Assurance Narratives

**Revised - September 2014**

## Criterion 1: The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

#### 1.A.: The institution’s mission is broadly understood within the institution and guides it operations.

##### 1.A.1. The mission statement is developed through a process suited to the nature and culture of the institution and adopted by the governing board.

##### 1.A.2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

##### 1.A.3. The institution’s planning and budgeting priorities align with and support the mission.

## Narrative

Since being chartered by the Ohio General Assembly in 1809, Miami University has focused on providing an exemplary liberal education made possible by an outstanding faculty with an abiding commitment to student success and engaged learning, a stunning residential environment, vibrant campus community, and a rich co-curricular life. These important tenets were reaffirmed and strengthened in 2008 when Miami revised its mission statement to read:

### The Engaged University

Miami University, a student-centered public university founded in 1809, has built its success through an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life. It is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.

Miami provides the opportunities of a major university while offering the personalized attention found in the best small colleges. It values teaching and intense engagement of faculty with students through its teacher-scholar model, by inviting students into the excitement of research and discovery. Miami's faculty are nationally prominent scholars and artists who contribute to Miami, their own disciplines and to society by the creation of new knowledge and art. The University supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses. Miami provides a strong foundation in the traditional liberal arts for all students, and it offers nationally recognized majors in arts and sciences, business, education, engineering, and fine arts, as well as select graduate programs of excellence. As an inclusive community, Miami strives to cultivate an environment where diversity and difference are appreciated and respected.

Miami instills in its students intellectual depth and curiosity, the importance of personal values as a measure of character, and a commitment to life-long learning. Miami emphasizes critical thinking and independent thought, an appreciation of diverse views, and a sense of responsibility to our global future.

The mission was drafted by a faculty committee after securing broad input from faculty, staff, students, and the community; it was formally approved by the University Senate and the Board of Trustees.

To advance our mission, Miami is organized into six vice-presidential divisions: academic affairs, student affairs, information technology services, finance & business services, university advancement, and the recently created enrollment management & student success. Academic Affairs encompasses seven academic divisions: College of Arts & Science; College of Creative Arts; College of Education, Health, and Society; College of Engineering & Computing; College of Professional Studies & Applied Sciences; Farmer School of Business; and the Graduate School. Each vice presidential and academic division has a mission statement that is aligned with the university mission. When departments undergo academic program review every 5-7 years, they are asked to review their departmental mission statement and its relationship to the university mission statement.

Miami’s mission is consistent with its degree programs, support services, and the academic profile of its students. In fall 2013, Miami’s enrolled first-year students had an average ACT “Best” Score of 27.5 and an average high school GPA of 3.72. 61% came from Ohio. 39% of first-year students ranked in the top 10% of their high school graduating class.

In fall 2013, almost 24,000 students were enrolled at Miami with almost 90 percent being undergraduate students. The percentage of the graduate student population has remained relatively constant since 2006 and is purposefully limited to ensure that the primary focus of the university is undergraduate education. Miami offers 12 associate degree programs, 123 bachelor’s degree programs, 60 masters and 14 doctoral degree programs, with 65% of the programs being baccalaureate. The College of Arts & Science is the largest division, awarding the majority of degrees.

The mission asserts that Miami’s Oxford campus provides a “highly involving residential experience.” Students on the Oxford campus must meet a two-year residency requirement and live in one of 36 residence halls and apartments. The residence halls are the site for 30 “living learning communities” (LLC) for first-year students and six for upper-class students. LLCs typically focus on a broad theme, integrate curricular and co-curricular experiences, and foster faculty and resident interaction through active programming that enhances both intellectual and personal growth of the residents. Undergraduate students may also choose to participate in one of over 400 student organizations and leadership opportunities.

Miami’s mission of student success is borne out in its first-to-second-year retention rate of 89.6%, which is among the best in the nation. Miami’s four-year graduation rate of 68% ranks 10th among public colleges and universities in the U.S. and first among publics in Ohio.

The mission statement also explicitly notes Miami’s commitment to providing a superb education to students who are time and place-bound. Toward that end, Miami is proud of its two regional campuses located in Hamilton and Middletown, with an educational site in West Chester (the Voice of America Learning Center). In 2010, the regional campuses were integrated into a single administered campus system under one dean. Two years later, the regional campuses became the site for a new academic division, the College of Professional Studies and Applied Sciences, which is focused on providing applied and professionally-oriented degree programs to meet the needs of the southwest Ohio region, with flexible class schedules, a quality faculty, and small class sizes.

One of the hallmarks of Miami University is its liberal education program, the Global Miami Plan, which is required for all undergraduate students on all campuses and has been newly revised to advance engaged learning and promote 21st century outcomes that are based on the Association of American Colleges & Universities’ (AAC&U) “Liberal Education and America’s Promise” (LEAP) outcomes.

As its mission states, Miami is nationally recognized for the quality of its academic programs. For the fourth year in a row, Miami ranks first among public universities (and third among all private and public universities) with an exceptionally strong commitment to teaching in the 2014 *U.S. News & World Report* rankings. In the 2014 edition of *America's Best Colleges*, U.S. News & World Report ranks Miami's engineering program 30th in the nation in the category of "Best Undergraduate Engineering Programs where the highest degree is a bachelor's or masters." In the *Fiske Guide to Colleges 2013*, Miami’s architecture major is among twenty such programs at public universities cited for "unusual strength." In the 2014 *BusinessWeek*magazine's ranking of undergraduate business programs, Miami's Farmer School of Business appears among the nation's top 5%, ranking 23rd overall, and 8th among undergraduate business programs at U.S. public universities. From more than 2,000 schools surveyed by *The Princeton Review for Entrepreneur*s magazine, the Farmer School’s social entrepreneurship program ranked first in the country for undergraduate programs. In November 2014, the Public Accounting Report’s Annual Survey of Accounting Professors ranked the undergraduate program in accountancy fourth in the nation.

To advance excellence in undergraduate education, the faculty are deeply committed to the teacher-scholar model and believe that Miami’s capacity to produce “engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society” and to involve students in the process of discovery is dependent upon the faculty member’s ability to produce high quality scholarship. The quality of faculty research and creative activity is a key consideration of Miami’s faculty promotion and tenure criteria, and Miami faculty have received awards and grants from renowned professional and national organizations and foundations, including the National Science Foundation, the National Endowment for the Humanities, the Social Science Research Council, and the National Institutes of Health.

The mission guides key budgetary and academic planning processes, including the Strategic Priorities Task Force (SPTF) report recommendations (which informed major budgetary decisions from October 2010 to June 2014) and the recently developed Miami 2020 Plan (which was created with input from several hundred faculty, staff, and students and provides the blueprint for excellence for the next five years). The unifying goal of the Miami 2020 Plan is to “promote a vibrant learning and discovery environment that produces extraordinary student and scholarly outcomes,” and it is supported by three foundational goals which underscore key tenets of our mission: a competent and caring faculty and staff, a diverse culture of inclusion, and mutually beneficial partnerships.

In 2013-2014, the institution adopted a new responsibility centered management (RCM) approach to budgeting. The main premise behind RCM is that academic deans, who best understand the academic mission of Miami, should be given greater budgetary authority and responsibility over their faculty, students, curricula, and operations. RCM is designed to encourage deans to develop programs that are aligned with the academic mission, attract high quality faculty and students, and reduce unnecessary costs.

As Miami moves further into its third centennial, challenging questions related to our historic liberal education mission are emerging, including:

* How do we continue our longstanding commitment to a residentially-based liberal arts education as the world becomes increasingly globalized and technology-driven?
* How might the new College for Professional Studies and Applied Sciences with its increasing number of applied and professional degree programs and enrollments of nontraditional students be integrated seamlessly into the mission of Miami University?
* Given that budgets continue to remain constrained and faculty workloads are increasing, how do we maintain a faculty consisting of high quality teacher-scholars?

## Sources

* University mission statement [http://www.miami.muohio.edu/about-miami/office-of-the-president/mission-and-goals.html]
* Mission statements of each VP and academic division (all in one document)
* Mission Committee Final Report
* First in 2009 goals
* Strategic Priorities Task Force Report
* Miami 2020 Plan
* List and description of Living Learning Communities (http://miamioh.edu/student-life/residence-life/living-learning-communities/LLCs/index.html); annual reports of LLCs for last year
* List of student organizations in 2013-2014 (ask Gwen Fears)
* P&T criteria as described in MUPIM, section 7.
* Enrollment profile in Fact Book [http://www.units.muohio.edu/oir/FactBook/FactBookMain.htm]
* OARS grant annual reports

#### 1.B. The mission is articulated publicly.

##### 1.B.1. The institution clearly defines its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

##### 1.B.2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

##### 1.B.3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

## Narrative

Miami University demonstrates its pride in and dedication to its mission by featuring it in key documents, such as the General Bulletin, website, student handbooks, and at public venues, such as recruitment events, orientation, convocation, commencement, and presidential addresses. The mission is embedded in other core statements, including the vision, diversity, and values statements.

Developed in 2007, the vision statement was designed to ensure that Miami continues to build upon its historic strengths while also taking concerted strides toward future improvement: “***Provide the best undergraduate experience in the nation, enhanced by superior, select graduate programs***.”

Two additional core statements, “Values Statement” and “Statement Asserting the Respect for Human Diversity,” which complement the mission, were approved in 2002 and 2004, respectively. In 2013, the values statement was recast as the “Code of Love and Honor.” Since then, students have been introduced to the code at summer orientation and given a wallet size copy at the convocation ceremony, and it is reinforced on the university website, in messaging across the university, and at other key events, including commencement and the 2013 presidential address. Used to assert our traditions and define the culture to which we aspire and who we are as Miamians, the code reads:

**I Am Miami.**

**I believe** that a liberal education is grounded in qualities of character and intellect.

**I stand** for honesty, integrity, and the importance of moral conduct.

**I respect** the dignity, rights, and property of others and their right to hold and express disparate beliefs.

**I defend** the freedom of inquiry that is the heart of learning.

**I exercise** good judgment and believe in personal responsibility.

**I welcome** a diversity of people, ideas, and experiences.

**I embrace** the spirit, academic rigor, opportunities, and challenges of a Miami Experience, preparing me to make the world a better place.

**I demonstrate** Love and Honor by supporting and caring for my fellow Miamians.

And because I Am Miami,

**I act** through my words and deeds in ways that reflect these values and beliefs.

With a deep sense of accomplishment and gratitude,

**I will** Love, Honor, and make proud those who help me earn the joy and privilege of saying,

The mission and core statements all focus on the key tenets of a liberal education, including integrity, freedom of inquiry, scholarly inquiry and academic excellence, inclusion and diversity, moral character, and personal responsibility.

These tenets as well as the overall mission have formed the bedrock of Miami’s planning efforts, including the First in 2009 Goals (2002-2008), the Five-Year Strategic Goals (2009-2014), and the current Miami 2020 Plan.

Created by President Jim Garland, the First in 2009 plan focused on building innovatively upon the traditional hallmarks of the Miami educational experience and encompassed eight goals: a more highly qualified student body, greater academic support for faculty, a stronger curriculum, richer intellectual & cultural life, greater diversity, enhanced facilities, stronger revenue base, and improved ability to learn from other institutions. After researching best practices at other institutions, all divisions and departments set their own target goals that were aligned with the university’s eight goals.

Developed by President David C. Hodge in 2008 with the endorsement of the Board of Trustees, the Five-Year Strategic Goals Document reaffirmed our core values with the statement, “The defining hallmarks of an engaged Miami education are a broad foundation in the liberal arts and an intense focus on both the intellectual and personal development of highly motivated undergraduates, leading to exceptional student success.” The document also focused on five key goals:

1. Make the Miami undergraduate experience among the very best in the nation.
2. Ensure excellence in graduate education.
3. Raise the level of scholarly accomplishments.
4. Maximize Miami’s contributions to regional, state, national and global communities.
5. Establish a firm foundation for our future success by maximizing and leveraging our resources.

Crafted through an inclusive and comprehensive planning process consisting of 50 representatives from all academic and administrative divisions and approved by the University Senate and Board of Trustees, the newly adopted Miami 2020 Plan focuses on one unifying goal: “Promote a vibrant learning and discovery environment that produces extraordinary student and scholarly outcomes.” This goal is supported by three foundational goals:

1. Ensure vitality and sustainability by building a forward-looking, efficient, and caring culture that stimulates, recognizes, and rewards creativity, entrepreneurial thinking, and exemplary performance.
2. Promote a diverse culture of inclusion, integrity, and collaboration that deepens understanding and embraces intercultural and global experiences.
3. Cultivate mutually beneficial partnerships and applied and service-oriented projects that strengthen our local, state, national, and world communities.

Each goal includes objectives and specific metrics for gauging progress. All divisions, departments, programs, and offices have identified strategies, challenges, and opportunities for achieving the metrics, objectives, and goals; and each will report annually on progress made.

In addition, the academic mission guides the budgetary planning of the university. In 2010, a task force, led by two faculty members and including representatives from across all divisions, used the mission to guide the development of a set of 35 strategic priorities recommendations to improve efficiencies while also promoting excellence and innovation. The university’s annual budgets and campus master plan are also guided by the academic mission and strategic goals. Members of the Division of Finance and Business Services participated in the development of the strategic priorities recommendations and the Miami 2020 Plan. Data and assumptions on enrollment and financial aid are developed collaboratively among the vice president for finance and business services, vice president for enrollment management and student success, provost, academic deans, and institutional research director. The budget framework is guided by the academic priorities and mission and is reviewed throughout the process of its development by the President’s Executive Cabinet and the Fiscal Priorities Committee of University Senate, before being approved by the Board of Trustees.

To ensure that Miami is meeting the needs of the citizens of Ohio, Miami University is actively engaged in all initiatives of the Ohio Board of Regents (OBOR), including transfer & articulation policies, course equivalencies, and advanced placement (AP) credit guidelines. In 2014, Miami submitted to OBOR a university completion plan that was grounded in the academic mission of the university and guided by the goals set forth by the state.

The challenges and areas of improvement related to this criterion include:

* Completing a rebuilding of the entire university website, including all departmental sites, to more effectively communicate Miami’s mission, goals, and tenets;
* Maintaining the commitment to serving the state of Ohio while also remaining a highly selective and nationally recognized university;
* Ensuring the focus on a liberal arts education while also being fiscally sound and generating revenue.

## Sources

* Mission statement (in Bulletin, on website, Discover magazine, Student Handbook, Graduate Handbook)
* Values Statement
* Statement Asserting Respect for Human Diversity
* I Am Miami website -- http://miamioh.edu/iammiami/about/index.html
* First in 2009 Goals
* Five-Year Strategic Goals [http://www.miamioh.edu/documents/spc/Strategic\_Goals\_06\_08.pdf]
* Strategic Priorities Task Force Report [http://www.miami.miamioh.edu/documents/spc/SPT\_Final\_Report.pdf]
* Miami 2020 Plan Goals, Objectives & Metrics
* 2013 Presidential Address - <http://miamioh.edu/about-miami/leadership/president/reports-speeches/annual-address/2013/index.htm>
* University Completion Plan

#### 1.C. The institution understands the relationship between its mission and the diversity of society.

##### 1.C.1. The institution addresses its role in a multicultural society.

##### 1.C.2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

## Narrative

The mission, the “I Am Miami” initiative, and the recently approved Miami 2020 Plan all explicitly underscore the significance of diversity and inclusion as critical imperatives for institutional success. The mission statement emphasizes the need “to cultivate an environment where diversity and difference are appreciated and respected,” while the “I Am Miami” Code of Love and Honor helps to instill a respect for diverse perspectives and a welcoming spirit in students. The second foundational goal in the Miami 2020 Plan focuses explicitly on diversity and includes four specific objectives, each with measurable metrics:

1. Attract and retain a diverse community of students, faculty, staff, and administrators.
2. Create an environment where our people live, learn, and work cooperatively with those of widely varied backgrounds, beliefs, abilities, and lifestyles, moving beyond boundaries to welcome, seek, and understand diverse peoples and perspectives.
3. Achieve cultural competency among members of the Miami community by immersing them in domestically and globally relevant learning experiences.
4. Expand, virtually and physically, Miami’s global involvement.

All divisions of the university have developed plans that include specific strategies for meeting these objectives, are posted publicly on our website, and will be assessed annually. Departments and other units will report on their progress to deans or vice presidents who will submit reports each year to the provost and president. The provost will present findings annually to the Board of Trustees.

To ensure greater success in terms of diversity, in 2013, the university created a new “Office of Global Initiatives” that combines all international support services and is led by a new assistant provost. Miami also appointed a new associate vice president for institutional diversity in 2009, and the University Multicultural Council was reconstituted and renamed the Council on Diversity and Inclusion (CODI) to focus more pointedly on cultivating diversity and inclusion. Each division features a committee and/or administrators whose charge is to set division-specific diversity and international goals and strategies. Following the recommendations of the sexual assault prevention task force, a Deputy Title IX Coordinator for Student Sexual Assault was appointed in 2013.

Miami boasts a wide array of diversity-related units and centers focused on diversity and internationalization, including:

* **Miami University Dolibois European Center (MUDEC)** which is housed in a 15th century château in Differdange, Luxembourg and offers approximately 120 students each semester a combination of academic study, engagement in the local community, and various faculty-guided and independent travel opportunities.  All students live in a European homestay arrangement; courses are focused on Europe, and many are taught by Miami faculty who live at the Center for up to two academic years.
* **Office of Global Initiatives** which encompasses all internationally focused support units, including:
* *International Student & Scholars Services* provides programming and advising for international students and faculty (immigration and Visa resources, transitional issues, peer mentoring, social programs, and academic workshops).
* *Study Abroad Resources* provides comprehensive information about study abroad to students and departments, advising, and other forms of support, including assessment of study abroad and support for faculty-led study abroad program development and operation.
* *Miami University Dolibois European Center (MUDEC) Oxford* supports the Luxembourg campus through student recruiting and advising, and support for faculty in transitioning to MUDEC*.*
* *Global Assistance Program (MU-GAP)* supports travelers in a well-coordinated, collaborative effort, with experts from within the university, as well as contracted providers, and specialists in the field (crisis management, travel coordination, passport services).
* *Center for American & World Cultures* provides courses, events, and other programs to advance understanding of other cultures, including pre- and post-study abroad courses.
* *The Confucius Institute* serves as a platform for the internationalization of current and future Miami students and fosters an attitude of globalization and eagerness to study the Chinese language and culture.  In addition, the Institute operates as a host outreach program, helping the MU community and the state of Ohio adapt to the changing global economy.
* **Office of Diversity Affairs** which is located in the Armstrong Student Center and offers direct support to diverse student populations (including GLBTQ students), social justice through diversity education, and multicultural programming and campus resources on issues of diversity.
* **Office of Diversity and Multicultural Services** which is located on the regional campuses and dedicated to providing a supportive atmosphere for students, faculty, staff, and local community members of diverse backgrounds (e.g.,, racial/ethnic, gender, age, international, ability level, economic, sexual orientation, religion/spirituality).  It offers cultural communication, programming, mentoring, workshops, as well as leadership and community service projects that educate and engage the campus and local communities in diversity related issues.
* **Women’s Center** which exists to support and empower women, educate the campus about women's issues, and help the university achieve positive institutional change related to gender equity.
* **American Culture and English (ACE) Program** which is an intensive, non-credit, semester-long program for conditionally admitted students on the Oxford campus who need to improve their language skills and cultural understanding.
* **English Language & Culture (ELC) Program** which, like the ACE Program, provides full-time intensive, and noncredit English language instruction and prepare students for full admittance to the Middletown campus.
* **Over-the-Rhine Residency Program** which offers students from a variety of majors a full immersion and semester-long academic and community service experience in the inner city Cincinnati neighborhood of Over-the-Rhine.
* **Urban Leadership Internship Program** which provides students a summer internship and service-learning for students in one of several urban areas, including Chicago, Dayton, Columbus, and Cincinnati.
* **Center for Enhancement of Learning, Teaching & University Assessment (CELTUA)** which offers faculty development on teaching across cultures.
* **Havighurst Center for Russian and Post-Soviet Studies** which is dedicated to research by Miami faculty with other scholars from Russia, Eastern Europe, and Eurasia, and from other American universities; to service and learning activities that provide a greater understanding of this region for the student community; and to programs designed to foster interdisciplinary research on the most important questions relating to the future of this area.
* **Interdisciplinary programs focusing on global and intercultural understanding** such as International Studies, Women’s, Gender & Sexuality Studies; Latin American, Latino/a & Caribbean Studies; Black World Studies, and Asian & Asian American Studies are also offered at Miami.

In addition to the offices, centers, and programs listed above, the university has integrated global and intercultural learning into its curriculum. In the newly approved Global Miami Plan, students will be required to complete global and intercultural courses as well as meet an experiential learning requirement. In 2014, the summer reading book selected was Bruce Watson’s *Freedom Summer* to commemorate the 50th anniversary of the heroic work of the freedom summer volunteers who were trained on the site of the Western campus of Miami University. During the 2014-2015 academic year, Miami engaged in a year-long series of events, “Celebrating Freedom: Understanding the Past, Building the Future,” that provided an opportunity for students, staff, and faculty to reflect on the progress made and the efforts yet to come in the United States and globally to ensure the freedom and dignity of all peoples.

 The Farmer School of Business as well as the College of Education, Health, and Society require students in their divisions to complete a diversity-oriented course, and the College of Arts & Science has a foreign language requirement. Within the past ten years, several diversity-related degree and certificate programs (e.g., social justice major, China business certificate, critical and classical languages & cultures co-major) have emerged.

Miami also has a number of student organizations representing diversity on campus, including the Diversity Affairs Council (that is associated with Associated Student Government), Asian American Association, Black Student Action Association, Hillel, Indian Students Association, Association of Latin American Students, Muslim Students Association, Native American Student Association, and Spectrum (GLBTQ). In addition to the student organizations, there are a number of offices and organizations for diverse faculty and staff.

