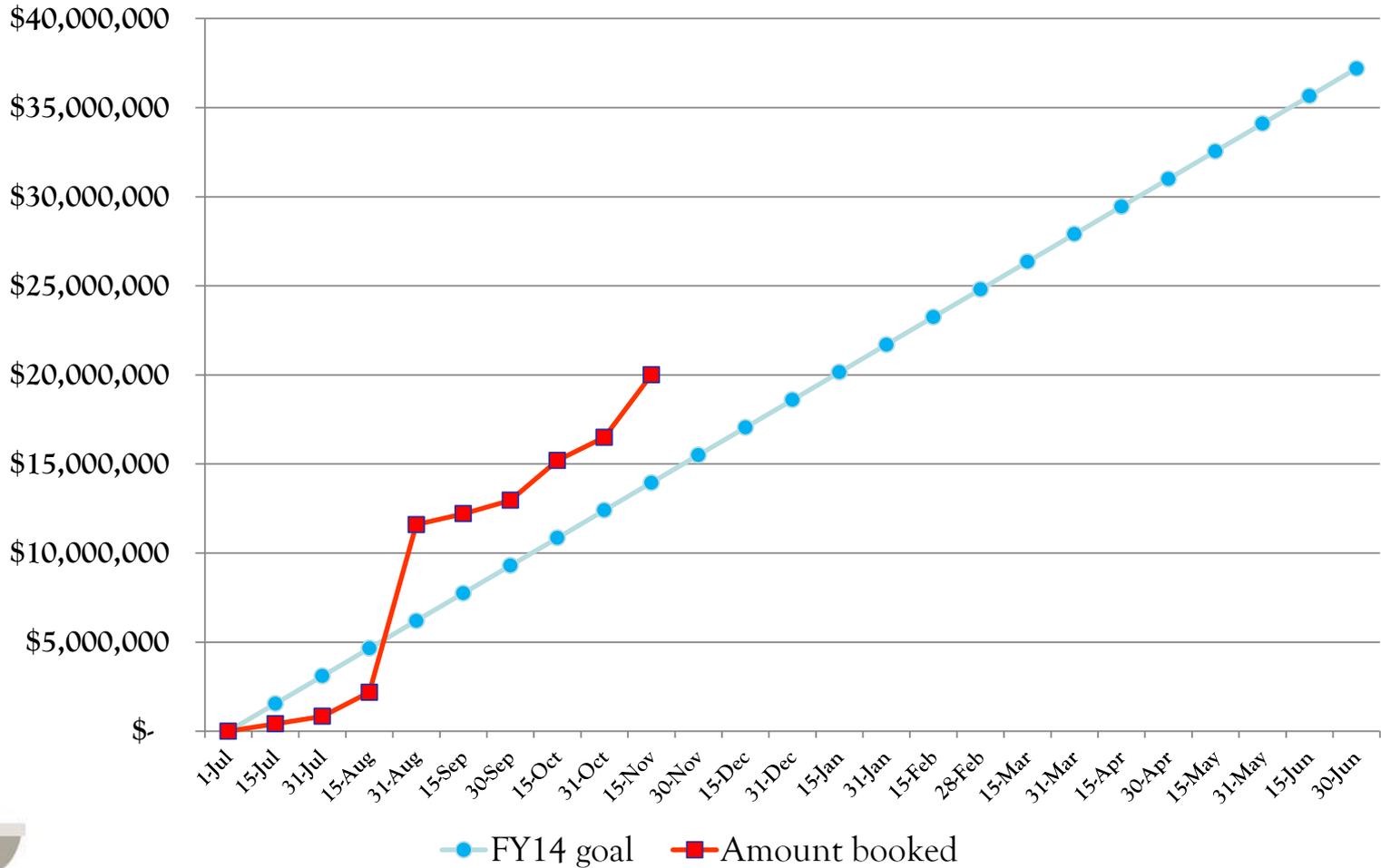
The Miami University Campaign For Love and Honor



* Based on Miami's 20/20 Plan

Progress Toward FY Fundraising Goal

The Miami University Campaign For Love and Honor



Scholarship Initiatives

The Miami University Campaign For Love and Honor

- Scholarship Match Program
 - *New endowed recruitment scholarships*
 - *Marketing material is close to completion*
 - *Official “roll out” in January 2014*
 - *Already closed approximately \$1.4 million in gifts*

Advancement Initiatives

The Miami University Campaign For Love and Honor

Scholarship Match Specifics

- Title: *Match the Promise*

- *\$50K minimum gift payable over 4 years – but awarded immediately*
- *Miami match is 5% of the gift value each year for 8 years*
- *First 4 years the donor's gift grows without a distribution*
- *Example below: \$100K gift , paid \$25K per year over four years*

Scholarship Payment/Distribution	2014	2015	2016	2017	2018	2019	2020	2021
Donor Distribution	-0-	-0-	-0-	-0-	\$5K	\$5K	\$5K	\$5K
University Match	\$5K							