Some of the major recent initiatives that are designed to foster a welcoming and inclusive environment and global/intercultural understanding are:

* **Safe Zone Training, established in 2009,** is a collaborative training effort led by the Office of Diversity Affairs that engages students, staff, and faculty across departments and offices to create a safe and more supportive social and educational campus climate for all GLBTQ students, faculty, and staff.
* **Sexual Assault Prevention Task Force** has developed two reports (2006 and 2013) that include key strategies and recommendations with the intent to strengthen safety, increase awareness, and encourage a respectful and supportive campus community. Strategies have included educational efforts, evaluation and enhancement of the university's direct response to incidents, and support for long-term solutions.
* **Institute for a Superior Liberal Arts Education** is a joint project of Miami and Walnut Hills High School and for the past three years, has annually brought leaders from high schools and liberal arts colleges and universities across the nation to discuss best practices in advancing liberal arts education to diverse students.
* **Academic Partnerships Committee** was formed in 2013 to oversee and coordinate efforts to develop partnerships with US and international high schools, colleges, and universities to encourage greater diversity and global learning. Partnerships involve dual degree programs, articulation and transfer agreements, joint research projects, academic and industry collaborations, etc.
* **Shared Futures** is an AAC&U initiative to advance global learning in general education programs in which Miami participated. Miami’s participation in this initiative informed the revision of the Global Miami Plan and shaped the strategic directions of the Global Initiatives Office.
* **Global Studies Committee** has been constituted by the Provost and the College of Arts & Science to develop a proposal to form a new global studies unit.
* **Global Teaching & Learning Annual Award** which was developed in 2013 to highlight and to encourage best practices in teaching global learning outcomes at the undergraduate level.
* **Global Service Learning** is a new initiative to advance international experiential learning among faculty and students.

These efforts have led Miami to be ranked third for the number of students studying abroad among public doctoral institutions nationwide by the 2013 Institute for International Education report, with over 40% of our undergraduates studying abroad.

Since 2006, Miami has also experienced a steady but modest increase in the number of diverse domestic students (from 9% of the first year class in 2006 to an estimated 13.3% in 2014) and a pronounced increase in the number of international students (from less than 1% of incoming students in 2006 to an estimated 5.5% in 2014). The number of female faculty has increased markedly; however the number of racially and ethnically diverse faculty has remained relatively flat.

Despite these important gains, Miami still has room for improvement, particularly enhancing the diversity of its staff, students, faculty, and high level administrators; improving retention rates for diverse students (which have declined in the past five years); and engaging in ongoing evaluation of university-wide diversity efforts.

## Sources

* Values statement and “I Am Miami” campaign memo and summary and website: http://miamioh.edu/iammiami/about/index.html
* Mission statement
* Strategic Diversity Plan – on University website—www.muohio.edu/about-miami/diversity/about-us/strategic-diversity-plan/index.html
* Miami 2020 Plan
* Strategies related to diversity in the individual Miami 2020 Plans (divisional reports on website)
* Global Miami Plan requirements (Bulletin) and new GMP requirements related to global and intercultural understanding
* FSB diversity requirement (Bulletin) description
* University Multicultural Council and Council on Diversity and Inclusion minutes and annual reports
* OEM goals and data/trends related to enrollment (on OIR website and BoT presentations) from 2006 to 2014
* Faculty/staff diversity trends
* Diversity Affairs Council (ASG) reports and minutes
* List of activities related to Freedom Summer on website
* Global Initiatives annual reports
* Interdisciplinary programs list (IAC website)
* Creation of new Global Studies unit (Senate presentation/report) in CAS
* List of CELTUA FLCs and workshops related to multicultural/global issues
* Shared Futures Report
* Sexual Assault Prevention Task Force Report: <http://www.miamioh.edu/campus-safety/sexual-assault/task-force/index.html>
* Global Teaching & Learning Award: http://miamioh.edu/liberal-ed/faculty-staff/GTL-Award.html
* Global Service Learning White Paper (Monica Ways)
* ACE Program description: <http://www.miamioh.edu/academics/intl-student-resources/american-english/>
* English Language Center description
* Diversity-related offices and units for faculty and staff: <https://www.miami.miamioh.edu/about-miami/diversity/faculty-staff-connections/index.html>
* Annual report of Academic Partnership Committee
* Annual reports of Women’s Center
* Urban Leadership Internship website
* ISLAE website, reports
* MUDEC reports
* Safe Zone Training description
* Office of Diversity & Multicultural Services reports (regionals)

#### 1.D. The institution’s mission demonstrates commitment to the public good.

##### 1.D.1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

##### 1.D.2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

##### 1.D.3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

## Narrative

Miami has made its commitment to the public integral to its academic and fiscal planning. The third foundational goal of the Miami 2020 Plan reads: “Cultivate mutually beneficial partnerships and applied and service-oriented projects that strengthen our local, state, national and world communities,” and it encompasses four objectives that advance the university’s dedication to the public good and external constituencies while also ensuring a quality education for its students:

1. Partner with educational and other public- and private-sector institutions to co-design academic and outreach programs that enhance access to and support of quality higher education.
2. Increase lifelong learning opportunities, engagement, and giving from alumni, parents, and friends.
3. Grow Miami’s sponsored research, grants, intellectual property, internships, and co-curricular learning opportunities by helping corporate, governmental, and non-profit entities thrive through solutions-oriented partnerships.
4. Advance Ohio’s economic development and prosperity by providing talent and expertise that helps shape policy and improves quality of life.

Metrics have been assigned to each objective so that progress can be tracked on an annual basis, and each division, department, and unit has developed strategies for meeting the objectives and will report annually on their activities.

One of the key constituents of Miami University is employers. In 2014, Miami joined a new national initiative called the LEAP Employer-Educator Compact, which showcases employer support for the goals and outcomes of a broad liberal education and demonstrates how higher education is helping students connect college learning with work, citizenship, and global challenges. [President Hodge](http://miamioh.edu/about-miami/leadership/president/%22%20%5Ct%20%22_blank) is also a member of a leadership group within AAC&U called the LEAP Presidents’ Trust.  Presidents’ Trust members and employers who work with them are the initial signatories to this initiative. Miami’s employer partners include PNC Bank, Columbia Gas of Ohio, and Coyote Logistics.  Partners pledge to underscore the economic value of liberal education and to provide students with hands-on learning opportunities to connect their campus learning with real-world contexts and problems.

The academic division on the regional campuses, called the College of Professional Studies & Applied Sciences (CPSAS), has partnered with local employers and business leaders to develop several baccalaureate degrees focused on meeting the needs of the regional economy, including computer and information technology, nursing, criminal justice, engineering technology, business technology, integrative studies, forensic science, and community and regional development.

In 2014, Miami received from the Ohio Board of Regents an “Ohio Means Internships & Co-ops” grant for $748,566.  The grant is designed to support key Ohio industries through the creation of 118 new co-op and internship placements in Ohio and the institution of a formalized, transcript-based internship system to evaluate internships and foster sustainable capacity in providing co-ops and internships. Miami has revised the existing credit value range of internship courses to reflect the OBOR initiative.

The revised Global Miami Plan includes a new experiential learning requirement in which students receive credit for service learning, internships, student teaching, co-ops, and community engagement. Additionally, Miami has a long history of promoting client-based projects in its curriculum through its capstone requirement.

Because of its focus on experiential learning, in 2010, Miami was the only public institution in Ohio to receive the prestigious [Carnegie Classification for Community Engagement](http://classifications.carnegiefoundation.org/%22%20%5Ct%20%22_blank) (a classification which is effective for 10 years). Miami has been named to [The President's Higher Education Community Service Honor Roll](http://www.nationalservice.gov/special-initiatives/honor-roll%22%20%5Ct%20%22_blank) every year, since its initial entry in 2007. **In 2012, Miami was recognized as one of only five recipients of The Presidential Award** (Special Focus: Early Childhood Education); and in 2013, Miami was named to the President’s Higher Education Community Service Honor Roll with Distinction.

Miami has also taken strides to increase its educational access in order to serve the citizens of Ohio and the nation through new scholarships, greater outreach, and enhanced support structures. In 2007, Miami instituted the Miami ACCESS Initiative which is a grants and scholarship program for Ohio residents designed to help make Miami University accessible to new first-year academically competitive students who have total family income that is equal to or less than $35,000. Launched in 2013, the Oxford Pathway Program is an intensive learning program for students within the southwest Ohio region who have solid academic records but are not admitted immediately to the Oxford campus. Students admitted into the program enroll in classes and are offered enhanced academic support during the fall term at the Hamilton or Middletown campus. Upon successful completion of the program requirements, they are admitted as fully matriculated students on the Oxford campus starting in the spring semester of their first year. In 2014, Miami was once again named a “military friendly” school by Victory Media for its capacity to offer military support on campus, academic credit for military service, flexibility for military students, and veteran graduation rates.

Through the efforts of a new university-level academic partnerships committee formed in 2013, new procedures for developing memoranda of understanding and articulation agreements have been formed with two-year colleges and universities, such as Columbus State Community College and Sinclair Community College, and Miami has received approval from the Ohio Board of Regents for the Ohio Transfer Module, 180 transfer assurance guides (TAGs) (which are introductory level course equivalencies) as well as dozens of advanced placement guidelines so that students can more easily transfer from Ohio and other institutions and receive college credit more readily. In 2014, Miami submitted a university completion plan to the Ohio Board of Regents that was grounded in the academic mission of the university, guided by the goals set forth by the state, and designed to improve access and degree completion. Additional discussion of support structures for attracting and retaining students will be discussed in 4.C of this document.

To better meet the needs of another key constituency, Miami has taken strides to increase opportunities for staff growth and well-being. The first foundational goal of the Miami 2020 Plan focuses on promoting a “forward-looking, efficient and caring” work environment. In 2009, an ad hoc university committee revised the staff performance appraisal forms to focus more fully on core values of the institution and to provide more in-depth feedback for professional growth. In 2011, a new job enrichment program was created to help classified (hourly) staff become more aware of their strengths and talents in relation to specific career opportunities at the university, and in the same year, the Institute for Miami Leadership Development was launched to improve leadership potential among Miami faculty and staff. A Lean Leader Certificate program for staff was instituted in 2013 to instill leadership skills and the knowledge to create a sustainable lean environment. Opened in 2012, the Miami Convenient Care Clinic provides Miami employees and their dependents covered under the university health plan routine healthcare services at no cost with extended hours. Fitness centers, with employee-only hours, are available on the Hamilton, Middletown, and Oxford campuses, and fitness opportunities (including health coaching, tobacco cessation programs, and nutrition and wellness programs) are available to all staff and faculty. In addition, Miami offers eligible full-time and part-time employees and their eligible dependents a tuition fee waiver benefit for courses taken at any of the university’s campuses.

Finally, Miami is committed to engaging alumni meaningfully in the life of the university and enriching their lifelong learning. Currently, there are 206,000 alumni throughout the world. The alumni office provides support and direction to 47 regionally-based alumni chapters and 39 affinity groups and organizations. Combined, these chapters and groups host hundreds of activities throughout the year engaging thousands of alumni through social, educational and philanthropic programs. Additionally, the Alumni Association annually hosts a reunion weekend focusing on alumni celebrating special anniversaries of graduation. In 2014, over 1800 alumni, friends and family members returned to Oxford for the weekend of activities. Activities included receptions and meals, continuing education programs, tours, and special group open houses and reunions. Also, the university sponsors fifteen annual travel experiences, exposing alumni to a variety of cultures and international experiences. Domestically Miami organizes a lifelong learning weekend (Winter College), as well as several one-day education experiences showcasing Miami faculty to our alumni.

Through ongoing benchmarking and evaluation of best practices, the Alumni Association seeks to ensure that its activities and programming meet the changing needs of a diverse population. Professional organization membership, conference attendance and survey participation all contribute to an ongoing process of reflection and study related to trends and advancements within the profession. Additionally, in 2014, ten project teams, comprised of alumni staff, campus partners and alumni, undertook an intensive review of key programs. These teams worked collaboratively alongside the Alumni Association’s Board of Directors to evaluate departmental programs in light of changing technologies and generational behaviors.

A comprehensive listing of engagement with external partners is beyond the scope of this document; however, the following examples illustrate Miami’s commitment to the public good:

* **Continuing Education** coordinates a variety of credit and non-credit programs that fall outside the boundaries of a traditional degree program. It provides opportunities to take a course for additional or upgraded job skills; explore a creative interest, or keep up with certification requirements. Continuing education students can study overseas in an intensive summer experience, earn college credit while still enrolled in high school, or jump-start the academic year by enrolling in a summer workshop.
* **Office of Community Engagement & Service** serves as the catalyst for community involvement on the Oxford campus, including offering faculty development for service learning courses, providing students and faculty with community sites and service learning opportunities, and promoting social justice and change.
* **Institute for Learning & Retirement** provides opportunities for individuals who are 50 or older to enrich their lives as they explore areas within science, the arts, society, technology, literature, languages, or business. In addition, it offers opportunities to become acquainted with community needs and to link individual talents and interests to those needs.
* **Voice of America Learning Center** is located midway between Cincinnati and Dayton and offers undergraduate courses, corporate training, teacher professional development, graduate certificate programs, and a part-time professional MBA program. Its facilities are also used by area businesses, government agencies and non-profit organizations for meeting and training purposes. Throughout the year the center hosts a variety of cultural and community events, including a rotating series of art exhibitions and family-friendly theatrical presentations.  Miami’s [Institute for Learning in Retirement](http://www.miamioh.edu/ilr) holds classes at the Center.
* **Greentree Health Science Academy** (GHSA) is made possible by a partnership with the City of Middletown, Atrium Medical Center, Miami University, Warren County Career Center, and Cincinnati State Technical & Community College. It is home to many of **Miami's** **nursing** and **health science-related courses** as well as a state-of-the-art nursing lab.
* **Career Services** provides undergraduate and graduate students with career exploration and experiential learning to optimize their professional and personal potential through connections with employers and the Miami career community. It offers a wide range of programs and services, including the Spring Internship & Career Expo which hosts over 170 employers each year.
* **Myaamia Center**, created in 2004 and made possible in part by a National Endowment of the Arts grant, has the mission of advancing the research needs of the Miami Tribe of Oklahoma with a focus on Myaamia language, culture, and history.
* **Miami Hamilton Downtown Center** is a multi-use center for civic engagement and the arts, with live music, art displays, theatrical performances, educational classes, lectures, and a convenient venue for scholarship activities and community meetings.
* **Urban Teaching Cohort** is a community-based approach to teacher education. In this unique program, Miami faculty and students collaborate with high-need schools and community-based organizations to prepare teachers who are grounded in the life of their community.
* **Partnerships Office** is focused on forging and maintaining high quality partnerships with local school districts and community agencies.
* **Center for Public Management and Regional Affairs** engages in applied public policy and management research, technical assistance services, training and education, and database development in the areas of public management and capacity building, local government economic development, planning, and public program evaluation and policy research. The center’s primary efforts are directed toward research and assistance to small/non-metropolitan cities, villages, townships, and counties.
* **Festivals, Lectures & Other Artistic Events** which are open to the public are scheduled across the calendar year on all Miami campuses. Examples include: Oxford Writing Festival, Kinetics Festival, University Lecture Series, Performing Arts Series, the Regional Campuses Lecture & Artist Series, and the Janus Forum which have brought notable artists, intellectuals, and leaders to Miami each year and enriched thousands of students, faculty, staff, alumni, and community members.

Although serving our constituents and public engagement are key to Miami’s mission and success, several challenges remain:

* How can we ensure that tuition rates are affordable for families during times of declining state funding and other fiscal constraints?
* How can we track and assess our outreach and public engagement efforts purposefully and meaningfully?

## Sources

* Mission Statement
* Miami 2020 Plan and earlier strategic plan goals
* Report Cards on OIR website
* Departmental and divisional outreach/partnerships summaries and plans
* Ohio Means Grant Proposal (Mike Goldman)
* Carnegie Application and Commendation (Monica Ways)
* Academic Partnerships Committee minutes, annual report, and list of partnerships
* Oxford Pathway proposal
* ACCESS Initiative summary (from website) https://miamioh.edu/admission/finaid/access-initiative.html
* Summary of Military/Veterans opportunities
* Continuing education offerings for 2013-2014
* Institute of Learning in Retirement offerings for 2013-2014: http://www.units.miamioh.edu/lifelonglearning/ilr/
* List of approved Service Learning courses
* List of employers at internship/career expo (Career Services website has it) in spring 2014
* Myaamia Center Proposal and Reports
* Partnership Office: http://www.units.miamioh.edu/partnershipoffice/
* Summary of alumni activities, programming and outreach (Winter College, etc.) for 2013-2014
* List of transfer & articulation agreements (TAGs, CTAGs, RACGS) approved
* List of AP matches
* Library report info on outreach and use of library facilities (template in Compliance Assist)
* Downtown Center in Hamilton description (from website), annual reports
* VOALC annual reports
* Urban Teaching Cohort: http://www.units.miamioh.edu/eap/departments/edt/utc/
* List of Business and industry and other external advisory councils (e.g., CEC Advisory Council) – need to get from deans
* List of events/speakers for University Lecture Series, Performing Arts Series, Janus Forum, etc. – for past two years from websites
* Staff Performance Appraisal Form
* Job Enrichment Plan description
* Lean Leader Certification Program description
* Institute for Miami Leadership Development description
* List of alumni chapters
* Winter College
* Alumni Weekend

## Criterion 2: The institution acts with integrity; its conduct is ethical and responsible.

#### 2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

## Narrative

The university is committed to conducting its affairs in accordance with the highest ethical standards and in compliance with law and university policy. Miami believes that every member of the community—students, faculty, and staff—shares in this responsibility. The State of Ohio has vested responsibility for the government of the university in the Board of Trustees (see Ohio Revised Code 3339.01).

The board conducts its affairs and the affairs of the university with integrity and in accordance with the highest ethical standards. The preamble of the regulations of the Board of Trustees states:

Miami University enjoys an invaluable heritage of high scholastic standards and a reputation for the development of the whole person as a contributing member of society. To maintain these assets, an environment must be provided where individuals are not exempt from the consequences of their own actions or inactions, but where at the same time maximum freedom of scholastic inquiry is assured.

Conferred upon by Ohio law, the board has the authority to “take all actions necessary for the successful and continuous operation of the University” (Ohio Revised Code 3339.01 and Regulations of the Board of Trustees, Article 1). To ensure that no conflict of interest exists among board members, all board members are required by law to fil an annual financial disclosure and ethics statement with the Ohio Ethics Commission. Additionally, an annual ethics survey is administered to all board members. This survey consists of both a written survey and an interview with the general counsel. Potential sources of conflict are documented and monitored.

In addition to the values statement and the statement asserting respect for human diversity, the board’s efforts are further supported and guided through:

* **Board Regulations** which articulate the responsibilities and processes of the Board;
* **Board’s Finance and Audit Committee Charter** which enables the committee to function in an oversight capacity for financial and administrative operations of the university;
* **Board’s Academic and Student Affairs Committee Charter** which describes the committee’s charge to serve in an oversight capacity and considers and makes recommendations to the board on academic and student affairs initiatives and plans of the university as delegated by the board;
* **Board’s Complaint Communication Protocol;**
* **Ohio Ethics Laws** (Ohio Revised Code, Chapter 102 and Section 2921.42);
* **Miami University Policy & Information Manual (MUPIM);**
* **Board’s Annual Ethics Reports.**

The Division of Finance and Business Services generally employs accepted accounting principles and collaborative decision-making to ensure consistent, transparent, and ethical financial processes. The budget framework is reviewed throughout its development by key administrative leaders as well as the president’s executive cabinet and the fiscal priorities committee of University Senate, and it is approved by the board’s finance and audit committee and the Board of Trustees. Budget and tuition ordinances are published on the Office of the President’s website, and the approved budget is published on the university budget office’s website.

The approved budget is loaded into the Banner system at the beginning of the fiscal year and reviewed again by individual fund managers. Each month, operating reports are produced comparing actual to budget for the current month and year to date. The general accounting department verifies the accuracy of the reports.

The treasury services office manages the cash, investments, and debt obligations. The Miami University Foundation Board of Directors selects, monitors, and evaluates the management of Foundation assets. It meets quarterly to scrutinize the performance of managers, screen potential investment firms, and allocate assets among the various investment sectors, managers and allocation styles. It also establishes guidelines for all managers and makes certain each firm is operated within its stated objectives.

The university’s resources are monitored through preparation of annual audited financial statements coordinated with external auditors by the controller’s office. Additionally, the Office of Internal Audit and Consulting Services (OIACS) independently and objectively determines whether internal controls are in place and functioning effectively. The financial statements and reports by the OIACS are presented to the Board of Trustees’ finance and audit committee.

To ensure that the institution achieves fairness and transparency in its employee practices, Miami has a chief ethics officer who is the general counsel. The university launched an anonymous external hotline for reporting illegal and unethical behavior in 2006, and the president issues a memorandum on ethical conduct and reporting crimes annually. The university has an array of offices, committees and personnel dedicated to compliance, including the Office of Equity and Equal Opportunity, Office of Disability Resources, Committee on Faculty Rights & Responsibilities, NCAA Appeals Committee, Crisis Management Team, and Faculty Welfare Committee. The Miami University Policy & Information Manual includes protocols for reporting and addressing illegal activity and misconduct, redressing grievances, preventing or redressing harassment or discrimination, resolving conflicts of commitment interest, the responsible use of technology, and outside consulting notification.

The Division of Enrollment Management and Student Success follows ethical practices and guidelines. The Office of Student Financial Assistance is reviewed regularly by the Department of Education and adheres to its regulations, and the Office of Admission is a member of the National Association for College Admission Counseling (NACAC) and it staff and volunteers adhere to its principles and policies.

The athletic policy committee, which is advisory to the President and a committee of University Senate, ensures that Miami’s intercollegiate athletics operate in accordance with the National Collegiate Athletic Association, Mid-American Conference, and National Collegiate Hockey Conference regulations. An independent Athletics Appeals Committee adjudicates complaints.

New faculty members receive education on relevant ethical policies and resources, including best teaching practices and copyright policy, at a two-day orientation session led by the Office of the Provost, University Libraries, and CELTUA. Department chairs and other administrative directors are provided guidance on these matters, including FERPA policies, at the fall retreat led by the Office of the Provost. Incoming students are provided information on the “I Am Miami” code, the student code of conduct, FERPA, and other policies and resources relating to safety, wellness, and ethical behavior at the new student orientation session.

All new employees receive a copy of Ohio’s ethics laws. The Office of the General Counsel provides training to various offices regarding conflicts of interest and ethics. All unclassified employees and all full-time faculty are required to participate in a mandatory annual conflict of interest, ethics, and external services survey.

Shared governance is a high priority for Miami University. The Board of Trustees has the authority to appoint the president, and it assigns the execution of university policies to the president. The University Senate is the primary governance body where students, faculty, staff, and administrators discuss major university issues and reach conclusions on policies and actions to be taken by the institution. The senate is chaired by the provost, and the agenda is managed by an elected executive committee consisting of three faculty members (the faculty chair, the faculty chair-elect, and a third faculty member), the president of the undergraduate student government, and a graduate student. The Board of Trustees delegates to University Senate responsibility for curriculum, programs, and course offerings and advisory responsibility on university matters.

The Faculty Assembly is chaired by the president who has responsibility for chairing the meetings. A faculty advisory committee provides recommended agenda items for faculty assembly meetings.

The president has an executive cabinet which meets almost weekly throughout the academic year and includes all vice presidents and leaders who directly report to him to ensure effective inter-divisional communication, and the provost chairs the Council of Academic Deans which meets biweekly and includes all academic deans, the dean of students, dean of the University Libraries, and the other direct reports to the provost. Once each year, the president gives an annual address to all members of the university. The provost also holds meetings of all department chairs and associate deans three or four times each semester to update them and provide insights on key initiatives and challenges. Both the president and provost maintain other forms of electronic communication, including a daily e-report, quarterly newsletters, and websites. The president has an active Twitter account which he maintains himself.

Future goals related to this criterion include offering faculty, staff, and student educational programs on ethical reasoning and infusing ethical reasoning into the curriculum more fully.

## Sources

* Board of Trustees Regulations [http://www.miami.miamioh.edu/\_files/documents/about-miami/president/bot/BOT\_Regulations\_07-13.pdf]
* Board committee charters [See Board Resolution: R2005-20 and the amendments: R2007-46, R2010-32, and R2011-66) [See also R2011-30]
* Board of Trustees Minutes [http://www.miami.miamioh.edu/about-miami/leadership/president/bot/index.html]
* Board of Trustees Annual Ethics Reports (by Susan Vaughn and Brenda Quaye)
* Annual audits and reviews (financial, ethical, and risk/compliance)
* MUPIM policies cited in narrative
* Materials related to 2013 New Faculty Orientation (brochure, agenda)
* University Senate and Faculty Assembly Enabling Act [http://community.miamioh.edu/senate/files/senate/BYLAWS%20%20of%20University%20Senate%202013.pdf]
* Senate By-Laws
* Financial disclosure statements with the Ohio Ethics Commission: http://ethics.ohio.gov/disclosure/file.shtml.
* Ethics Point Reporting Hotline Description from website
* New Student Orientation Schedule
* COAD minutes
* Newsletters from President & Provost in 2013-2014
* Presidential Annual Addresses
* FERPA guidelines in student handbook
* Ohio Revised Code 3339.01, chapter 102, 2921.42
* Budget Reports
* Budget and tuition ordinances (President’s website)

#### 2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

## Narrative

Miami University is committed to transparent, open, and accurate communication and utilizes multiple documents and forms of media to share information internally and externally, including information about academic programs, requirements, faculty and staff, costs, and accreditation relationships. Key documents include:

* **Student Handbook** which includes undergraduate academic regulations, code of student conduct, conduct regulations, residency and housing requirements, policies relating to health, safety, motor vehicles, and student life;
* **Handbook for Graduate Students & Faculty** which provides graduate academic regulations, general information about degree requirements and student life, and faculty information;
* **General Bulletin** which communicates academic policies, requirements, costs, and accreditation status of appropriate degree programs.

New policies or changes to existing academic policies must be approved by the University Senate, the general counsel, and the provost. These documents are updated annually by the Graduate School, University Registrar, Office of the Provost, and general counsel and made available via Miami’s website and in print form to advising personnel.

The Miami University website also features a “publications & policies” webpage which links to the key documents as well as other informational pages, such as the “Right to Know: Student Consumer Information” which includes tuition fees, a net price calculator, refund policy information as well as security, fire safety and student outcomes. The Office of Institutional Research website includes a wide array of institutional data, such as fact books, fact sheets, and common data sets.

Although these documents are comprehensive and accurate, they are sometimes difficult for students and their family members to navigate. To address this concern, the Office of Admission has a website that is targeted for prospective and admitted students and their families with easy-to-access relevant information about Miami’s academic programs, tuition costs, and other enrollment information, and its website is linked to the Office of New Student Programs website which features critical information for new students. Once admitted to the university, students receive a set of print materials that include basic information about academic programs, tuition, housing costs, and other fees.

The primary way of sharing information with current students (as well as faculty, staff, and the general public) is the website.  Miami web pages that are intended for an external audience are created by University Communications & Marketing in concert with the department head (academic or administrative) and other staff assigned web responsibility.  Before sites are made live, they are audited by UCM and the responsible unit. Once the sites are live, they fall under the purview of the department head (and ultimately) the dean or VP over that area. UCM trains “web publishers,” who are required to approve what is posted before it appears.  UCM also periodically audits all sites to find information that might be inaccurate or outdated.  The university recently enacted a web policy requiring that sites be updated every six months, or they may be removed until accurate/current information is provided.  UCM also maintains a “search” function that is tested for accuracy on a regular basis, and maintains all the headers and footers with accurate contact information and links that are common to the entire university.

In an urgent situation and as per the Clery Act, Miami sends information to students via the alert system, which sends texts and emails, and to parents who opt to subscribe to the alert system.

The staff of the Division of Enrollment Management and Student Success (EMSS) employs NACAC’s principles of good practice to ensure that the information they convey is accurate, and recruitment activities are aligned to industry best practices. Staff members are aided by a committee of faculty and staff liaisons from academic divisions and University Communications and Marketing staff who review and update all marketing and information conveyed in the paper and electronic recruitment materials to further ensure accuracy and transparency in our messaging. Training (along with a handbook) is given to all Miami University Community Outreach and Recruitment Program (MUCORP) volunteers which emphasizes the need to convey accurate information and to use ethical practices. Miami also participates in the Voluntary System of Accountability (VSA) which is an initiative by public four-year universities to supply clear, accessible, and comparable information on the undergraduate student experience to important constituencies through a common web report called the College Portrait.

Social media are used to convey major announcements as back-ups to news releases and web sharing. Facebook, Twitter, Instagram, Pinterest, Snapchat, and YouTube sites convey reminders about critical events or issues and offer timely messages, and each semester, the president hosts “tweet-ups” to encourage questions from students and faculty.

The Office of Parent & Family Programs publishes *eeweemakiki* (Myaamia word for "my relatives"), a monthly online newsletter for parents, as well as the Miami family calendar & handbook, which is mailed to the student’s home address in June. The *Miami Family Focus*, a newsletter for parents and guardians of first year students, is published about 22 times each academic year and is emailed to parents and guardians.  Information in both newsletters is sent to a variety of offices for proofing.  For the *eeweemakiki* newsletter, a call for articles is sent each month, and those who submit articles are contacted to proof the article before publication.

For the *Family Focus*, the student affairs vice president and associate vice president collaborate with the director of parent & family programs to write and update the text.  The offices around the university, which provide information in this newsletter, are asked to proof relevant text before it is published. The calendar/handbook information is shared in a Google spreadsheet and verified with each appropriate office.

The Office of Parent & Family Programs supports a website, which is regularly updated and under the supervision of the director and the Office of University Communications & Marketing.  Individual venues and businesses are contacted twice per year to verify online information.  These same businesses are included in the family calendar and in links to the other newsletters.

The Division of University Advancement produces a number of important alumni publications, including: an e-newsletter which provides updates on key initiatives, milestones, and improvements; the *Giving Tribute* report which provides donors with an update on the university; and the *Miamian* magazine which features alumni as well as students and faculty who exemplify the core values of the university. Information gathered for these publications is verified through ongoing research and database maintenance, including routine address update tools, contact reports maintained by Advancement staff, standard accounting practices related to gifts, and direct interviews with story subjects.

Although these outlets serve significant purposes, Miami is taking additional steps to make important information even more easily accessible and comprehensible.

UCM has an extensive strategic plan which complements the Miami 2020 plan. Key highlights include:

* Centralization of the university website and a complete overhaul (rebuilding) of it to create unified templates, ease of navigation, and ability to find critical information such as costs and academic programs, and ease in updating information so that information is current;
* Conversion of key manuals and handbooks to accessible formats to that they may be continually updated;
* Annual training sessions for web content developers;
* New policies for social media and web requiring updated, accurate information;
* Systematic annual updates of manuals;
* Redesign of alumni magazine;
* Updated crisis plans, including emergency preparedness and safety information sites;
* Report card to share information about student profiles.

During 2014-2015, the Division of Enrollment Management & Student Success is launching a virtual and physical one-stop center that will give students immediate access to critical information relating to degree requirements, progress toward completing requirements (degree audit report), financial aid and bursar account information, and academic support resources. It also will enable students to register for classes, add and drop courses, submit petitions, and schedule advising appointments online.

The general counsel is actively working on identifying a policy management software system to be implemented for Miami to ensure greater efficiency and accuracy in compliance.

Over the past two years, the Undergraduate Academic Advising Council has taken active steps to improve consistency in advising and advising-related information such as:

* Creating a shared advising philosophy and outcomes which include providing transparent and clear information to students about their degree requirements and progress;
* Developing advisor training modules that are used across all academic divisions;
* Creating online advising-related resources for students and advisors to supplement the training modules;
* Designing and offering a new first-year experience (FYE) course that includes clear information relating to student success.

Plans are in place to expand the FYE course offerings to all incoming students and to offer training more widely to advisors and academic support personnel to ensure that students are receiving accurate, timely, and consistent information about their progress.

## Sources

* Quick Facts [http://www.miami.muohio.edu/about-miami/quick-facts/index.html]; Fact Sheets, Report Cards on OIR website
* Website/Bulletin/Handbooks showing:
* admission policies (regional and Oxford)
* degree requirements (see Academics link on main home page)
* transfer credit [http://www.units.muohio.edu/reg/transfercredits/index.php]
* costs for student [http://www.units.muohio.edu/bur/fees/index.php]
* net cost calculator [http://www.miami.muohio.edu/admission/finaid/calculator.html]
* privacy of student records (FERPA) [http://www.miami.muohio.edu/about-miami/publications-and-policies/student-consumer-info/privacy-student-records.html
* Student Handbook policies for academic good standing, probation and dismissal
* Public residency requirements – Student Handbook
* Public statement on accreditation status (HLC) [http://www.units.muohio.edu/accreditation/]
* Voluntary System of Accountability: http://www.collegeportraits.org/OH/MU
* Admission communications - sampling
* AARN handbook <http://www.miamialum.org/s/916/images/editor_documents/AARN/AARN%20Handbook%202008.pdf>
* Office of Parents website: http://www.miamioh.edu/parents
* Parent e-newsletters & family handbook
	+ eeweemakiki (Myaamia word for "my relatives"), a monthly online newsletter for parents [https://www.miamioh.edu/parents/stay-in-touch/newsletters/
* Monthly President newsletters (samples from 2013-2014)
* Alumni newsletters
* University Communications & Marketing Strategic Plan: [www.MiamiOH.edu/UCM](http://www.MiamiOH.edu/UCM)
* Giving Tribute reports
* Miamian magazine
* News – <http://miamioh.edu/news/>
* One-Stop Center Plans (Michael Kabbaz)
* UAAC Annual Reports
* Publications and policies webpage
* Student Consumer Info--Right to Know webpage
* OIR website
* New Student Programs website
* Admission website
* Web policy for updating sites every six months

#### 2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

##### 2.C.1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.

##### 2.C.2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.

##### 2.C.3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

##### 2.C.4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

## Narrative

The members of the Board of Trustees of Miami University are appointed by the Governor of the State of Ohio with the consent of the Ohio Senate. The board consists of nine voting members and two students who are non-voting members. The voting members’ term of office is nine years, while the student members’ term is two years, with the seats being vacated on alternating years. A maximum of six national trustee members, who are non-compensated advisors to the Board of Trustees, may be appointed by the board for a period of three years, with eligibility for one reappointment, making six years the maximum term of service. National trustees may chair and serve as voting members on the board’s advisory committees. They have voice but may not vote at board meetings. They are selected on the basis of the following attributes: Miami alumna/alumnus, success in chosen field or business, state or national prominence, and capacity to advocate for higher education. The regulations of the Board of Trustees articulate board policies and practices.

The Board of Trustees has the power to “take all actions necessary for the successful and continuous operation of the University.” This power includes conferring academic degrees and promotion and tenure and engaging in other appropriate educational and fiduciary responsibilities, including approval of new degree programs, oversight of the policies and operations of the university, approving the university budget, naming campus facilities, authorizing building construction, and hiring and evaluating the president.

To enhance and sustain the university, the board is actively involved in key strategic priorities. For example, in 2008, the board offered input into and eventually adopted the revised mission of the university, and it approved the five-year strategic goals in 2009 and annually received reports on progress made in meeting the goals. In 2010, the board approved the recommendations of the Strategic Priorities Task Force (SPTF) report, and since then, it has reviewed and discussed annual updates prepared by university administrators on each of the 36 recommendations. In 2013-2014, board members participated in retreats (along with faculty, students, and staff) focused on crafting of the Miami 2020 Plan and redesigning the Global Miami Plan.

The board fulfills its responsibilities through an organized standing committee structure, with each committee pursuing defined goals and duties:

* **Finance and Audit Committee** provides oversight over the university’s long-term financial plans; the financial reporting, internal controls and the independent audit; the general university budget; capital expenditures for facilities and property; investment policies and results; internal audit activities; processes for monitoring compliance with university policies and state and federal laws; and the university’s risk assessment process. The vice president for finance and business services participates in the meetings; and additional faculty and staff members are often called upon to present specific reports.
* **Academic and Student Affairs Committee** provides oversight over the university’s long-term academic plans; the strategic enrollment plans; the retention and degree completion plans; research activities; the university’s role in the University System of Ohio; student life; and campus safety and student life risk management. The vice president for student affairs, vice president for enrollment management & student success, and provost participate in meetings, and additional faculty and staff members are regularly asked to present reports on specific topics.
* **Committee for Naming of Campus Facilities** which advises the board on recommendations for the naming of campus facilities and is chaired by the vice president for university advancement.

At least one month prior to each meeting, the secretary to the board asks senior leaders for suggestions for agenda items which are then forwarded to the board chair for revisions and approval. Notice of board meetings, agendas and minutes are posted on the university website. The board chair presides at all meetings and appoints committees and, other than executive sessions of the board, meetings are open to the Miami University community and the general public.

Although the board strives to be transparent and inclusive in its decision-making deliberations, the regulations state that the board “reserves the right of final approval” and must keep in mind “its dual responsibility to represent the citizens of the State of Ohio and to promote the best interest of the academic community.” It ensures integrity and independence from undue influence by conducting its business affairs in public meetings in compliance with Ohio’s Open Meetings Act and by the adoption of a program of purchasing independence utilizing requests for proposals and competitive bidding for the purchases of all goods and services over $50,000 unless waived by the vice president for finance and business services. The board does not generally approve the purchase of any goods and services unless related to construction projects. The Office of General Counsel serves as the board’s chief ethics officer, administers an annual ethics survey, and conducts an annual conflicts interview with each trustee.

According to its regulations, the board appoints the president and authorizes him or her to serve as the chief administrative officer of the university, including the ability to sign on behalf of the university all necessary documents pertaining to the operating needs of the university. In turn, an executive cabinet that includes the provost, vice president for student affairs, vice president for finance and business services, vice president for university advancement, vice president for information technology, vice president for enrollment management and student success, associate vice president for institutional diversity, associate vice president for university communications & marketing, general counsel, athletic director, assistant to the president, and secretary to the board reports to the president.

The board also delegates to University Senate responsibility for curriculum, programs, and course offerings, and advisory responsibility on all matters related to the university. University Senate includes students, faculty, staff, and administrators and is guided by an executive committee that includes the provost; three elected faculty members of senate; one undergraduate student who is the president of Associated Student Government; and one graduate student. The secretary of University Senate serves as an ex officio, non-voting member of the executive committee.

As Miami moves into the next decade, it will be important to continue working on attaining the appropriate balance of board of trustee input and oversight and faculty and staff input on key decisions and strategic priorities.

## Sources

* Ohio Revised Code 3339.01 – vests control of the University in the trustees
* Description of Board of Trustees in MUPIM
* Board of Trustees Regulations Document [http://www.miami.muohio.edu/documents/about-miami/president/bot/BOT\_Regulations.pdf]--make sure it include ethics issues, such as who can serve and conflict of interest
* Board of Trustees reports and minutes [http://www.miami.muohio.edu/about-miami/office-of-the-president/bot/index.html]
* Enabling Act of University Senate
* Ohio’s Ethics Law (ORC Chapter 102)- Annual Ethics Disclosure

#### 2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

## Narrative

Freedom of inquiry and the pursuit of knowledge are core values of Miami University. The mission statement underscores the importance of engaging students in the excitement of discovery and learning and of promoting critical thinking, independent thought, and an appreciation of diverse views, and the president frequently stresses these values in public addresses and statements. In his 2006 inaugural address, he articulated his vision for an inquiry-driven Miami:

It is a prime quality of universities that they attract people who are by their nature consumed by curiosity. We hunger to understand the unknown, to make sense of a messy world, to imagine new thoughts or artistic expression that challenge what or how we know. . . . Curiosity provides the spark, but disciplined reasoning and methodological rigor (both quantitatively and qualitatively), the essence of scholarship, provide the means to answer the questions posed by curiosity. That is why it is so important that we have a research active faculty who continue to develop and use their research capabilities to answer questions that challenge us. . . . Unfortunately, throughout most of higher education, the common approach to undergraduate education does not engage students as active research agents. In my experience, we spend too much time telling students what we think they need to know, and not enough time using their curiosity to drive their learning. Miami is fortunate to have the potential to lead the charge toward a new form of active, engaged education for our undergraduates through the fusion of scholarship and teaching – in essence, lighting the fire of learning.

Since 2006, President Hodge has set about ensuring that inquiry and knowledge-construction are the heart of the Miami experience. One of his key initiatives has been the “Top 25 Project” which focused on transforming Miami’s highest enrollment courses to make them more inquiry-driven with students positioned at the very center of the learning experience. To date, 28 courses from 23 different departments have been completely overhauled, and assessment demonstrates that these courses, in comparison to courses taught in a traditional format, are making a positive impact on students.

In 2009, Miami hosted [the Bicentennial Symposium on the Engaged University,](http://www.units.miamioh.edu/celt/engaged_learning/bicentennial) which brought national leaders to campus to work with faculty to imagine the university during its next centennial - one that will prepare students to succeed and lead as critical thinkers and engaged scholars.

The current and the newly approved versions of the Global Miami Plan both feature “critical thinking” as a key outcome, and in the newly approved plan, capstone courses will be required to include a student-driven project that meets written communication and critical thinking outcomes.

Finally, the Miami 2020 Plan further fortifies these values in its second objective: “Immerse faculty, undergraduate and graduate students in research and creative scholarship that forms a vital part of the learning experience.”

The Office of Institutional Research analyzed trends related to inquiry-based learning and critical thinking found in the National Survey of Student Engagement (NSSE) for Miami University from 2003-2011. The results suggest that Miami University has experienced improvements in its academic environment that were not occurring at other institutions. Miami students' benchmark scores and scores on relevant items consistently increased between 2003 and 2011, whereas comparison institutions' scores remained relatively stable on most items.

Miami offers an array of co-curricular and extra-curricular programs that prompt students to wrestle with differing perspectives. For example, the Janus Forum, which originated in 2012, encourages members of the community to come together and discuss opposing views on public affairs freely and passionately. In 2013, the Janus Forum brought Bill Kristol and Bill Richardson to the Oxford campus to engage students, faculty members, and the general public in a debate on US foreign policy. In addition, each year, incoming students are required to participate in a summer reading program in which they read an assigned book and then participate in a discussion with faculty and peers prior to the beginning of the semester. The Summer Reading Committee makes special efforts to select readings that will provoke lively debate and discussion.

Students have the opportunity to express their perspectives and pursue inquiry not only in Miami courses but also in one of Miami’s many student publication outlets, including the student newspaper and literary journals.

Freedom of inquiry and expression are also embedded in Miami’s policies and practices. The “Statement of Good Teaching Practices” (MUPIM 5.4.M) states that “As teachers, professors encourage the free pursuit of learning in students. Teachers exemplify the best scholarly standards of their disciplines. They demonstrate respect for students as individuals, and adhere to their proper roles as intellectual guides and counselors. . . . Professors protect their [students’] academic freedom.” The policy manual also asserts the faculty’s right to the principles of academic freedom (MUPIM 5.1) by noting: “Academic freedom is essential . . . and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning.” Promotion and tenure criteria and evaluation processes also reinforce these values. MUPIM 7.3.A states, “Tenure is a means of assuring academic freedom: that is, the freedom to teach, to inquire, to create, to debate, to question, and to dissent. . . Such activity is the essence of the search for truth and knowledge, and is primary to the University.”

Undergraduate and graduate students are also instilled with these values. The academic integrity policy in the student handbook begins with the assertion, “The rights and responsibilities that accompany academic freedom are at the heart of the intellectual integrity of the University.” The academic and research/creative activity integrity section in the graduate handbook reinforces these values with the statement: “As a community of scholars, our fundamental purpose is the pursuit of knowledge.”

Although academic freedom and the pursuit of knowledge are fundamental to Miami University, there is always room for improvement, such as:

* Enhancing faculty training in critical thinking and helping faculty handle controversial topics or disagreements in class; and
* Continuing to provide support for scholarly inquiry during a period of declining funding and support.

## Sources

* President’s Inaugural Address - 2006
* Article about TOP 25 project in Change Magazine
* President’s Student as Scholar/Engaged Learning articles in Liberal Education Magazine
* Policies related to academic freedom in MUPIM
* NSEE comparison study, 2003-2011--See: <http://www.units.miamioh.edu/celt/engaged_learning/top25/documents/NSSE%20Trend%20Data.pdf>
* P&T document and processes
* Research support (leaves, grants, support for conferences, fellowships)
* Values Statement
* MUPIM, 5.4.M, 5.1, 7.3.A
* Student Handbook (Student Code of Conduct)
* Academic Integrity Policy
* Academic and Research/Creative Policy in Graduate Student Handbook
* Guidebook for New Students
* Good Teaching Practices in Handbook for Graduate Students & Faculty
* List of programs offered through Janus Forum, University Lecture Series, and other centers, departments and divisions on campus reflect diversity of perspectives or pdfs of appropriate webpages
* Sample student newspapers from 2013-2014
* Bicentennial Symposium Schedule
* Top 25 newsletters
* Top 25 Report: <http://www.units.miamioh.edu/celt/engaged_learning/top25/documents/Top25ReportFall2013.pdf>
* Janus Forum: <http://miamioh.edu/janus/>
* Summer Reading Program Committee: <https://www.miami.muohio.edu/liberal-ed/pros-new-parents/summer-reading-program.html>
* Student publication outlets: <http://writingcenter.lib.muohio.edu/publish-your-writing/>

#### 2.E. The institution’s policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff.

##### 2.E.1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

##### 2.E.2. Students are offered guidance in the ethical use of information resources.

##### 2.E.3. The institution has and enforces policies on academic honesty and integrity.

## Narrative

With a mission focused on engaged learning and the student as scholar, Miami is committed to encouraging scholarly and creative inquiry in students and faculty. Inquiry and research are highlighted in the Miami 2020 Plan, most notably in the unifying goal, objective two: “Immerse faculty, undergraduate, and graduate students in research and creative scholarship that forms a vital part of the learning experience.” Metrics for achieving this objective include:

* Continue to increase the quality and impact of scholarship or creative performance.
* Upon graduation, 75% of Miami students will have participated in a research or a similar experiential learning activity (e.g., fieldwork, field or clinical placement, service-learning, public or private sector engagement, or performances).

Many university offices, centers, and programs provide support services to assist faculty, staff, and students in conducting research in an ethical manner:

* **Office for the Advancement of Research and Scholarship (OARS)** aims to encourage, facilitate, and support the Miami community in all forms of research, education, scholarly, creative, service, and outreach activities by overseeing all external funding requests, including proposal development, and ensuring federal research compliance.
* **Academic Integrity Coordinator** (who is housed within the Center for the Enhancement of Teaching and Learning and University Assessment) oversees changes in the integrity policy and procedures and the academic integrity website.
* **University Libraries** has the proper and effective use of resources as part of its mission and provides both in-class and one-on-one services to assist faculty and students in this pursuit.
* **Howe Center for Writing Excellence** assists faculty and students via in-class and one-on-one services to properly attribute sources in writing assignments.
* **Research & Inquiry Centers** include the newly founded Office for the Research of Undergraduates, the Western Inquiry Center, and the Center for Psychological Inquiry which provide activities and support that assist students with in-depth inquiry-based projects.
* **Research Programs** that connect students with faculty and provide a strong basis for developing effective research practices, are available such as
	+ Undergraduate Summer Scholars (USS)
	+ First Year Research Experience (FYRE).
* **Office of Ethics and Student Conflict Resolution** (OESCR) oversees transgressions regarding academic integrity and other student conduct violations.

Since its last re-accreditation, Miami assembled a team to advance academic integrity at the institution. Relying on AAC&U’s Core Leadership Consortium, the team submitted a set of recommendations in February 2007 which has guided key changes into the present, including the hiring of a new academic integrity coordinator, revisions of the academic integrity policies and procedures, incorporation of academic integrity as a core value in new student orientation and the first-year composition course, institution of a tutorial on academic integrity for first-year students, and enhanced training and resource materials for faculty.

Miami has an Institutional Review Board for the Use of Human Subjects that reviews all research involving human subjects in accordance with federal guidelines. Before submission of protocols for IRB review and approval, faculty must complete online ethical training for any research activity involving human subjects and participate in a face-to-face workshop. Miami also has an Institutional Animal Care and Use Committee whose charge is to review at least once every six months Miami’s program for humane care and use of animals as well as the animal facilities; prepare reports; address concerns; make recommendations, as well as review and approve all activities related to the care and use of animals. All faculty, staff, and students who conduct research supported by the National Institutes of Health or the National Science Foundation are required to complete a minimum of seven hours of face-to-face training on Responsible Conduct of Research.

Students are offered guidance on the ethical uses of information via numerous venues. An academic integrity website provides information on the nature of academic integrity, suggestions on how to avoid actions of dishonesty, and links to support services across campus. Integrity policies are codified and promoted to students and faculty in the following sections of the student handbook and MUPIM.

* MUPIM 15.9: Misconduct in Research
* MUPIM 19.2, Student Handbook, chapter 6 and Graduate Handbook, Part II, section 4: Responsible Use of Computing Resources
* MUPIM 19.4: Unauthorized Use of Peer-To-Peer Networks
* Student Handbook Chapter 5: Academic Integrity
* Graduate Handbook, Part I, section 5: Academic and Research/Creative Activity Integrity

A step-by-step manual for faculty for adjudicating academic dishonesty, along with templates for all letters a faculty or administrator may need to write, are available via the academic integrity website. Workshops regarding integrity, including understanding policies, avoiding plagiarism, and properly attributing sources are conducted by the University Libraries, Howe Writing Center, OARS, and CELTUA each year.

Additionally, the libraries regularly offer in-class instruction on appropriate information seeking habits, source use, and source quality. Citing and ethics are a foundational category of the libraries’ learning outcomes for students. Online instruction occurs primarily via *mIntegrity*, an in-depth tutorial on topics of academic integrity and information literacy. It also features a quiz that students must pass in order to receive a certificate of completion. Over 11,100 students have successfully completed *mIntegrity* since its inception in 2007, and a complete revision of the tutorial is currently in process.

Academic integrity modules play key roles in many introductory courses, including the newly developed FYE course (UNV 101) and EDL 151, a course for international students on the fundamentals of the American university. Integrity is also a key topic of discussion at new faculty orientation and all student orientations each year. Student rights and responsibilities in context of the student code of conduct are also discussed at summer orientation for incoming students. Finally, “TurnItIn” is embedded within our learning management system, and it is used by faculty not only to identify instances of academic misconduct, but also to help students avoid situations which may be interpreted as misconduct.

Miami aims for continuous improvement in this area, and new initiatives demonstrate this commitment. In fall 2014, the Office of Research for Undergraduates opened its location in King Library, featuring new facilities, a new faculty director, instructional opportunities, and a space that allows for creative and transformative research activities. Additionally, recent changes to the Global Miami Plan bring information literacy to the forefront as one of the key outcomes of the plan. Finally, the academic integrity policy was recently revised to increase clarity and streamline processes.

Steps are being taken to create a more involved approach that includes course and assignment development and greater support for appropriate source usage and academic integrity. Next, assessment of information literacy does regularly occur, but is not systematic. Courses that librarians visit may vary between semesters, and Miami has no required information literacy course, as it is better to foster these skills throughout the curriculum rather than impart them in a single class outside the context of other academic pursuits. The new change to the Global Miami Plan, however, will allow for systematic assessment of this and other related competencies, such as inquiry and critical thinking.

## Sources

* Responsible conduct in research policies and procedures (IRB, Human Subjects, Animal Care)
* Academic integrity policy in Student Handbook
* Academic Integrity Report -- http://www.miamioh.edu/\_files/documents/about-miami/provost/reports/archive/Academic\_Integrity\_Implementation.pdf
* [Procedures for Addressing Cases of Academic Dishonesty](https://www.muohio.edu/_files/documents/integrity/Procedures_for_Addressing_Cases_of_Academic_Dishonesty.pdf%22%20%5Ct%20%22_blank)  on Academic Integrity website
* Templates of letters for faculty and administrators dealing with academic dishonesty: https://www.muohio.edu/integrity/faculty-resources/
* Academic integrity violations reports
* IRB website: <http://www.units.miamioh.edu/compliance/irb/>
* Institutional Animal Care and Use Committee: http://www.units.miamioh.edu/compliance/iacuc/ac\_01intro.htm
* Responsible Use of Computing [https://ithelp.muohio.edu/selfservice/rassp/KPListing/view2.jsp?k2dockey=040972654004831@kpol17&showbuttons=true&dontlog=false]
* Information about unauthorized peer to peer file sharing [http://www.miami.muohio.edu/about-miami/publications-and-policies/student-consumer-info/file-sharing.html]
* Copyright Infringement Policy [http://www.units.muohio.edu/secretary/documents/2010-2011StudentHandbook.pdf#page=18]
* Misconduct in Research Policy in MUPIM
* MUPIM 15.9, 19.2, 19.4
* Student Handbook, chapter 5
* Graduate Handbook, Part 1, section 5
* USS Program description (OARS website)
* FYRE Program description (OARS website)
* Howe Writing Center annual reports
* Libraries Learning Objectives
* Information Literacy Assessment Plan
* mIntegrity: <http://me.lib.miamioh.edu>

Criterion 3: The institution provides high quality education, wherever and however its offerings are delivered.

#### 3.A. The institution’s degree programs are appropriate to higher education.

##### 3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

##### 3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.

##### 3.A.3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

## Narrative

As is evident in the unifying goal of the Miami 2020 Plan, a high quality learning environment that produces outstanding student outcomes is central to Miami’s purpose. Miami assures the quality and appropriateness of its degree programs through a wide variety of summative, formative, internal, and external mechanisms.

1. Departments submit proposals for new degree programs. The forms include information relating to third-party accreditation, departmental mission, support services, program goals and learning outcomes, courses and course sequence, delivery methods, assessment, quality and expectations of faculty, and library and other resources. These forms are reviewed and revised each year to ensure relevancy and rigor. Proposal forms for new degree programs (including certificates) were revised in 2013 to be more comprehensive and aligned with the Ohio Board of Regents expectations.
2. Once proposals are created, new degrees and majors undergo a rigorous, multi-tiered internal review and approval process that includes: the department or program, academic division curriculum committee, university-level curriculum committee (i.e., the Graduate Council or the Council for Undergraduate Curriculum), Council of Academic Deans, University Senate, and the president. The Board of Trustees approves all new degrees. Using guidelines created by the Center for the Enhancement of Learning, Teaching & University Assessment (CELTUA), the divisional curriculum committees are responsible for ensuring that assessment plans are appropriate, meaningful, and feasible.
3. Following the appropriate internal approvals, proposals for all undergraduate and graduate degree programs are then forwarded to the Ohio Board of Regents (OBOR). In its review of degree programs, OBOR follows a set of academic program guidelines that are articulated in the “Guidelines and Procedures for Academic Program Review.”

Individual courses also undergo a multi-level review process that includes the department, the division, the Council of Academic Deans, and University Senate (MUPIM, section 11). Over 175 Miami courses have been reviewed and approved by the faculty review panels of the Ohio Board of Regents to meet the standards of the “Transfer Assurance Guides” and the “Ohio Transfer Module” so that course credit can be transferred to the State of Ohio System for general education and other degree requirements.

In addition to these mechanisms, all academic departments and programs undergo academic program review every 5-7 years (described in the 4.A narrative) which includes review of the curriculum for relevancy, rigor, and currency.

Each year, all academic units are required to review their course offerings so that they can delete outdated courses and update continuing ones. A description of the goals of each degree program is included in the General Bulletin, and a list of the student learning outcomes for all degree programs is available on the University website.

In 2008-2009, under the leadership of the dean of the graduate school, a committee consisting of faculty and associate deans conducted a year-long review of all graduate programs. This review led to a reapportionment of funding for graduate assistantships to address changes in professional fields and contribute to the university's cost-reduction efforts.

Miami’s degree programs are also shaped by national standards, employer input, and best practices. Academic divisions have external advisory boards, and as a result of the Miami 2020 Plan objectives and metrics, almost all departments have formed or are in the process of forming their own advisory groups to ensure that their degrees meet the needs of employers. Miami participates in a variety of national surveys and forms of assessment, including the Voluntary System of Accountability, the National Survey of Student Engagement, the Faculty Survey of Student Engagement, HERI Faculty Survey, the Collegiate Learning Assessment, and the College Senior Survey. It is also an active member of the Association of American Colleges & Universities and has participated in a number of AAC&U initiatives (e.g., Shared Futures, Greater Expectations) to ensure program quality. The revised Global Miami Plan was designed purposefully to promote AAC&U’s “Liberal Education & America’s Promise” (LEAP) outcomes. In 2014, Miami’s assessment team voluntarily conducted a self-study, “Assuring Quality,” for the New Leadership Alliance for Student Learning and Accountability.

For the Quality Initiative Project for its application for re-accreditation with the Higher Learning Commission, Miami tested the Degree Qualifications Profile (DQP) which 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, bachelors, or master’s degree. Miami University tested the DQP by:

1. Engaging in focus group sessions on the DQP with students, parents, faculty representatives from all associate, bachelors, and master’s degree programs, and staff representatives from student affairs units at Miami University;
2. Facilitating assessment workshops for faculty in which the DQP is made available as a starting point for the development of outcomes-based assessment plans for selected associate, bachelor’s and master’s degree programs, and comparing student learning outcomes in existing departmental assessment plans with outcomes articulated in the DQP.

This project enabled Miami to gauge whether the learning objectives at each degree level were aligned with national standards. Findings from this project were used to shape the revision of the Global Miami Plan.

The university also ensures that the quality and learning goals of academic programs are consistent across all modes of delivery and all locations. Guidelines for dual enrollment offerings, Oxford-based courses that are offered on one of the regional campuses, and courses offered at the Miami University Dolibois European Center (MUDEC) in Luxembourg are in place to ensure consistency in quality. These guidelines articulate clear criteria for the instructors and ensure close supervision and oversight by the home department in Oxford.

Service-learning designated courses undergo an additional approval by a faculty-driven committee that is guided by best practice. All international workshop courses and MUDEC courses undergo the same curricular review and approval process as traditional courses offered on the Ohio campuses, and internationally-based courses are additionally reviewed by the assistant provost of global initiatives using the AAC&U “Global Learning Standards” and the Forum on Education Abroad’s “Standards of Good Practice for Education Abroad,” which include rigorous academic standards, as well as risk management, crisis response, finances, and a code of ethics for education abroad. The MUDEC Committee additionally reviews its course proposals to ensure that they also meet MUDEC-specific goals.

Since the last reaccreditation, the number of fully online Miami courses has been slowly but steadily increasing, and steps are being taken to ensure the quality of these experiences. In 2012-2013, the university formed the E-Learning Advisory Council to recommend a plan for better supporting and improving e-learning at Miami. Following the E-LAC report, a new assistant provost was hired in November of 2013 to develop and implement a strategic plan for e-learning which includes:

* New processes to support faculty in designing and delivering online courses to support both scale and excellence, including extended (three-month) workshops and intense five-day workshops to guide faculty through a backward design process, supported by instructional designers. Other elements include the development of self-paced modules, as well as QuickGuides, videos, and other just-in-time development tools;
* Increasing technical staff to include a videographer, multi-media developer, and additional instructional designers;
* Enhancing faculty knowledge of online teaching excellence by offering access to external development opportunities such as Quality Matters training and conference attendance. These are enhanced by incentives and supports including eLearning excellence awards, the creation of teaching fellows, and sharing resources by means of collaboration on a “master” course shell;
* Review and selection of a new learning management system, led by a faculty committee and using a transparent process;
* Divisional and university-level e-learning committees to address pedagogical issues and needs for each division (e.g., standards and guidelines for online course design and instruction, response standards, feedback, etc.);
* Guidelines for online courses that meet and exceed national norms, such as Quality Matters;
* Plans to enhance and support research on teaching with technology, including a website with resources, personnel and small grants;
* Accessibility support, including captioning for videos and faculty training in universal design;
* Faculty compensation for course design and the use of an iterative course design process that includes self- assessment, focus groups, and course revision as part of the process.

Although Miami has made initial strides in the area of e-learning in the last several years, this area continues to be a high priority for purposeful expansion and quality improvement.

## Sources

* List and requirements of degree programs in Bulletin
* MUPIM, section 11 on explanations of curricular approvals
* Curricular proposal forms (available on Registrar’s website)
* OBoR Guidelines and Procedures for Academic Program Review
* List of all Transfer Assurance Guides, RACGs, CTAGs, OTMs
* List of learning goals/outcomes for all degree programs visible on Provost/CELTUA website
* Assessment Brief on “Assuring Quality” Self-Study (ask Andrea Bakker)
* Graduate Program Review Report or Description
* Graduate School Guidelines on Learning Outcomes
* Quality Initiative Project Report on Degree Qualifications Profile
* Dual enrollment guidelines; guidelines for offering courses owned by one division in another division
* Deleting courses guidelines
* MUDEC manual
* Service Learning White Paper [http://www.miamioh.edu/documents/student-life/activities-and-leadership/community-engagement/service-learning-docs/sl-white-paper]
* ELAC Report; E-Learning Guidelines, CAS E-Learning Standards
* Regional Campus E-Learning Guidelines & Procedures
* Report on Graduate Programs Review
* Shared Futures Report
* Guidelines and process for reviewing assessment reports (created by CELTUA for divisional curricular committees)
* MUDEC handbook

#### 3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

##### 3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

##### 3.B.2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

##### 3.B.3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

##### 3.B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

##### 3.B.5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

## Narrative

Miami University was founded on the belief that a liberal education provides the best possible framework for life in a changing world. At Miami, liberal education complements specialized studies in the major and provides a broadened context for exploring social, academic, political, and professional choices. It is designed to help students understand and creatively transform human culture and society by giving students the tools to ask questions, examine assumptions, exchange views with others, and become better global citizens.

Toward that end, from 2012-2014, the university devoted considerable energy and time to revising its Global Miami Plan requirements. Key goals of the revision were to:

* Advance 21st century learning outcomes (based on AAC&U’s LEAP outcomes and employer studies);
* Include a meaningful and efficient assessment plan;
* Enable greater flexibility in degree options and ease advisement;
* Follow the state requirements for general education ([Ohio Transfer Module](http://regents.ohio.gov/transfer/otm/));
* Promote the aims of the [Miami 2020 Plan](http://www.miamioh.edu/2020plan/); and
* Be mindful of the human and financial resources.

The new plan underwent four major revisions with each new version drawing from extensive feedback gathered from the entire Miami community, via surveys, open sessions, public presentations, website communications, and divisional and departmental meetings.

The final plan was approved by the Board of Trustees in June 2014 and will be implemented beginning fall 2015. *All* undergraduate students at Miami will be required to complete the GMP requirements which total 42 credits. Grounded in the AAC&U LEAP framework, the newly revised GMP seeks to advance intellectual and practical skills, personal and social responsibility, as well as applied and integrative learning. Given the emphasis of liberal education in Miami’s mission, the newly approved Global Miami Plan is comprehensive, spanning all four years of a student’s undergraduate education and involving:

* foundation courses that focus on the humanities, arts, natural science, mathematics & quantitative reasoning, composition, and global perspectives;
* a thematic sequence (or a series of courses which include some upper-level ones) focused on a topic of study;
* an advanced writing course, an intercultural perspectives course, and an experiential learning requirement; and
* a capstone experience that includes a student-led project.

The revised Global Miami Plan will advance competencies that are articulated in the AAC&U VALUE rubrics: critical thinking, civic knowledge and engagement, creative thinking, critical thinking, ethical reasoning, global learning, intercultural knowledge & competence, integrative learning, information literacy, inquiry & analysis, lifelong learning, problem solving, written communication, quantitative literacy, and teamwork.

Although all of the above competencies will be promoted in portions of the revised Global Miami Plan, critical thinking and written communication will be embedded in *all* components of the plan. Each foundation course will incorporate written communication, promote critical thinking, and advance at least two additional competencies listed above. Each thematic sequence will collectively include opportunities for written communication & critical thinking plus advance at least three other competencies. The experiential learning requirement will advance integrative and lifelong learning along with critical thinking and written communication. Each capstone course includes a substantial student-led project that encourages students to integrate knowledge gained throughout their undergraduate experience, promotes inquiry and analysis, and involves written communication and critical thinking. It may also advance other competencies.

Baseline assessment will be done every other year via a writing assignment in the foundation composition course, ENG 111, which students typically complete in their first semester at Miami. Students will be given a writing prompt focusing on their backgrounds and goals as writers and critical thinkers. Instructors of capstone courses will require a written, student-initiated project that incorporates an opportunity for critical thinking. ENG 111 and capstone instructors will be responsible for ensuring that students’ assignments are posted via Miami’s Learning Management System, which will be integrated with an assessment platform.

A random sample (350-400) of the first-year assignments and a random sample (350-400) of capstone assignments (for a total of 700-800 artifacts) will be scored every other year by the a team of trained faculty, librarians, and doctoral students, using modified versions of the two AAC&U VALUE rubrics focused on critical thinking and written communication.

Assessment data on the Global Miami Plan competencies will be analyzed by the Liberal Education Council (LEC), and improvements will be made to the plan’s goals and criteria, the faculty development program, or the overall assessment plan to ensure a high quality liberal education program. At least once every five years, LEC will conduct additional assessment and evaluation of various components of the Global Miami Plan. The five-year evaluation and assessment will involve: random syllabi review of each component of the plan, student and faculty surveys on the GMP, and review of the aggregate responses to the online course evaluation questions focusing on liberal education.

Under the new plan, all GMP courses will undergo review and approval by the Liberal Education Council (LEC) which not only assesses whether appropriate competencies are being advanced but also (and in partnership with key centers across the university) provides training for faculty who need additional support in aligning their courses with expectations. In addition, during each department’s academic program review, the department’s syllabi for GMP courses will be reviewed by the LEC to ensure that the courses continue to comply with the appropriate GMP criteria.

The College of Arts & Science also has a set of divisional requirements, many of which overlap with the Global Miami Plan requirements. Those requirements that are unique to the CAS include foreign language, quantitative literacy, as well as additional natural science credits. The Farmer School of Business has a diversity course requirement.

In addition to the GMP requirements, Miami ensures that students engage in creative and scholarly inquiry through the following:

* The requirement that each department develop clear outcomes and assessment reports and submit descriptions (prior to each HLC re-accreditation) on the ways that its degree programs promote inquiry as well as human and cultural diversity;
* The Top 25 initiative which was described in the narrative for criterion 2D;
* The Writing@Miami initiative which was launched in 2014 and is supported by the nationally recognized Howe Center for Writing Excellence;
* The new Office of Research for Undergraduates which was founded in 2014 to coordinate the multitude of student research opportunities (described in the narrative for Criterion 3.E);
* Support for graduate student research through graduate assistantships, thesis and dissertation funds, a graduate research forum, the Marjorie Post Farrington Scholarship, graduate achievement awards, and funding for conference presentations, and travel.

Involvement of students in scholarship and creative activity is not only prioritized in the Miami 2020 Plan but it is also incorporated in annual performance evaluations as well as the tenure and promotion review of Miami faculty. Tenure-eligible and tenured faculty are expected to demonstrate “research, scholarly and/or creative achievement of high quality” on a continuing basis (MUPIM 7.7).

As noted in the narrative for criterion 1C, the Miami mission, as well as the second foundational goal of the Miami 2020 Plan, the university believes in the importance of cultivating an inclusive and diverse learning environment. Courses meeting the new intercultural perspectives requirement in the Global Miami Plan will help students to recognize new perspectives about their own cultural rules and biases by:

* Demonstrating an understanding of the ways marginalized and dominant groups define and express themselves, and the contexts in which these definitions are constructed; and/or
* Demonstrating an understanding of how such global forces as imperialism, colonialism, religion, globalization, capitalism, and socialism have shaped ideas, groups, institutions, and/or the natural environment; and/or
* Demonstrating an understanding of theories addressing notions of race, gender, sexuality, class, disability, ethnicity, nationalism, and/or other socially constructed categories.

Co-curricular programming in the residence halls also advances cultural proficiency (see residential curriculum description), and Miami features many centers (e.g., Center for American & World Cultures, Humanities Center, Women’s Center) as well as student organizations that provide a wide range of programs focused on these goals.

In 2013, NSSE offered Miami the opportunity to participate in the global perspectives question set which assesses how students think about culture and how they relate to people from other cultures, backgrounds, and values. On nearly half of the global perspectives items, Miami seniors demonstrated greater global and cultural awareness than did first‐year students. Although this assessment suggests that many students are developing in these areas, Miami recognizes that more work is needed. The Office of Global Initiatives used the global perspective inventory (GPI) tool to assess every student traveling in a Miami faculty‐led study abroad program and found that the study abroad experiences had little influence on students’ global perspectives and intercultural competencies (see Assessment Brief #78).

Key challenges and areas for improvement relating to this criterion include:

* Advancing the faculty-intensive work of undergraduate research and securing the needed research infrastructure to maintain a research-productive faculty during a time of diminished funding for research;
* Fostering global and intercultural learning in study abroad and other learning experiences given that assessments indicate further development is warranted.

## Sources

* Liberal Education Mission Statement, Principles, Requirements in Bulletin: [http://www.miami.muohio.edu/liberal-ed/]
* Description of FSB divisional requirements and CAS divisional requirements in Bulletin
* Proposal for new Global Miami Plan
* MUPIM 7.7
* Assessment Brief #78 [http://www.units.miamioh.edu/celt/assessment/briefs/Brief\_78.pdf]
* Residential curriculum http://www.units.miamioh.edu/saf/reslife/reslife/whatwedo/rescurric.php
* TOP 25 reports, articles
* Office of Research for Undergraduates proposal (Senate minutes--or ask Joe Johnson)
* Writing@Miami project proposal, brochure
* List of diverse student organizations: https://www.miami.miamioh.edu/about-miami/diversity/student-connections/index.html
* List of diversity programming offered by centers, divisions, departments, Global Initiatives, CAWC, Diversity Affairs Council, Celebrating Freedom in 2013-2014
* Modified VALUE rubrics for critical thinking & written communication
* Online course evaluation questions

#### 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

##### 3.C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

##### 3.C.2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

##### 3.C.3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

##### 3.C.4. Instructors are evaluated regularly in accordance with established institutional policies and procedures. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

##### 3.C.5. Instructors are accessible for student inquiry.

##### 3.C.6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

## Narrative

Miami University places a premium on interaction between faculty and students. To enact this value, its student-to-faculty ratio is 18-to-1, with 64% of undergraduate courses enrolling fewer than 30 students. Full-time faculty members teach 82% of undergraduate credit hours at Miami - the highest percentage of any public university in the state.

Since its last application for re-accreditation, Miami has created the position of “Lecturers, Clinical and Professionally Licensed” (LCPL) faculty who are full-time faculty responsible for high quality teaching, advisement, and service. The creation of this new position was designed to promote engaged learning through exemplary instruction and a lower faculty-student ratio and to enable Miami to deploy its resources and instructors to their best comparative advantage. To better promote research-productive tenured and tenure-eligible faculty, Miami policy mandates that the total number of lecturers and clinical/professionally licensed faculty not exceed 20% of the total number of full-time tenured and tenure-track faculty (MUPIM 7.11.E). An ad hoc committee developed additional guidelines and recommendations for promotion of LCPL faculty in 2014.

As described in the narrative for Criterion 3A, all courses and academic programs undergo a rigorous, multi-step review and approval process involving faculty at the departmental, divisional, and university levels. As stipulated in the introductory article of the enabling act, University Senate (which includes faculty from all divisions) has the “responsibility for curriculum, programs, and course offerings.” As the Global Miami Plan was being revised, the director of liberal education presented regularly to University Senate to gain feedback and made revisions accordingly. Open meetings, an interactive website, a faculty survey, and a departmental survey were conducted to gain additional broad input.

Guidelines for grading are articulated in the General Bulletin, and chapter 3 of the student handbook; any changes to these guidelines must be approved by University Senate. Some departments have more detailed guidelines for grading (e.g., GREAL, History). All syllabi for Miami courses are required to articulate grading and assessment criteria. The Center for the Enhancement of Learning, Teaching, and University Assessment (CELTUA) has a range of resources and information on grading and regularly offers workshops on grading, assessment, and testing strategies.

Since they deliver the curriculum, faculty members are integrally involved in all stages of student learning outcomes assessment. Departments are required to develop outcomes, assessment plans, and annual assessment reports for their graduate and undergraduate degree programs. All departments are also required to share and discuss outcomes, plans, and reports and use assessment data to guide program improvement. Assessment plans and reports are reviewed and approved by divisional curriculum committees, using guidelines created by CELTUA.

CELTUA provides workshops, one-on-one and department-based consultations, and online resources to assist departments in the development of assessment plans and reports. In addition to an assessment coordinator staff member who oversees university-level assessment activities, CELTUA also trains a set of “Assessment Fellows” who are faculty members from across the university. These fellows conduct additional assessment studies (such as the Critical Thinking Project) and serve as readily available resources to departments within their own academic division.

To further ensure the quality of its learning environment, Miami has established the academic credentials for the appointment, evaluation, and promotion of instructional staff (MUPIM section 7). Assistant, associate, and full professors hold an earned doctorate or other terminal degree from an accredited college or university and meet other criteria related to teaching, research, service, and collegiality. LCPL faculty and instructors must hold at least a master’s degree from an accredited institution. Guidelines for the promotion of LCPL faculty and tenured or tenure-eligible faculty are reviewed and approved by University Senate annually. A list of instructional staff and their credentials is available on departmental websites, on the Provost website, and in the Office of Institutional Research.

To better guarantee that all instructional and support staff are well-qualified for their positions, Miami purchased a new software system (HireTouch) and will be training contacts from each department or office to coordinate the review and evaluation of each appointment once the system is implemented in 2015. Instructional staff appointments are approved by the department, dean, and provost; and other staff appointments are approved by the supervisor, dean (if applicable), and appropriate vice president (see MUPIM 6.1 and 13.2). Recruitment plans, advertisements, the applicant data collection process, and the selection process are carefully screened by the Office of Equity and Equal Opportunity as well as the Department of Human Resources or the Academic Personnel Office to ensure consistency, clarity, fairness, and alignment with university priorities. Background verifications are conducted on any candidate for employment.

Miami has two levels of graduate faculty standing: Level B and Level A. To receive either standing, faculty must be nominated by their department chair and approved by the dean of the Graduate School and the Graduate Council using clearly specified criteria. Faculty at both levels may instruct graduate credit courses; however, only faculty with Level A standing may serve as thesis or dissertation directors (see graduate handbook 5.1).

In 2013, the University Senate approved dual enrollment guidelines to ensure the quality of offerings and instructional staff. These guidelines statement that:

1. Instructors must be approved by the department or program offering the course. Instructors who are not members of the Miami faculty must hold the same qualifications as Miami University instructors for the course taught.
2. Instructors must hold a degree from a nationally accredited institution, and the degree must be at least one level above that of the program in which they are teaching with demonstrated expertise in that area. At least a master’s degree is required for instructors of general education (Global Miami Plan) courses.
3. For programs involving clinical faculty, the credentials and involvement of clinical faculty must meet applicable professional standards for the delivery of the educational experience.
4. Special efforts must be made to maintain academic continuity and quality if instructors teach at a school district site. The efforts include participation in a course-specific orientation session facilitated by the relevant Miami academic department; classroom observations and syllabi review by permanent Miami faculty from the host academic department or program; regular communication between the dual enrollment instructor and a Miami University faculty liaison in the academic department offering the course; and periodic discipline-specific professional development.

Metric 11 of the Miami 2020 Plan sets the goal of an annual evaluation and a measurable professional plan for 100% of Miami employees, and the Miami policy manual mandates the annual review of probationary members of the instructional staff (MUPIM 7.5) and articulates a detailed process for the tenure and promotion process (MUPIM 7.8). MUPIM 7.4 notes that faculty are expected to demonstrate “high-quality teaching and academic advising” which includes “integrating new developments in the field and new methods of instruction” and “maintenance for regularly scheduled office hours and an interest in students indicated by availability for conferences, or one-to-one contact, etc.,” and tenure-track and tenured faculty should also produce “research, scholarly and/or creative achievement of high quality and its prospective continuation.” Faculty submit annual performance reports and are awarded salary merit increments based in part on the criteria described in this paragraph.

Miami policy stipulates that all instructional staff are expected to establish and maintain regular office hours, and office hours should be articulated on course syllabi, reported to department chairs, and posted publicly (MUPIM 5.7).

Professional faculty development is provided through programming offered by CELTUA, the Howe Center for Writing Excellence, the Howe Writing Initiative, and other Miami divisions, offices, and centers. New faculty participate in a multi-day orientation co-sponsored by CELTUA and the Office of the Provost. Tenured and tenure-eligible faculty may also apply for on or off-campus Assigned Research Appointments (ARAs) and Faculty Improvement Leaves (FILs) (MUPIM 6.7, 6.8) which enable faculty to engage in disciplinary or pedagogical research and development. Funds are also available for conferences, research-related travel, and other related expenses. The Office for the Advancement of Research & Scholarship regularly offers research-oriented workshops and support for grants and other research activity.

The Department of Human Resources provides numerous opportunities for the professional development of staff and faculty, including a supervisor development series, coaching, topical workshops, and LEAN leader certification. Information Technology Services makes available one-on-one consulting as well as online and face-to-face workshops on software applications and advanced technical skills, and the E-Learning Office offers workshops, programs, and consulting on instructional design and e-learning.

Academic and other vice-presidential divisions provide specialized professional development opportunities and other resources for support staff. For example, as a part of the annual professional staff evaluation in the Division of Student Affairs, staff members are encouraged to identify local, regional, and national conferences, webinars, on and off campus trainings, articles or books to read that can contribute to their professional development. Each unit submits an annual report describing its activities, including a comprehensive list of conferences attended, presentations given, and any other professional development activities. Additionally, the division has a professional development committee that works throughout the year to organize activities, speakers, and trainings for any member of the division who wishes to participate. For example, in 2013-2014, the committee organized a book discussion group, brown bag lunches to address various issues, and supported the development of graduate students in the Student Affairs in Higher Education program through coordinating mock interviews. The committee recently completed a needs assessment that will guide their efforts in the upcoming academic year.

The Division of Enrollment Management and Student Success provides support for its staff through on-campus (workshops, training programs, webinars) and off-campus opportunities (e.g., membership and conference participation in professional organizations or vendors such as Ohio Bursar’s Association, NACUBO, Ohio Banner Users, Ellucian, NACAC, OACRAO, AACRAO, College Board, Common Application, Technolutions Slate Summit, among others).

University Libraries staff must meet a set of personal and professional competencies and receive ongoing professional development through conference participation, publications, workshops, and on-campus training.

IT staff development is tied closely to its intensive performance assessment process which includes meetings with two managers, an evaluation process, a review of goals, and completion of the university-based assessment form. IT managers make annual requests for funding for staff development based on the needs identified during goal setting.  These expenses include onsite and offsite training and professional conferences, certification training, exams and renewals, memberships in professional organizations and other thought leadership associations as well as training offered through the Department of Human Resources.

In 2014, the Undergraduate Academic Advising Council created a university-wide set of advising goals and outcomes (which are aligned with National Academic Advising Association standards) and training modules for faculty and staff advisors to ensure greater consistency in advisement across the university. These modules were piloted in 2014 and will be offered across the university, beginning in 2015.

## Sources

* IPEDS , HLC Institutional Update & Fact Sheets on OIR website: <http://www.units.miamioh.edu/oir/Fact_Sheets/index.htm>
* GREAL grading guidelines at: <http://miamioh.edu/cas/academics/departments/gramelac/about/grading-policy/index.html>
* History Department grading guidelines at: <http://miamioh.edu/cas/academics/departments/history/academics/majors/requirements/grading-criteria/index.html>].
* CELTUA resources on testing and grading at: <http://www.units.miamioh.edu/celt/resources/strategies.php#TestingandGrading>
* MUPIM, section 7 as well as 5.7, 6.1, 6.7, 6.8, 13.2
* List of all instructors and academic credentials on Provost website
* Handbook for Graduate Students and Faculty, section 5.1
* Enabling Act of University Senate
* University Librarians professional and personal competencies: http://www.lib.muohio.edu/node/16/
* Description of LEC on Senate website
* Report by LCPL ad hoc committee
* Dual enrollment guidelines
* New faculty orientation materials
* UAAC annual reports for 2012-2013 and 2013-2014
* Summary of faculty development & support opportunities (e.g., CELTUA, Howe, OARS, new faculty orientation)
* Summary of Student Affairs staff development/training (Student Affairs Professional Development Committee Reports)

#### 3.D. The institution provides support for student learning and effective teaching.

##### 3.D.1. The institution provides student support services suited to the needs of its student populations.

##### 3.D.2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

##### 3.D.3. The institution provides academic advising suited to its programs and the needs of its students.

##### 3.D.4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).

## Narrative

The mission of the university asserts: “Miami provides the opportunities of a major university while offering the personalized attention found in the best small colleges.” From the moment students enroll, support services are available to ensure their success.

Miami offers a two-day [**summer orientation**](http://miamioh.edu/student-life/new-student-programs/first-year-students/summer-orientation/index.html) to all incoming students on the Oxford campus with the goal of promoting the 4 C’s: confidence, connection, curiosity and comfort. Orientation features group sessions on a variety of college success topics (e.g., health and wellness, personal development, involvement and activities) as well as individualized advising by faculty and professional staff to assist with decisions about degree, academic opportunities, and courses. Additionally, orientation contains components that are aimed at educating students’ parents on key transitional issues, and later in the summer, students are required to complete an online educational module about high-risk alcohol use and Title IX issues. On the regional campuses, all incoming students participate in the SOAR (student orientation, advising, and registration) program which facilitates a seamless transition to the regional campuses’ academic support systems.

**Placement** in appropriate coursesis assured through online examinations in math and foreign language which are offered each semester. Students typically complete the examinations prior to summer orientation so that they can plan their schedule appropriately with their advisor. Students on the regional campuses also complete COMPASS entrance placement tests, and an academic advisor is assigned to students who score low on their COMPASS test, so that they have additional support and can make careful course selections. Miami also works with the Ohio Board of Regents to award appropriate course credit and placement for students who earn particular scores on AP or CLEP examinations.

Once the semester begins, students can take part in a wealth of high quality support services suited to their needs, including:

* **Office of the Dean of Students** works to provide comprehensive resources possible for students’ intellectual growth and personal development providing support for students’ safety, academics and personal well-being, including assisting students through crises or difficult circumstances.
* **One-Stop for Student Success Services**, launched in October 2014, integrates the front-facing functions of the bursar, registrar, and student financial assistance to virtualize and provide services for all students, faculty, and staff on a 24/7 basis.
* **Armstrong Student Center**, created in 2014 after years of student advocacy, serves as “the true living room on campus” and features meeting rooms, quiet study rooms, unique dining concepts, lounge space, student organization offices, and signature spaces for student events.
* [**Rinella Learning Center**](http://miamioh.edu/student-life/rinella-learning-center/)offers tutoring, supplemental instruction, academic coaching, and meetings with learning specialists at no charge to students. Individualized support is also offered to students with learning disabilities and other populations who are at higher risk for attrition.
* **Global Initiatives** provides advising and programming support for international students and faculty through visa and immigration information, incoming student orientation and other social and academic programs, a newsletter, peer mentoring, and other resources.
* **Student Disability Services** provides reasonable accommodations and resources to ensure that students with disabilities have equal access to university life.
* **Student Counseling Services** provides individual and group counseling appointments as well as workshops to assist students in developing and maintaining healthy personal, emotional, and psychological functioning.
* [University Studies Program](http://www.cas.miamioh.edu/advising/universitystudies.html), begun in 2012, is an intensive advising program offered by trained faculty members for students who are undecided about their major.
* [Office of Career Services](http://www.miamioh.edu/student-life/career-services/) offers workshops, consultations, and career counseling to all students and alumni.
* [**Howe Writing Center**](http://writingcenter.lib.muohio.edu/) provides consultations, workshops, and other programs to improve student writing and writing instruction.
* [**University Honors Program**](http://www.honors.muohio.edu/) provides special curricular and co-curricular opportunities and academic support for selected high-ability students.
* [**University Academic Scholars Program**](http://www.miamioh.edu/uasp)offers unique programming and experiential opportunities for talented students to enhance their undergraduate experience across a variety of academic disciplines.
* **Office of Diversity Affairs** is responsible for the development and implementation of programs, activities, and procedures designed to enhance the academic success, retention, and personal development of diverse student populations, including GLBTQ students.
* **Women’s Center** provides a welcoming environment and support services for women students, faculty, and staff.
* **Support Services on the Regional Campuses** include mathematics labs, a writing center, peer tutoring, and academic coaching.

Miami also has a variety of programs and forms for support for certain populations of students who are statistically at a higher risk of attrition. These include the Scholastic Enhancement Program (SEP), the American Culture & English (ACE) Program, the Oxford Pathways (TOP) Program, the English Language Center, as well as support for student-athletes. Additional activities are being implemented to provide enhanced support for international students, including on site summer orientations in China, a peer mentoring program, and increased collaborations across campus. Finally, non-credit-bearing learning opportunities to prepare students for the academic semester are offered during the winter term.

To equip Miami University to focus even more cohesively on student success, the Board of Trustees approved the creation of the new Division of Enrollment Management & Student Success in July 2014. The division will coordinate retention and student success initiatives across the university.

To further ensure that students are making purposeful choices about their courses, majors, and degree programs, Miami recently purchased the **Student Success Collaborative**, a predictive software platform and consulting services from Education Advisory Board that is customized to Miami and uncovers hidden insights about the patterns of academic success and failure while delivering actionable intelligence to advisors and retention specialists. This platform is being piloted in two academic divisions in 2014-2015 and will eventually be implemented across the university.

Over the past two years, the Undergraduate Academic Advising Council has developed and begun implementation of a comprehensive revision of academic advising at Miami. The revision included the following key improvements:

1. Creating shared objectives and outcomes for academic advising as well as an assessment plan;
2. Situating academic advising fully in the academic divisions. Currently, incoming Oxford students receive academic advising for one semester by student affairs staff. During the second semester, students’ advisors change to a faculty member in their department of major. This shift in advisors during the first year has at times been confusing and cumbersome for students. Effective fall 2015, students will be assigned a faculty advisor beginning in their first semester at Miami.
3. Developing a unified approach to advisor training. The UAAC has created three required and one optional training module for faculty and staff advisors. The modules provide an introduction to the Miami advising philosophy, outcomes and system as well as policies and protocols. They also instruct advisors on using online advising tools, conducting an effective advising session, and handling common problems and special needs. Modules are supplemented by clear, transparent online resources for advisors and students.
4. Leveraging appropriate e-tools to enhance advisement, including the Student Success Collaborative and u.Direct, a web application technology designed to enable students and advisors to explore multiple degree paths and identify a four-year schedule for success.

Faculty are also given teaching support to meet the needs of their students. In addition to a wide variety of faculty learning communities, workshops, and online resources, CELTUA also collaborated with the Graduate School to launch a Graduate Student Teaching Effectiveness Program in 2005 and a Certificate in College Teaching in 2010. For the past 35 years, CELTUA has hosted a national conference, the Lilly Conference on College Teaching which brings internationally renowned teaching experts to Miami, and it also produces two nationally recognized journals focusing on the scholarship of teaching and learning (SoTL).

The university makes sure that it provides the infrastructure and resources necessary to support effective teaching and learning through a campus master plan, a master housing plan, and a master lighting plan. Instituted in 2005 and appointed by the president, the space utilization group (SUG) includes representation from each division and centralizes the assignment and utilization of space to promote the effective attainment of the teaching, research, and public service goals of the university. Decisions made by SUG are also guided by departmental and divisional input and needs, Miami policy as well as standards set forth by the State of Ohio and the Ohio Board of Regents.

Critical to the success of the learning environment, the Division of IT Services provides the following services and programs:

* Business Intelligence to drive data-informed decisions across the university;
* Campus partnerships to provide desktop computing support to all administrative areas;
* Student success management to track applicants throughout their lifetimes and provide information to relevant university units when appropriate;
* Enterprise resource planning to manage data across the university;
* IT service management, which was recently launched, to ensure consistency in the processes used to deliver and continuously improve provided information technology services;
* Miami notebook program to provide Miami students a consistent computing experience; pre-configured to use common software packages used by students in their classes.

In 2007, IT Services developed a strategic plan which was updated in 2009 and has been assessed annually since then. In 2014, IT Services created a new set of planning strategies for meeting the objectives and goals of the Miami 2020 Plan. The framing principles underlying IT planning are: quality; accountability; efficiency; growing and leveraging resources; collaboration and inclusiveness; the use of technology to enrich personalized learning; and extraordinary student outcomes, academic rigor, innovation, and creativity.

Key strategies for future implementation include:

* **Launch a service excellence initiative to achieve step-function improvements across the entire catalogue of IT services;**
* **Deploy faculty-selected IT staff members to provide classroom IT instruction and combine faculty-led research with hands-on knowledge;**
* **Provide academic departments and divisions with opportunities to enhance student learning through guest lectures on IT issues and trends, data center tours, and forums.**

To assess the overall quality of the division’s performance, IT Services uses industry-standard capability models, such as the *TechQual+* survey, which enables benchmarking against other institutions as well as longitudinal analysis.

University Libraries is foundational to supporting excellence in learning and teaching.  It houses over 4 million books and journals and provides library instruction to approximately 20,000 participants each year.  Miami has four libraries on the Oxford campus and a library on the Hamilton and Middletown campuses as well as library resources at MUDEC and the VOALC.  The University Libraries also maintains an off-site storage facility on the Middletown campus.  This facility is in partnership with the University of Cincinnati, Wright State University and Central State University.  These libraries provide research assistance, extended access, open access publishing, study and meeting space, a café, and several premier learning centers including the Howe Writing Center, Center for Information Management, Center for Digital Scholarship,  a gaming lab in partnership with the Armstrong Interactive Media Studies program and the new Office for Research of Undergraduates. University Libraries also has developed a comprehensive strategic plan as part of the Miami 2020 planning effort.

Miami has research and teaching laboratories for a wide range of disciplines and interdisciplinary fields, including human performance, dietetics, high field magnetic resonance spectroscopy, molecular microspectroscopy, neuromuscular performance, biological anthropology, archaeology, cultural and linguistic anthropology, robotics, rapid prototyping, and nursing. The information below summarizes Miami’s space for laboratories in the 2013-2014 academic year:

|  |  |  |
| --- | --- | --- |
| **Type of Space** | **Total Number** | **Total Net Square Feet** |
| Class Laboratories | 161 | 169,903 |
| Class Laboratory Service Areas | 149 | 36,481 |
| Research (Non-Class) Laboratories | 374 | 117,878 |
| Research (Non-Class) Laboratory Service Areas | 217 | 39,328 |
| Open Laboratories | 127 | 58,088 |
| Open Laboratory Service Areas | 38 | 8,404 |

Please note: “service” areas refer to storage areas, observation rooms, prep areas, etc.

**Clinical Sites**

The university has two on-site clinics—a psychology clinic and a speech and hearing clinic—located on the Oxford campus. Several academic programs, such as microbiology, nursing, and psychology, also utilize clinical practice sites throughout the southwestern Ohio region. Clinic space is summarized below.

|  |  |  |
| --- | --- | --- |
| **Type of Space** | **Total Number** | **Total Net Square Feet** |
| Clinic Areas | 28 | 3,071 |
| Clinic Service Areas | 14 | 2,124 |

Miami features an art museum which is accredited by the American Alliance of Museums and features a sculpture park, five gallery spaces, and approximately 17,000 works; McGuffey Museum whose mission is to exhibit materials relating to life of William Holmes McGuffey, the McGuffey Eclectic Reader series, and the history of Miami University; the Limper Geology Museum which presents context- and specimen-rich displays centered on fundamental aspects of geology (and other natural sciences) that connect to and transcend the classroom environment; and the Hefner Museum of Natural History which is dedicated to promoting an understanding of, and appreciation for, nature and the human place in it for K-12 students.

The university also has two galleries: the Hiestand Galleries exhibit works by students, alumni, faculty, and artists on the national and international scale; and the Cage Gallery, which provides ongoing exhibits of professional as well as student work within architecture and interior design.

In addition, Miami has exhibit spaces in several buildings across various campuses, including MacMillan Hall, Voice of America Learning Center, King Library, and Alumni Hall.

Exhibition space is summarized below.

|  |  |  |
| --- | --- | --- |
| **Type of Space** | **Total Number** | **Total Net Square Feet** |
| Exhibition Areas | 25 | 17,861 |
| Exhibition Service Areas | 25 | 12,308 |

Miami has a range of performance and production spaces on the Oxford and regional campuses, including:

* Wilks Auditorium which is an elegant, 500-seat theatre featuring a balcony level and is perfectly suited, with its state-of-the art sound and video systems, to host on-campus movies, as well as artistic talent from both select students and professionals.
* Center for Performing Arts which houses most of the production facilities and was opened in the fall of 1969;
* Gates-Abegglen Theatre which is a traditional proscenium theatre that seats 385 patrons and is equipped with a 35 line fly system, hydraulic pit lift, modest wing space, and a Strand 520i light board;
* Sidney W. Souers Recital Hall which is a 150-seat hall and provides an intimate performance space with a green room for the presentation of recitals and chamber ensemble concerts and adjacent audio and recording facilities;
* Hall Auditorium which was completely renovated in 1992, has a seating capacity of 735, and is the site of the music department's major concerts, as well as many concerts produced and supported by the university's performing arts series and lecture series;
* Millett Hall which was built in the early 1970s and can vary from 2,900 seats to 10,857 for full concerts.
* W. Paul Zimmerman Experimental Theatre (Studio 88) which is the home of the **SecondStage Season** (student-generated productions), has a flexible seating arrangement, and can accommodate 115 patrons. A 2005 renovation included new **seating, new audience risers,** installation of an **ADA compliant** wheelchair ramp, and a **new ETC Express 48/96** light board.

Steps that need to be taken relating to this criterion include:

* Ensuring that all academic advisors receive appropriate training, and implementing the plans for assessing advising efforts more purposefully for improvement;
* Continuing to enhance support for international students;
* Improving IT support for teaching and research efforts;
* Improving engineering and science laboratories;
* Enhancing and expanding creative performance spaces.

## Sources

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* Placement policies and procedures; developmental course offerings—General Bulletin
* Summer Orientation schedule, description on website; annual report of New Student Programs
* SOAR schedule (regionals)
* Info on alcohol, Title IX online module
* AP/CLEP guidelines - Bulletin
* One-stop enrollment center proposal
* Student Success Collaborative proposal
* Lilly Conference description (website)
* CELTUA journals description (website)
* Scholastic Enhancement Program description, report
* UAAC reports and minutes
* Past Reports on academic advising (assessment, consulting reports)
* Plan for University Studies students, annual report
* Departmental and divisional advising summaries (Compliance Assist)
* Space Utilization Handbook, annual reports or minutes. I found copy of handbook from 2005-2006 at: https://pfd.muohio.edu/projects/SUGhandbook.pdf. Is there a more recent one?
* IT Services Strategic Plan (2007), 2009 update, and 2020 plan
* University Libraries 2020 plan, strategic plan
* Housing Master Plan - <http://pfd.miamioh.edu/projects/Housing_Master_Plan_2011.pdf>
* Lighting Master Plan - http://pfd.miamioh.edu/projects/Housing\_Master\_Plan\_2011.pdf
* Campus Master Plan, including renovations of residence hall spaces, classroom spaces, etc.
* Annual reports from CELTUA, ACE Program, ELC, Armstrong Student Center, RInella, Office of Disability Resources, Global Initiatives, University Honors Program, University Academic Scholars Program, Women’s Center, Office of Diversity Affairs, Office of Disability Resources
* UAAC presentations to Board of Trustees
* Oxford Pathways Program Proposal and Reports
* Certificate in College Teaching Description in Bulletin or at: <http://www.units.miamioh.edu/celt/students/certificate.php>
* Graduate Student Teaching Effectiveness Program at: <http://www.units.miamioh.edu/celt/students/gstep/>

#### 3.E. The institution fulfills the claims it makes for an enriched educational environment.

##### 3.E.1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

##### 3.E.2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

## Narrative

Miami’s goal to advance culture of learning and discovery inside and outside the classroom is exemplified not only in the mission of engaged learning but also in the third objective of the Miami 2020 Plan: “Engage students with substantive co-curricular and internship opportunities that augment their learning and establish a strong foundation for lifelong success, growth, and adaptability.” So that this objective is met, specific metrics have been assigned: “75% of students will complete an internship before they graduate,” and “90% of students will have two or more co-curricular experiences before they graduate.”

Miami’s signature co-curricular activities are described below.

**Undergraduate Research**

From the moment that they set foot on campus, Miami students are encouraged and expected to become involved in creative and scholarly inquiry, and much of this activity occurs outside of the traditional classroom. Not only do many faculty directly involve students in their own research projects, but the university offers a wide array of programs, centers, and opportunities for promoting undergraduate research, including the First-Year Research for Undergraduates (FYRE) program, the Undergraduate Summer Scholars Program, the Doctoral Undergraduate Opportunity Scholarship (DUOS) program, the Western Inquiry Center, the Center for Psychological Inquiry, the Altman Undergraduate Fellows Program, the University Honors Program, and the University Academic Scholars Program. The goals of the newly founded Office of Research for Undergraduates are to better track and assess student research and coordinate the multitude of research opportunities across the university. Several journals and online sites (e.g., *COMPASS, Mi CUP OF TEA, MQ, Inklings, The Crucible*) exist at Miami for students to publish their work, and grants as well as other funds for research activities are available through departments, divisions, the Office of Advancement for Research & Scholarship, and the University Honors Program.

Each year, over 2,000 undergraduates work with professors on funded research, and in graduation surveys, 39% of seniors report that they have worked on a research project with a faculty member. In 2014, more than 500 students presented their work at the undergraduate research forum, and over 80 students presented their research at national conferences, in part supported by the undergraduate presentation awards program.  Additionally, each year, the provost selects up to 12 students to receive an award for outstanding achievement in scholarly work and rigorous academic study. Since 2007, Miami students have received prestigious international and national fellowships, such as the Fulbright, Astronaut, Beinecke, Boren, Goldwater, Gilman, Udall, and the NSF Graduate Fellowship.

**Study Abroad & Domestic Study Away**

Miami offers students a plethora of opportunities for studying abroad and away, including faculty-led programs, MUDEC (Luxembourg), Farmer School of Business international programs, exchange programs, third-party provider programs, and Project Dragonfly’s Global Field Program. In addition to MUDEC, Miami students study abroad in almost 70 countries each year. They also participate in domestic study away programs in such locations as New York City, San Francisco, Chicago, New Orleans, Los Angeles, and Washington, DC. Signature study away programs include the Interactive Media Studies Program in the Silicon Valley, Inside Washington Program, and Inside Hollywood Program.

Study abroad and away opportunities are available year round.

To assist students in making the most of their experience, the following forms of support are provided:

* Financial assistance in the form of scholarships and tuition waivers, including funds for airfare, during the academic semesters with some limited support during the summer and winter terms;
* Informational resources through an annual study abroad fair, weekly “Study Abroad 101” sessions, online video tutorials, handbooks, a study abroad program search database, and one-on-one consultations with a study abroad advisor;
* Global Assistance Program which provides safety and health resources from experts at the university, as well as contracted providers, and specialists in the field;
* Passport services.

Almost 40% of undergraduates on the Oxford campus study abroad, placing Miami third among public universities nationwide (Open Doors, 2013). The Office of Global Initiatives conducts the assessment of study abroad via a pre- and post-study abroad course, the Global Perspectives Inventory, and relevant NSSE questions.

**Community Engagement & Service Learning**

Miami students also actively engage in the community through service-learning courses, volunteerism, plunge experiences, advocacy work, and residency programs. Literally hundreds of Miami students participate annually in such programs as the Adopt-a-School, America Reads, America Counts, and the Over-the Rhine Residency Program.

Spearheaded by the Office of Community Engagement and Service Learning, Miami provides support for faculty and students in the form of:

* Organizing urban plunge (weekend) experiences in Cincinnati, Dayton, Middletown or Cleveland for students and faculty;
* Coordinating EMPOWER, a  nine-week program intended for students who are interested in expanding their understanding of social issues and their impact on communities;
* Implementing a new volunteer tracking and matching system (NobleHour) to help students and the university gauge progress on student’s community activities;
* Making training and resources available to faculty interested in designing a service-learning course;
* Offering an introductory course on service learning to students;
* Instituting an extra credit option for service-learning experiences and projects;
* Providing service-learning designated courses, including a review and approval process overseen by a faculty-driven committee;
* Including recognition of service-learning in promotion & tenure decisions;
* Providing white papers and other resources on community engagement and service learning.

Assessment is conducted through surveys, course evaluations, and participation rates. For each of the past five years, direct service and volunteerism have increased. Miami’s community partners have grown from approximately 20 in 2006 to more than 125 in 2013. From 2007-2013, Miami made the President's Higher Education Honor Roll for Community Service, winning one of five awards in 2012 and receiving the Honor Roll with Distinction in 2013. In 2010, Miami was awarded the Carnegie Elective Classification for Community Engagement in two areas: Curricular Engagement and Outreach & Partnerships.

**Internships**

According to our graduation survey, approximately 67% of students participate in internships, fieldwork, or co-ops during their time at Miami. This high level of participation is made possible by the following:

* **Career Link**, a database of full-time, part-time, seasonal and internship positions;
* **Internship & Career Fairs**: Miami sponsors one of the largest career fairs for a public institution of Miami's size. In 2014, 270 employers were in attendance (which is nearly twice as many as other universities of comparable size). The university also holds special career fairs, including ones for internships, teachers, architects, and designers;
* **Internet Resources**, a compilation of links to help students find internships and jobs which are available on the Office of Career Services website, are categorized by major and specific-career interest, and include regional and international job sites;
* **Career Videos** which allow students to see and hear employers, career advisors, and students discuss dozens of career topics as well as internship and job search strategies, networking, and internship selection;
* **Career Success Certificate Program** which is awarded to students who complete an internship, client-centered classroom project, service learning course, or other practical learning experience;
* **Career-Planning Workshops** focusing on such topics as cover letter, resume and interview preparation;
* **Ongoing Partnerships with Miami’s Employers** which includes 4,300 companies.

In 2012, Miami contracted with an outside consulting group to assist in the development of a new strategic plan for career development and education which resulted in new leadership for the Office of Career Services, the incorporation of an experiential learning requirement in the new Global Miami Plan, and many of the progress steps listed above. In 2014, Miami received an Ohio Means Internships & Co-ops grant from the Ohio Board of Regents Chancellor for $748,566 to develop 118 new co-op and internship placements in Ohio and fund initiatives on both the Oxford and regional campuses.

Assessment is conducted through the NACE benchmark survey as well as graduation, alumni, and employer surveys (see Career Services Year End Report, 2012-2013 and 2013-2014).

**Residence Life**

The mission of the Office of Residence Life (ORL) moves well beyond ensuring that students have a safe and comfortable living environment. Miami’s residence halls feature over 30 “Living Learning Communities” (LLC) that “enable residents to become citizen leaders and students as engaged scholars within their community.” To advance the LLCs, the ORL staff facilitate a residential curriculum that includes credit-based courses, workshops, programs, events, online modules, and personalized advisement designed to accomplish:

* academic success,
* cultural competency,
* effective community engagement, and
* intrapersonal development.

Assessment of the residential curriculum is done via the “MU Assessment of Living and Learning Survey” and evaluations of resident assistants. Salient results are shared with staff at the annual staff retreat where plans for program improvement are made.

**Greek Life**

Known nationally as the “mother of fraternities,” Miami University is host to 49 fraternal organizations with approximately 4,400 members or 32% of the undergraduate population.  After a ten-year trend of declining membership, the Greek community has rallied in the past three years with growing chapters and a consistent commitment to enhance the personal development of its members.  Academically, Greek students boast a 3.14 overall GPA, compared to a 3.05 for their non-affiliated counterparts.

In 2005, Greek leaders identified the five core principles of the Greek community:  scholarship & learning, community service & philanthropy, community, leadership, and brotherhood & sisterhood.  New member recruitment, chapter and chapter member recognition, leadership and other educational programs all focus on these core principles, making for a consistent message to Greek students at all levels of their Greek experience and setting Miami apart from most other campuses.

The Cliff Alexander Office of Fraternity and Sorority Life (the first and only endowed Greek Life Office in the country) guides the promotion of these principles and provides the following forms of support:

* Facilitating the Greek Governing Council;
* Coordinating the Inter-Fraternity Council which consists of ten elected members, presides over fraternity chapters, and hosts events and programs to enhance leadership development and collaboration among chapters;
* Supporting the Panhellenic Council which is the coordinating body for activities that promote the common interests of Miami’s sororities and the National Panhellenic Council which governs Miami’s traditional African American fraternities and sororities;
* Enacting the Community Advancement Program which is the minimum standards program for the fraternity and sorority community;
* Selecting the fraternal excellence awards;
* Organizing Greek Week and the MUGreekService blog;
* Coordinating hazing prevention programming;
* Facilitating leadership and service opportunities, such as the Greek Spring Clean;
* Providing handbooks and guides for parents and students;
* Conducting evaluations and assessment of Greek life, including tracking membership totals, volunteer hours, funds raised, and academic standings as well as retention and graduation rates of members.

**Athletics & Sport**

With eight men's and ten women's intercollegiate teams, Miami University Athletics has a proud tradition. The RedHawks compete in the NCAA Division I Mid-American Conference, the National Collegiate Hockey Conference, and the U.S. Figure Skating Association. Over the past seven years, the number of student-athletes has consistently grown to 550. Miami athletics traditionally graduates their student-athletes at a significantly higher rate than our Mid-American Conference counterparts and is among the national leaders of public institutions.  Many factors go into this success such as academic reputation of the institution, academic coordinator support, and comprehensive recruiting by our coaching staffs. Miami women's sports teams over the past years have won the Mid-American Conference Jacoby Trophy for its outstanding success in all sports.

Miami club sports boasts one of the largest programs in the country with 50 dedicated teams. While some club sports have coaches, most are completely student-managed through a set of student officers. Students experience a unique combination of community and commitment while competing for national titles and developing real-world leadership skills.

One of the first institutions in America to establish a program of intramural sports for students, Miami also offers students, faculty, and staff intramural activities that provide an opportunity to participate in a sport of their choice regardless of physical abilities and skill level, including leagues, tournaments, individual and dual events for males, females, and co-educational recreational teams.

In addition to these team opportunities, students can take advantage of the following recreational sports facilities:

* **Recreational Sports Center** which is a state-of-the-art facility that includes courts for basketball, volleyball, indoor soccer, and racquetball; an Aquatic Center with two swimming pools; aerobics rooms; an indoor jogging track; a climbing wall; and a two-story fitness center.
* **Goggin Ice Center** which is home to Miami’s hockey games and contains two ice rinks available for public skating, broomball, summer camps, and community lessons. In addition, Goggin's intramural program, which features the popular team sport, broomball, is the largest of its kind in the country.
* **Outdoor Pursuit Center** which, along with adventure outings such as camping, hiking, canoeing, and rafting trips, offers equipment rental, sponsors after-school youth programs, and provides opportunities for both study abroad and team building.

**Leadership Opportunities**

Miami students enjoy a plethora of leadership opportunities, ranging from leadership courses, speaker series, workshops, conferences, and honor societies to programs dedicated to leadership development—many of which are organized by the Wilks Leadership Institute. Some of the highlights:

* **U-Lead** is an annual, four-day leadership development pre-semester experience for 25 incoming first year Miami students.
* **Scholar Leader Program** is an upper-class residential living-learning community involving a one-year residence in Elliott or Stoddard Halls - two of the most historic residence halls in the nation. Endowments for each room provide partial scholarship to those students selected to live in the community. Each year, approximately 75 students are invited to join the scholar leader community after a multi-stage application and selection process. The community encourages resident-guided programming, academic involvement, service learning projects, and leadership exploration through intensive group engagement.
* **Lockheed Martin Leadership Institute** provides an intensive three-year leadership certificate program and other events and workshops for students in the College of Engineering & Computing.
* **LeaderShape Institute** which an intensive, six-day, and selective experience designed to develop Miami students who lead with integrity.
* **Buck Rodgers Business Leadership Program** offers a combination of leadership assessments, practical leadership opportunities, academic studies of leadership, access to top business leaders, and service opportunities for select students in the Farmer School of Business.

Each of these programs has assessment strategies, including portfolios, surveys, program evaluations, and focus groups.

**Student Organizations**

Miami boasts over 400 registered student organizations. In 2012, Miami purchased a software platform (named “The Hub”) which enables students to view a list of student organizations, register for an organization, and access an event calendar and a virtual bulletin board highlighting upcoming student organization events. It also provides a means for tracking student participation rates and trends.

**Creative Arts Activities**

The College of Creative Arts provides students of all majors a range of opportunities for direct involvement in the arts, including participation in one of Miami’s many musical ensembles, theatrical productions, or one of the many activities or sprint courses in the new Phillips Art Center.

### Conclusion

The value of these out-of-class experiences has been confirmed through a variety of internal and external measures. In a 2011 report of the National Survey of Student Engagement (NSSE) assessing the extent to which students engage in "educationally effective" activities, scores reflecting the academic experiences of Miami first-year students and seniors were higher than the national average in all five benchmark categories.

These out-of-class learning experiences are a key reason why Miami graduates have so much professional success. The 2013 Peace Corps Top Colleges ranked Miami 11th among medium-sized schools in the U.S., with 876 of our alumni having served in the Peace Corps since 1961. Out of 202,784 living alumni are 257 CEOs, 9,843 teachers, 599 physicians, and 1,774 attorneys. Miami University has been ranked nationally when it comes to return on investment as measured by post-graduate success and student satisfaction. In 2012, SmartMoney.com ranked Miami 11th in the nation, and in 2013, Forbes ranked Miami 41st among public universities nationwide.

However, despite these considerable strengths, there is still room for improvement. Future steps include enhancing assessment of co-curricular programming and evaluations of all student affairs and auxiliary units as well as continuing to raise the standards and expectations for Greek life through better education on diversity and inclusion, bystander training, alcohol abuse, and hazing prevention.

## Sources

* Plan for Student Affairs Assessment
* Description of SAF departmental review process
* ALL (Assessment of Living and Learning) Survey
* Residential Curriculum description
* List of LLCs
* FYRE description
* USS description
* DUOS description
* SOARS description
* Descriptions for Western Inquiry Center, Center for Psychological Inquiry, Altman Undergraduate Fellows, UHP, UASP, ORU, Scholar Leader Program, U-Lead, Lockheed Martin Leadership Institute, Buck Rodgers, LeaderShape, Inside Washington, San Francisco AIMS program
* Career Success Certificate Program description
* Miami 2020 Plan metrics on research, internships, outreach and dept/div reports
* List of S-L designated courses
* Graduation and alumni survey reports
* Employer survey report
* Research reports by GSOARS and Susan Meikle
* Document on Combined Bachelor’s – Master’s Degree Programs
* Career Services Year End Reports
* Curran Consulting Report on Career Services, 2012
* Miami’s Ohio Means Grant Application
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* List of student organizations from the HUB
* Office of Residence life Annual reports
* Cliff Alexander Office annual reports
* Office of Community Engagement Annual reports
* List of musical ensembles at: [http://miamioh.edu/cca/academics/departments/music/performances/ensembles/index.html]
* List of theatrical productions at: <http://miamioh.edu/cca/academics/departments/theatre/current-students/show-auditions.html>
* Description of Phillips Art Center at: http://miamioh.edu/cca/art-center/about/index.html

## Criterion 4: The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

#### 4.A. The institution demonstrates responsibility for the quality of its educational programs.

##### 4.A.1. The institution maintains a practice of regular program reviews.

##### 4.A.2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

##### 4.A.3. The institution has policies that assure the quality of the credit that it accepts in transfer.

##### 4.A.4. The institution maintains and exercises authority over the prerequisites for courses, rigor for courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

##### 4.A.5. The institution maintains specialized accreditation as appropriate to its educational purposes.

##### 4.A.6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment to accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates of advanced degree programs, and participation rates in fellowships, internships and special programs (e.g., Peace Corps and Americorps).

## Narrative

Program review is a longstanding practice at Miami. All academic departments and programs undergo academic program review (APR) every 5-7 years. In 2013-2014, the APR process and guidelines were revised and improved to better ensure that the process is successful in advancing program improvement, focusing on ambitious but feasible goals, and ensuring high quality academic programs. The revised process entails:

* Creation of a study document which includes an analysis of activities and performance since the last review, a five-year strategic plan, and a list of 3-5 key issues which are chosen based upon a comparative evaluation of the activities and performance since the last review;
* Selection of a review team which consists of external and internal experts and is developed in consultation with the department and dean;
* Two-day site visit which includes interviews with relevant parties, the dean, and the provost;
* Drafting of final report by the review team, with follow-up fact-checking by the department;
* Response statements drafted by the department, dean, and provost to ensure that the feedback loop is completed;
* Summary report created by the Academic Program Review Committee and submitted to University Senate.

Selected degree programs also undergo third-party accreditation evaluations; in those situations, departments work with the dean to coordinate and incorporate this evaluation into the academic program review process. The Office of Institutional Research and the University Registrar provide consistent data to departments relating to faculty FTE, course offerings and enrollments, number of majors, etc. to aid in the review.

Key to this process is ensuring that improvements are made following the review. Toward that end, the provost, associate provost, dean, and department chair meet to discuss the report and responses and to formulate strategies for improvement.

The revised program review process has already resulted in several programmatic changes in its first year of implementation. Examining the landscape of the role of bachelor’s and master’s degrees in the social sciences, one program re-aligned its undergraduate and graduate curriculum to create flexible pathways in tracks designed to allow students to pursue multiple career options (e.g., research and advanced graduate studies, application of principles and practice for direct career placement). These pathways specifically included clear mechanisms for students to obtain both a bachelor’s and master’s degree within a 4+1 program. Comparing their past performance to future goals, another program identified the need to enhance its strength in the participation of undergraduate students in inquiry activities and research. That program review resulted in a revision of the department’s requirements related to independent studies and research by undergraduates. A third program used their review to decide that they will begin discussions of merging with another department in order to combine and enhance strengths of both programs.

Policies governing the transcription of credit are authorized by the Academic Policy Committee and University Senate, and they must be aligned with the Ohio Board of Regents transfer and articulation policies. Described in the General Bulletin, these policies articulate the standards for AP credit, requirements concerning minimum length of study, credit-hour equivalency, the process of evaluating credit and applying transfer courses to the general education requirements, and clear parameters for graduation requirements, including the number of credits that must be completed at Miami. It also explains the specific course credit students receive for completion of the Ohio Transfer Module (which is a set of core courses equivalent to 36-40 semester hours that all Ohio public colleges and universities have agreed count for credit at any Ohio school) as well as Transfer Assurance Guides and Career-Technical Assurance Guides. Miami has also entered comprehensive data in the Ohio Board of Regents’ “Transferology” system (a statewide online tool which prospective students can use to gauge how well their college credits from high school and other public institutions will transfer to Miami and other Ohio public institutions).

Evaluations of undergraduate credits are conducted by the Office of the University Registrar. Students may petition for transcription of credit. Petitions are evaluated by the University Registrar and require detailed information about the course for which credit is being sought and approval by the relevant department.

The new Global Miami Plan includes a clear set of criteria for an experiential learning requirement, including:

* Connection of academic ideas, concepts, and skills to a new and different context;
* Facilitated and guided practice;
* Sustained duration or immersion (the amount of time engaged should be the equivalent of at least one credit for at least one academic term);
* Opportunity for reflection on the learning goals and relation of experience to relevant liberal education competencies.

Activities that count for experiential learning have been articulated as well as concrete guidelines to assure that the academic rigor and educational effectiveness of the experience are comparable to those of other institutional offerings.

In addition to the new experiential learning requirement, Miami is participating in a new initiative launched by the Ohio Board of Regents called “PLA with a Purpose.” In collaboration with OBOR and using standards developed by the Council for Adult and Experiential Learning, Miami is developing plans for awarding appropriate college credit for learning that has occurred outside the classroom. An ad hoc planning group is developing a set of methods for evaluating credit that include: individualized portfolio-based assessments, standardized exams (e.g., College Level Examination Program), and published credit recommendation guides, such as the evaluation of military training and service and industrial and corporate training produced by the American Council on Education (ACE)

As noted in the narrative for 3.C criterion, dual enrollment policies and guidelines are in place to ensure consistency in academic quality and outcomes. Course outcomes, rigor, prerequisites, and expectations for learning in courses and degree programs are also safeguarded through the multi-level approval process (which includes departmental, divisional and university level reviews) for courses described in the narrative for criterion 3.A. All new courses as well as existing courses that are being revised in significant ways must be reviewed at multiple levels. Most introductory level courses also undergo TAG (Transfer Assurance Guide) approval to ensure that the expectations, outcomes, and rigor are aligned with other similar courses across the state of Ohio. Curricula are also reviewed during the academic program review process.

In 2013, the university created the Academic Partnerships Committee to oversee the development and quality of partnerships with high schools and other colleges and universities and to develop guidelines and protocols for sustained and mutually beneficial partnership activities, including articulation agreements and dual degrees.

Proposals for new degree programs and majors include a description of the faculty and their qualifications who will deliver the curriculum as well as a description of any additional learning resources that are needed to support students. These rationales are reviewed at all levels of the approval process, including the Ohio Board of Regents. Course descriptions and expectations are included in the General Bulletin. Each year, departments and divisions have the opportunity to review and make changes to course offerings and descriptions during the process of revising the General Bulletin.

The quality of faculty in delivering rigorous learning experiences is further assured through the annual evaluation and promotion & tenure process. To be promoted, faculty must demonstrate high quality teaching through multiple measures of teaching effectiveness such as course evaluations, peer reviews, Small Group Instructional Diagnosis (SGID), and teaching portfolios, and they are also expected to participate in teaching development programs through CELTUA, the Howe Writing Center, or other venues. Because Miami places a premium on excellence in teaching, the university offers a number of prestigious teaching awards, including the Distinguished Educator Award, Distinguished Teaching Award, and the ASG Professor of the Year Award.

Miami maintains an extensive infrastructure and resources to support student learning, as described in the narrative for 3.D. Authority over these resources is maintained through collaboration among the provost, vice president for student affairs, vice president for enrollment management & student success, vice president of information technology services. These leaders communicate regularly in the President’s Executive Council and with the dean of the University Libraries, dean of students, and other academic deans in the Council of Academic Deans meetings.

The following academic programs are accredited by specialized accrediting bodies:

#### College of Arts & Science

* Biological Sciences, MAT Program, National Science Teachers Association (NSTA)
* Chemistry, American Chemical Society
* Chemistry, MAT Program, NSTA
* Clinical Psychology, Doctoral Program, American Psychological Association
* Earth Sciences, MAT Program, NSTA
* English, MAT Program, National Council of Teachers of English (NCATE)
* Mathematics, MAT Program, National Association of Teachers of Mathematics
* Physical Sciences, MAT Program, NSTA
* Speech Pathology & Audiology, American Speech-Language-Hearing Association; Council for the Accreditation of Educator Preparedness (CAEP--formerly known as NCATE)

#### College of Creative Arts

* + Architecture & Interior Design Department:
* Architecture: National Association of Schools of Architecture (NASA)
* Interior Design: Council for Interior Design Accreditation (CIDA) and NASAD
* Architecture (Master's): National Architecture Accrediting Board
* Art Department:
* Art: National Association of Schools of Art and Design (NASAD)
* Art Education: Council for the Accreditation of Educator Preparation (CAEP) , National Association of Schools of Art and Design
* Music Department:
* Music: National Association of Schools of Music (NASM)
* Music Education (CAEP)
* Theatre Department: National Association of Schools of Theatre (NAST)

#### College of Education, Health, Society

* Adolescent and Young Adult (AYA) Education:
	+ Integrated English Language Arts Education, graduate and undergraduate levels (National Council of Teachers of English)
	+ Integrated Mathematics Education, graduate and undergraduate levels (National Association of Teachers of Mathematics)
	+ Integrated Social Science, graduate and undergraduate levels (National Council for the Social Studies)
	+ Science, graduate and undergraduate levels (National Science Teachers Association)
* [Athletic Training Program, Commission on Accreditation of Athletic Training Education](http://www.caate.net/)
* [Dietetics Program, Accreditation Council for Education in Nutrition and Dietetics (ACEND)](http://www.eatright.org/BecomeanRDorDTR/content.aspx?id=8472#.UClfCL-aI74)
* [Early Childhood Education](http://www.naeyc.org/accreditation/)(National Association for the Education of Young Children)
* Educational Leadership (principal; superintendent--dormant until 2014) and Educational Leadership Constituencies (ELCC)
* [Intervention Specialist Education](http://www.cec.sped.org/Content/NavigationMenu/%20ProfessionalDevelopment/CareerCenter/AccreditationLicensure/)- alternative mild-moderate; mild-moderate graduate level; mild-moderate undergraduate level (CEC)
* Miami University Educator Preparation Program (EPPs) (National Council for Accreditation of Teacher Education or NCATE)
* Middle Childhood Education (Association of Middle Level Education)
* Nutrition (Commission on Accreditation for Dietetics Education)
* Physical Education (National Association for Sport & Physical Education)
* [School Psychology](http://www.nasponline.org/certification/index.aspx) (National Association of School Psychology)
* [Social Work Program, Council on Social Work Education](http://www.cswe.org/)
* Special Education-mild-moderate online hybrid (Council for Exceptional Children or CEC)
* World Languages (American Council on the Teaching of Foreign Languages)
	+ Chinese
	+ French
	+ Spanish

College of Engineering & Computing

The following degree programs are accredited by the Engineering Accreditation Commission of ABET:

* Chemical Engineering
* Computer Engineering
* Electrical Engineering
* Manufacturing Engineering
* Mechanical Engineering
* Paper Science and Engineering

The following degree program is accredited by the Computing Accreditation Commission of ABET:

* Computer Science

College of Professional Studies & Applied Sciences

The following programs are accredited by the Engineering Technology Accreditation Commission of ABET:

* Mechanical Engineering Technology, Associate Degree
* Electrical and Computer Engineering Technology, Associate Degree
* Electro-Mechanical Engineering Technology (Technology Concentration) Bachelor Degree
* Electro-Mechanical Engineering Technology (Mechanical Engineering Technology Concentration, Bachelor Degree

The following nursing bachelor degree programs have been accredited:

* RN-BSN Completion, Commission on Collegiate Nursing Education
* Traditional Pre-Licensure, Commission on Collegiate Nursing, Education Ohio Board of Nursing

Farmer School of Business
The following degree programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB):

* Bachelor of Science in Business
* Masters in Business Administration
* Masters in Accountancy.

In addition to complying with all specialized accreditation protocols, Miami sets aggressive goals related to the success of its students and graduates in its own internal planning processes. The first three metrics of Miami 2020 Plan read as follows:

* Miami will achieve a six-year graduation rate of 85%.
* Within one year of graduation, 100% of graduates (excluding those enrolled in graduate or professional school) will be employed.
* Upon graduation, 80% of students who apply to graduate or professional school will receive at least one offer of admission.

A study conducted by Miami’s Offices of Career Services and Institutional Research revealed that more than 91 percent of Miami University students who graduated August 2012-May 2013 were employed or in graduate school by fall 2013. Miami was able to obtain 100 percent of alumni educational placement data and 56 percent of alumni career placement data through various sources, including calling more than 2,000 Oxford bachelor's degree-receiving graduates in order to achieve a collective picture of new alumni success.

Significant results from this study include:

* 75.2 percent of alumni were currently employed or had received a job offer while 3.4 percent were not employed. The remaining 21.4 percent of alumni indicated at graduation that they did not plan to seek immediate employment. By fall, 18.6 percent had enrolled in graduate or professional schools. Some students are working and studying, so some numbers overlap.
* 52.1 percent of alumni were working full time in their field of study (69.3 percent of those employed) while 15.4 percent were working full time outside their field of study.
* 19.3 percent of alumni had previously worked for their current employer, most commonly as an intern or co-op student.

In addition to this study, Miami gathers data through the following sources:

* Graduation survey which gathers data about graduates’ plans for employment, additional education, service work, and other activities the year immediately following their graduation;
* Alumni survey which gathers data from individuals five years after graduation;
* Medical school acceptance rates which, for 2013, was 63%, compared to 46% nationally;
* Law school acceptance rates which shows that in 2013, among Miami seniors, the **acceptance rate to law school is 95%**, compared to a national average of 84%.

For the seventh year in a row, Miami University was placed on Peace Corps' annual list of the top volunteer-producing midsized colleges and universities across the country. Forbes ranked Miami 41st among public universities nationwide for return on investment in its list of America's Top Colleges for 2013. Post-graduate success and student satisfaction combine for 60% of the school's score.

Although Miami is exceptionally strong in relation to this criterion, the institution faces these challenges and opportunities:

* Continuing to find expedient ways to obtain reliable employment data and assessing the impact of graduates on society;
* Preparing students for advanced degrees given declining support for and enrollments in graduate education;
* Expanding our partnerships with two-year institutions and high schools;
* Improving our capacity for awarding credit for prior learning.

## Sources

* Academic Program Review Guidelines, Process & Timeline
* Transfer policies in Bulletin, pages 16-20 for undergraduate and 231 for graduate
* Policies for receiving credit in Bulletin on page 53-55
* Voluntary System of Accountability--College Portrait [http://www.collegeportraits.org/OH/MU]
* List of partnership agreements and protocol for developing partnerships (Academic Partnerships website)
* Summaries of Graduation, Alumni, Employer survey
* Winners of prestigious fellowships since 2007
* Small Group Instructional Diagnosis description on CELTUA website
* List of teaching awards on Provost website
* P&T and LCPL dossier guidelines
* APR self-studies and reports for last three years

#### 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

##### 4.B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

##### 4.B.2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

##### 4.B.3. The institution uses the information gained from assessment to improve student learning.

##### 4.B.4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

## Narrative

The Higher Learning Commission 2005 Report of a Comprehensive Evaluation Visit cited the need for Miami to be more aggressive in advancing a culture of assessment. In response, Miami has taken incremental and purposeful progress steps at the institutional, program, and course levels to move toward a data-driven culture of teaching and learning.

#### University Level

With the approval of the new Global Miami Plan revisions, Miami has articulated general competencies for student learning which will be promoted not only through general education courses but also throughout the undergraduate educational experience. These competencies are based upon the AAC&U’s “Liberal Education & America’s Promise” (LEAP) outcomes. Modified versions of the AAC&U VALUE rubrics which include clear outcomes for each competency will be used for assessment.

The revised Global Miami Plan embraces the competencies that are included in AACU’s Liberal Education & America’s Promise (LEAP). It will promote and assess the plan’s signature competencies: [written communication](http://www.aacu.org/value/rubrics/WrittenCommunication.cfm) and [critical thinking](http://www.aacu.org/value/rubrics/pdf/CriticalThinking.pdf). Instructors will also be required to promote other competencies.

Intellectual and Practical Skills

* [Inquiry and analysis](http://www.aacu.org/value/rubrics/InquiryAnalysis.cfm)
* [Creative thinking](http://www.aacu.org/value/rubrics/CreativeThinking.cfm)
* [Oral communication](http://www.aacu.org/value/rubrics/OralCommunication.cfm)
* [Reading](http://www.aacu.org/value/rubrics/Reading.cfm)
* [Quantitative literacy](http://www.aacu.org/value/rubrics/QuantitativeLiteracy.cfm)
* [Information literacy](http://www.aacu.org/value/rubrics/InformationLiteracy.cfm)
* [Teamwork](http://www.aacu.org/value/rubrics/Teamwork.cfm)
* [Problem solving](http://www.aacu.org/value/rubrics/ProblemSolving.cfm)

Personal and Social Responsibility

* [Civic knowledge and engagement—local and global](http://www.aacu.org/value/rubrics/civicengagement.cfm)
* [Intercultural knowledge and competence](http://www.aacu.org/value/rubrics/InterculturalKnowledge.cfm)
* [Ethical reasoning](http://www.aacu.org/value/rubrics/ethicalreasoning.cfm)
* [Foundations and skills for lifelong learning](http://www.aacu.org/value/rubrics/LifelongLearning.cfm)
* [Global learning](http://www.aacu.org/value/rubrics/globallearning.cfm)

Integrative and Applied Learning

* [Integrative and applied learning](http://www.aacu.org/value/rubrics/integrativelearning.cfm)

The two signature competencies of written communication and critical thinking will be formally assessed using the AAC&U VALUE rubrics once every two years. The baseline assessment will be done every other year via a writing assignment in English 111 sections. Students will be given a writing prompt focusing on their backgrounds and goals as writers and critical thinkers and their work will be posted to an online assessment system. Similarly instructors of capstone courses will require a written, student-led project that incorporates an opportunity for critical thinking. Instructors will be responsible for ensuring that students’ assignments are posted via Miami’s Learning Management System, which will be integrated with an appropriate assessment platform. Ideally, this written project will reflect the prompt that guides the baseline assessment.

A random sample (350-400) of the first-year assignments and a random sample (350-400) of capstone assignments (for a total of 700-800 artifacts) will be scored every other year by a trained team of faculty, librarians and doctoral students using modified versions of the two AAC&U VALUE rubrics focused on critical thinking and written communication.

This routine assessment of the two signature competencies will be enhanced through additional assessment projects developed and implemented by the Liberal Education Council, including random syllabi review of each component of the plan, student and faculty surveys on the Global Miami Plan, and review of the aggregate responses to the online course evaluation questions focusing on liberal education.

The previous Global Miami Plan was focused on four learning goals or principles:

1. Critical Thinking
2. Understanding Contexts
3. Engaging with Other Learners
4. Reflecting & Acting

For this plan, assessment of general education was conducted in two ways: (1) assessing outcomes at the course level and reviewed via the academic program review process; and (2) examining the assessment of GMP goals via program-level assessment plans and reports. Liberal Education Council reviewed the findings to make improvements in its learning expectations and curricular review process (see summaries of LEC reviews of assessment and summary of Miami Plan Assessment, 2006-2013).

The first approach began in 2003 when the director of liberal education established the “Three-Tiered Model for Assessment” which examined the four Miami Plan goals from three perspectives: that of the faculty (Tier I); that of the students (Tier II); and a direct assessment of student work (Tier III) pertaining to at least one of the four goals. In assessment reports, departments were requested to specify how their GMP courses (foundation, thematic sequence, and capstone) manifested GMP goals and were being assessed using the three-tiered model. For an example, see summary of Department of Physics in Assessment Brief #22 and the History Department in Assessment Brief #35.

The second approach was initiated in the fall of 2011 when University Senate approved a new plan that would embed GMP assessment into program-level assessment. Departments were asked to report their program level student learning outcomes (SLOs) for each of their undergraduate degree programs and describe linkages between those learning outcomes and the four GMP goals (critical thinking, understanding contexts, engaging other learners, reflecting & acting). Then, CELTUA and the Liberal Education Council examined departmental assessment reports (between 2011 and 2013) to find out which of the SLOs departments had assessed, and by extension, which GMP goals had been assessed (see Assessment Briefs #82 and 83).

In addition, the Office of Liberal Education, in partnership with CELTUA, conducted several assessment projects focusing on the Global Miami Plan:

* **Assessing Critical Thinking Project** involved over 64 faculty members who worked to adapt a critical thinking rubric for their classes from 2005-2010. This project led to widespread familiarity with a common framework for examining critical thinking (see Assessment Brief #12, 21, 41).
* **TOP 25 Project** lasted from 2007 to 2013. Faculty teams who were charged with redesigning their high enrollment courses to make them more inquiry-driven were also required to identify appropriate assessment methods as part of their initial proposal and work with staff to ensure the timely collection and use of assessment data throughout the project. Assessment staff monitored and collected assessment data as part of the project. The three primary areas of assessment included: 1) content mastery; 2) critical thinking; and 3) student satisfaction. Critical thinking papers were collected and assessed at least twice for each course, and results reported to team leaders. This feedback often resulted in improved assignments. Both faculty and student perception data indicate that redesigned courses were effective in increasing student engagement, active and inquiry-based learning, critical thinking, and time spent preparing outside of class.
* **Global & Intercultural Understanding Project** examined students’ intercultural and global understanding using the Global Perspectives Inventory and an internal tool, the “Miami University Diversity Awareness Scale” (MUDAS) (see Assessment Brief #67).
* **Comparison Study of Online versus Face-to-Face Versions of Same Course**: CELTUA staff and faculty compared student perceptions of learning in fully online and face-to-face versions of three highly enrolled introductory courses (see summary of e-learning comparison).
* **Information Literacy Project** assessed first-year students on their proficiency in this area (see Assessment Brief #72).
* **Technological Self-Efficacy** **Survey** was a 2014 project administered by the University Libraries to assess students’ technological capacity (see Assessment Brief #84).
* **Quality Initiative Project** is described in the narrative for Criterion 3A.

#### Degree Program Level

The 2005 Report of a Comprehensive Evaluation Visit to Miami University for the Higher Learning Commission, stated, “The integration and institutionalization of assessment of student learning was found to be primarily limited to those academic areas involved with professional accreditation.”

Given that the degree programs in professional schools already had assessment plans in place due to specialized accreditation requirements, the university needed to find mechanisms to promote assessment in those degree programs without specialized accreditation. Beginning in 2005, the university launched the voluntary “Outcomes in the Major Project” which assisted departments across the university with developing outcomes, implementing assessment methods, and using findings to modify curricula. For examples, see Assessment Brief #25.

In 2009, the College of Arts & Science approved a requirement to develop writing outcomes and assessment plans for each of their majors and degree programs. All assessment plans were required to include ongoing cycles of evaluation and refinement that enabled each department or program to continuously improve the writing and overall instruction it provided its students. The Howe Center for Writing Excellence offered consultations for plan development.

The next significant step occurred in 2012 when the Provost Office began requiring all degree programs to develop plans for assessing student learning outcomes (which needed to include measurable outcomes, an assessment method, and a system for analyzing and disseminating results) and to submit annual assessment reports which summarize the data collected as well as strategies for curricular improvement. In collaboration with CELTUA, the Provost Office provided departments with templates for assessment plans and reports as well as consultations and workshops.

As of 2014, 100% of all degree programs (which includes 14 certificates, 64 graduate programs, and 137 undergraduate programs) have assessment plans that have been reviewed by the CELTUA director, with most also being reviewed by the academic dean’s offices.

All academic units were asked to submit assessment reports or progress reports in May of 2014.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Type of program | Not applicable (discontinued, or no students or key course not offered)  | Did not provide a report | Have a progress report with data | Data were collected and discussed with faculty  | Total (applicable) |
| Certificate | 4 | 4 | 2 | 5 | 15 (11) |
| Graduate  | 1 | 26 | 29 | 15 | 71 (70) |
| Undergraduate | 1 | 66 | 27 | 43 | 137 (136) |
| Total | 6 | 96 | 58 | 63 | 223 (217) |

By May 2014, 64% of the certificate programs, 63% of the graduate programs, and 51% percent of the undergraduate programs submitted assessment reports indicating that data have been collected data and discussed. Several of the reports spontaneously indicated that faculty members were finding the assessment process useful in learning about their students’ achievement and thinking about how to fine-tune curricula and the assessment process.

#### Course Level

In 2009, University Senate approved a resolution to revise the new course approval process to include student learning outcomes which are aligned with degree program outcomes. The resolution also included the provision that results of course- and program-level assessment would be included in academic program review. This resolution led to the revision of the new course proposals forms and enhanced support from CELTUA to assist faculty in designing learning outcomes (see Assessment Brief #50).

In 2013-2014, the dossier guidelines for promotion of tenure-track and tenured faculty and for LCPL faculty were revised to incorporate recognition of significant assessment activity, and in 2014, assessment of student learning was included in the newly revised academic program review guidelines.

**Next Steps to Advance Assessment at Miami**

Because the requirement for all degree programs to complete assessment plans and annual reports is relatively new, use of department-level assessment data for improvement is in the early stages of development. In addition, because the previous Global Miami Plan only advanced broad goals and did not include measurable student learning outcomes that were promoted consistently across all courses, the ability to use assessment data on the university level was minimal.

Despite these drawbacks, a number of units were able to make thoughtful plans for curricular improvement. For example, the Liberal Education Council used prior assessments of the Global Miami Plan as well as the findings from the Quality Initiative Project on the Degree Qualifications Profile to guide the reform of general education. The faculty involved in the Certificate for College Teaching Program discovered through direct and indirect assessment methods that they needed to take steps to promote the value of inclusive teaching. Analysis of assessment data led the American Studies faculty to clarify the student learning outcomes being advanced in the course on all syllabi and to revise several upper-division courses to include sequenced instruction on research, including attention to research methods. For additional success stories, see: <http://www.units.miamioh.edu/celt/assessment/Successstories/departments.php>.

Beginning in 2010, Miami began to work with the Teagle Foundation to support a National Symposium on Assessment in the Humanities (a project which Teagle funded with a grant). The Higher Learning Commission has endorsed the guidelines, “Committing to Quality: Guidelines for Assessment and Accountability” which was published by the New Leadership Alliance for Student Learning and Accountability in 2012. Miami joined the Presidents' Alliance of that organization in 2011 and, each year since then, has used the self-assessment checklist promoted by that organization to evaluate institutional practices.  In 2013, Miami used a comprehensive self-assessment that the New Leadership Alliance published as "Assuring Quality: An Institutional Self-Assessment Tool for Excellent Practice in Student Learning Outcomes Assessment” (see results in the Overview of Assessment at MU document and the Assessment & Accountability Self-Report). In the spring of 2014. Miami’s assessment website was selected by National Institute for Learning Outcomes Assessment (NILOA) as a “featured website.”

Assessment of co-curricular activities is described in the Criterion 3.E narrative. The assessment of co-curricular programs is overseen by the Division of Student Affairs.

The following measures have been put in place to ensure that the university continues to make progress in employing full-cycle assessment at all levels:

* Hired a new assessment coordinator who will provide consultation on assessment plans and reports and coordinate the collection and dissemination of assessment plans and reports;
* Developed a procedure for reviewing assessment reports at least once every 5-7 years. The review will be conducted by divisional curriculum committees using guidelines developed by the assessment coordinator. Committees will prepare a report on the strengths and areas for improvement and submit the report to the Academic Program Review Committee approximately six months prior to the department’s program review site visit. APRC will include this assessment evaluation report as part of the materials to be evaluated when a department undergoes program review;
* Created a dashboard of assessment activity maintained by the assessment coordinator and distributed to academic deans so that they can keep abreast of the assessment progress of each of the departments within their division;
* Developed a new assessment plan to assess student learning outcomes for co-curricular programs within the Division of Student Affairs.

## Sources

* Global Miami Plan Revision Proposal
* Assessment Briefs: 12, 21, 22, 25, 35, 41, 50, 67, 72, 79, 82-84
* Guidelines for Reviewing Assessment Plans and Reports for Divisional Curriculum Committees
* Success stories for use of assessment data: http://www.units.miamioh.edu/celt/assessment/Successstories/departments.php
* Assessment of Top 25 Project: <http://www.units.miamioh.edu/celt/engaged_learning/top25/assessment.php>
* Summary of assessment at Miami [CELTUA Template on Compliance Assist—includes summary of old and new assessment of GMP—data from old program review method and new program embedded process]
* Graduate School Guidelines on Student Learning Outcomes
* Miami’s assessment website featured by NILOA:  [http://www.learningoutcomeassessment.org/MiamiUniversityFW.html](http://www.learningoutcomeassessment.org/MiamiUniversityFW.html%22%20%5Ct%20%22_blank)
* Assessment plans and reports for all degree programs and Student Affairs programs
* CELTUA assessment workshops and programming
* Statement of faculty involvement in assessment
* CELTUA checklist based on the Commitment to Quality document from New Leadership Alliance (endorsed by HLC)
* Assessment Team minutes, reports, briefs
* CELTUA website on assessment
* Summary of CAS Writing Competency Requirement : <http://writingcenter.lib.muohio.edu/quicklinks-for-faculty-tas/college-of-arts-science-writing-requirement/>
* List of CAS Writing Competency Assessment Plans: <http://writingcenter.lib.muohio.edu/writing-outcomes-and-assessment-plans-for-majors-in-the-college-of-arts-and-science/>
* Assessment in the Humanities National Symposium: <http://www.units.miamioh.edu/aihc/>
* Article on MU joining President’s Alliance of the New Leadership Alliance for Student Learning and Accountability;  [http://miamioh.edu/news/article/view/15880.html](http://miamioh.edu/news/article/view/15880.html%22%20%5Ct%20%22_blank)
* Assessment and Accountability Self-Report which is self assessment using the "Assuring Quality: an institutional self-assessment tool for excellent practice in student learning outcomes assessment”
* Summary of e-learning comparison
* DQP report
* 2009 Senate approval of new course approval process to include outcomes
* 2011 Senate approval of GMP assessment embedded in program level assessment
* Old GMP requirements and description in Bulletin
* Assessment plan and report templates
* Student Affairs Assessment Plan

#### 4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in degree and certificate programs.

##### 4.C.1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

##### 4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of programs.

##### 4.C.3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

##### 4.C.4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.

## Narrative

Miami has historically had a strong record of retention and graduation. On the Oxford campus, the first-year student retention for full-time students is 90%. The four-year graduation rate is 68%, and the six-year graduation rate is 81%.

While also grounded in a liberal arts education, Miami’s regional campuses serve a different student population. Thirty-four percent of the students are part time, and 66% are full time. Thirteen percent of the students on the regional campuses are non-traditionally aged students; 57% are female, and 43% are male. The majority of students on the regional campuses are place-bound, with no campus housing available on the regional campuses. The students on the regional campuses have a first-year student retention rate of 60% (for the 2012 cohort), and those pursuing bachelor’s degrees in the CPSAS (2007 cohort) have a six-year graduation rate of 25.3% for the Hamilton campus and 20.1% for the Middletown campus.

Because of the priority Miami places on student success, the first metric of the 2020 Plan is: “Miami will achieve a six-year graduation rate of 85% and a four-year graduation rate of 75%.” Although the specific numbers for the regional campuses are different, the goal, to increase the graduation rate by 10%, is equally ambitious.

To achieve these ambitious metrics, Miami must rely upon best practice and acknowledge that student success and persistence:

* Require collaboration from all divisions, departments, programs, and university offices;
* Constitute an on-going process involving continuous evaluation and assessment of efforts and initiatives impacting student success;
* Are not determined by any one factor, but rather by a holistic approach in developing student retention initiatives; and
* Are not goals in and of themselves, but the end result of a campus climate focused on student success.

Miami has created three related committees to guide the direction and planning: (1) Undergraduate Academic Advising Council which was formed in 2008 by the provost to oversee the mission of academic advising at Miami; (2) University Retention Steering Committee which was formed in 2012 and was renamed “Student Success Committee” in 2014 to improve Oxford campus retention; and (3) Regional Strategic Enrollment Team which is focused on improving the recruitment and retention on the regional campuses.

In addition to the support systems described in the Criterion 3.D narrative, Miami has a wide range of strategies discussed below.

### Pre-College Programs:

The Summer Scholars Program, a new initiative beginning in summer 2014, provides a rich, early college experience for academically-talented rising high school juniors and seniors from across the globe. Students engage in a community of learners for an intense, two-week summer program.

Bridges is a visit program geared towards high-achieving, diverse high school seniors who are interested in learning more about the educational opportunities available at Miami University. For 2013, Bridges hosted 461 high school students, mostly from Ohio, for an overnight campus visit, which represents a 26 percent increase over previous years. Of those participating, 45 percent now attend Miami.

### Competitive Admission:

Because the number of undergraduate students that can be accommodated is limited by several factors, including the physical capacity of our residence halls and the number of faculty, Miami practices selective admission. The review process is comprehensive, holistic, and individualized. Reviewers strive to see their interrelationships of the variables within the application and to establish the context of a student's achievements and demonstrated potential up to this point in his or her life. By taking this holistic approach, Miami’s admission process can purposefully focus on recruiting, admitting, and enrolling students who are likely to be retained and graduate on time.

### Institutional Aid & Loan Debt:

Miami strategically leverages institutional aid to meet enrollment and retention goals. In the fall of 2010, Miami implemented a scholarship program that significantly increased support for its students.  The program recognized both merit and financial need, and for the last several years, about two-thirds of the incoming fall class has received some type of scholarship or grant. In 2012-2013, 55% of Miami scholarship dollars went to support students with financial need.

Miami continues to carefully monitor student debt at graduation. For the last four years, Miami's student loan indebtedness grew at 4.6% - the lowest among all Ohio schools providing data.  The growth is also lower than that of the average for all public schools in the state of Ohio (6.7%). Our 2012 debt at graduation ($27,817 with 55% borrowing) compares favorably to Ohio’s average ($29,037 with 69% borrowing).

### E-Tools:

Degree Audit Report (DAR) displays the student’s completed course work and current registration matched with degree requirements of the student’s declared major(s) and minor(s); it identifies deficiencies and lists courses to satisfy specific requirements. The report assists the student and advisor in determining progress toward completion of program requirements and serves as a graduation check. In 2013, Miami instituted an improved version of the DAR which provides a more graphic and student-friendly means of understanding one’s progress on meeting degree requirements.

Degree Progress and Graduation Management System: In 2014, Miami began implementation of u.Direct, a web application technology designed to enable students and advisors to explore multiple degree paths and identify a four-year, term-by-term schedule for success. This system also enables chairs and deans to plan course schedules well in advance and ensure that we offer the appropriate number and array of courses to meet student needs.

AdvisorTrac was purchased in 2009 and is a web-based application that advisors, students, and administrators use to record advising visits, schedule appointments, and access records.

Advanced Analytics: In 2014, Miami began piloting the Education Advisory Board’s Student Success Collaborative which provides data analytics and predictive modeling to generate risk assessments for each Miami student; easily accessible dashboards for advisors; research on best practices in college completion; peer benchmarking; and consulting support.

### Curriculum & Academic Support:

Interventions (counseling, academic coaching, enrichment courses) are given to first-year and sophomore students in academic peril (i.e., those with less than a 2.00 cumulative grade point average) and students returning from academic suspension on the Oxford and regional campuses.

University-Wide Advisor Training for all staff and faculty advisors and targeted academic support specialists with required and optional portions was developed in 2014 and implemented across the university in 2015.

Enhanced Recognition: Miami developed new advising excellence awards, and instituted a “master advisor” designation which comes with modest professional development funds for those who complete all elements of the comprehensive advising training plan.

[University Studies Program](http://www.cas.miamioh.edu/advising/universitystudies.html) is an intensive advising program (begun in 2013) for students who are undecided about their major. Advising is offered by faculty members specially trained to work with undecided students.

Transition Course: A new First-Year Experience (FYE) course was recently developed and provides an overview of liberal education, promotes personal and social responsibility, and educates students about the advising and other support resources within their division, campus, and university. A pilot of this course was offered in fall 2014.

University Academic Scholars Programs were launched in 2013 and 2014 to provide enrichment and support for high-ability students pursuing particular areas of study (e.g., pre-law, global studies, sustainability). These programs allow Miami to attract and retain greater numbers of high-ability students beyond those enrolled in the University Honors Program.

Additional Degree Programs for Nontraditional Students: The College of Professional Studies & Applied Studies has developed several new degree programs that are targeted at nontraditional and adult learners, including bachelor degrees in forensic sciences and civic and regional development. A team of faculty is designing a new degree completion program, tentatively titled “liberal studies,” which will be offered in the Department of Integrative Studies of the College of Professional Studies & Applied Sciences, located on the regional campuses. This program will be aimed at students with more than 120 academic credits who have not graduated within six years. The program will be offered in a hybrid or online format.

Winter Term: In 2014, Miami offered its first winter term. Among meeting other goals, the winter term is designed to assist students in meeting degree requirements in a timely manner. In winter term 2014, 93 students were able to graduate.

E-learning Initiative: With the recent hiring of a new assistant provost for e-learning, Miami will be selectively developing new online degree programs and online/hybrid courses to enable greater flexibility and degree pathways for students.

### Policies & Procedures:

Key policies and procedures aimed at promoting retention that were developed in the last ten years include:

Required two-year on–campus residency on the Oxford campus which includes intentional co-curricular programming within the residence halls to promote learning and build a sense of community.

Course repeat (grade forgiveness) policy to enable students to repeat a course in which they receive a low grade and have the lower grade dropped. Approximately 100 students apply this policy each term.

Revision of Mid-Term Grade Policy: Effective fall 2014, a revised policy was enacted so that students who have earned 45 or fewer credits at Miami receive mid-term grades (compared to the previous policy which enabled students with 16 or fewer credits earned at Miami or elsewhere to receive midterm grades). In addition, faculty are strongly encouraged to supply midterm grades for all other students.

Reduction of Required Credit Hours for Graduation: Miami is currently exploring ways of reducing the semester credit hour requirement for graduation from its current 128 credit hour requirement to align with OBOR expectations.

Reduction of Credit Hour Requirement for Relocation to Oxford Campus: Miami recently reduced the number of credits, from 20 to 16 credits, required for students to relocate from the regional campuses to the Oxford campus. The goal of this change is to increase the number of students relocating to the Oxford campus to complete bachelor’s degrees that are offered only on the main campus.

Annual Curricular Review and Elimination of Courses: Departments and divisions are now required to review and eliminate under-enrolled or outdated courses and degree programs annually to enable a more accurate listing of courses and streamlining of curriculum.

Multi-Term Course Scheduling and Registration: Beginning in 2014, the university began moving progressively toward a multi-term course scheduling and registration process to enable purposeful curricular planning and more accurate advisement.

Revision of the Policy for Academic Integrity and Additional Training for Faculty was completed in 2014 to include more opportunities for faculty to educate students about academic integrity.

### **Transfer & Articulation:**

Partnerships Coordination: In 2013, Miami formed an Academic Partnerships Committee to create consistent policy and processes, enable university-wide coordination of efforts, and ensure best practices in forging and sustaining partnerships with schools, colleges, and universities across Ohio, the nation, and world.

Intensive Partnerships with Selective Colleges & Universities: Key partnerships and success plans have been developed with important feeder schools, such as Columbus State Community College and Sinclair Community College, to boost transfer populations and ease the transition to Miami. In addition, Miami participates in the OBOR “Credit When It’s Due” initiative which helps students from Ohio two-year institutions receive their associate degree after transferring to a four-year college or university.

Enhanced Website for Transfer and Relocation Students is being created to clarify important information about the process steps and support systems.

Areas for improvement and challenges related to this criterion include:

* Obtaining and disseminating reliable disaggregated data to track student success;
* Balancing the net tuition revenue with expectations for academic quality and diversity and a base enrolling class of 3600;
* Allocating appropriate resources to increase the six-year graduation rate;
* Maintaining a sense of urgency around this criterion when Miami already enjoys a high graduation rate.

## Sources

* Miami 2020 Plan goals and metrics; strategies and plans from departments and divisions
* Graduation and Retention Rates [http://www.units.muohio.edu/oir/FactBook/FB200910/GradRetn/GradRetnMain.html]
* Enrollment Management, public presentations and reports which include goals for student retention, persistence, time to degree; evidence and plans for improvement using data
* Retention Committee Reports
* UAAC reports and minutes
* Summer Scholar Proposal
* Bridges reports
* FYE proposal and sample syllabus
* Degree Completion Program plans (Whitney Womack Smith)
* Description of academic intervention procedures
* Advisor training description
* University Studies description
* Advising Excellence award description
* Winter Term presentation
* Intervention Reports submitted to Board of Trustees (by Student Affairs)
* Policies: midterm grade, course repeat, relocation requirement, residency requirement, Academic Integrity, deleting courses
* Credit When It’s Due webpage

## Criterion 5: The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

#### 5.A. The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

##### 5.A.1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

##### 5.A.2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

##### 5.A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.

##### 5.A.4. The institution’s staff in all areas are appropriately qualified and trained.

##### 5.A.5. The institution has a well-developed process in place for budgeting and monitoring expense.

## Narrative

Through the stewardship of the Division of Finance and Business Services (FBS), Miami University is vigilant in securing and leveraging the appropriate human, fiscal, and physical resources to support the vision of making Miami “the leader in the nation among public universities having a primary emphasis on undergraduate education and also having significant graduate and research programs."

Miami’s overall financial and resource picture is summarized each year in the following reports:

* Financial Report
* Operating Budget Book
* Facilities Condition Report
* Investment Report.

These reports indicate that the institution has a fundamentally strong financial base to support its operations. Additionally, the reports as well as the Miami 2020 Plan and the Strategic Priorities Task Force report affirm that the university engages in ongoing strategic planning and evaluation that ensures that educational purposes remain the top priority.

Miami relies on four main sources of revenue: (1) student tuition and fees; (2) auxiliary enterprises; (3) state appropriations; and (4) contracts, sales and services, temporary investments, endowment income, and gifts. From FY2007 to FY2014, tuition revenues, net of financial aid, have steadily increased from $242.5 million to $318.4 million, with students currently funding 55% of the total operating budget, but over 80% of the education and general fund budget. Revenues from auxiliary services have increased since the last reaccreditation from $102.1 million to $137.5 million. Annual changes in the cost for room and board have been targeted to offset inflationary pressures. Over this time, applications increased from approximately 15,000 to over 25,000 resulting in incoming first-time, full-time class sizes of 3600 or more each year, except FY2010 (fall 2009). Also, the proportion of students in the incoming class from outside of Ohio has increased from 31.9% in FY2010 to 40.7% in FY2014 (fall 2013). Total state subsidies have declined from $74.8 to $70.4 million. The primary state subsidy (the state share of instruction) went from $66.3 million in FY2007 to $68.9 million in FY2014.

Miami’s financial profile is strong and improving. “Net assets” is a commonly used indicator of the overall financial strength of an institution. The increase or decrease in net assets indicates whether the financial position of the institution is improving or declining. Miami’s net assets increased from $760.7 million in FY2007 to $987.6 million in FY2013, an increase $226.9 million and 29.8%. Following declines in FY2008 and FY2009, due to the great recession, Miami’s net assets increased an average of 8.7% between FY2010 to FY2013. Within net assets, the expendable restricted net assets and unrestricted net assets increased by $154.9 million, or 63.2%, from $245.2 million in FY2007 to $400.1 million in FY2013. As was the case with the broader measure, these subcomponents each declined in FY2008 and FY2009, but increased an average of 24% each year between FY2010 and FY2013. Miami’s bond rating from Moody’s Investors Services is Aa3 and AA from Fitch Ratings.

To assist in strengthening its resources, in 2013, Miami completed “Love and Honor,” the most successful development campaign in university history, surpassing its $500 million goal. During the campaign, 105,000 alumni and friends contributed at a variety of giving levels, including 84 who contributed at the leadership level of $1 million and above. For fiscal year 2012-2013, 18 percent of Miami alumni contributed to the university, ranking it among the top public universities nationally.

The campaign began with an objective of $300 million, but the momentum raised it to $350 million and later to $500 million. Among the campaign’s tangible accomplishments:

* More than $120 million in scholarship support, including 586 newly endowed scholarships;
* More than $31 million in faculty support, which included 31 newly endowed professorships and chairs;
* More than $100 million in capital project support;
* Current and former Miami faculty and staff contributed $16.5 million and created 99 endowed funds through the Miami University Faculty/Staff/Retiree Endowment Program;
* The Farmer School of Business, which celebrated the opening of a new Farmer School of Business building in 2009, raised more than $111 million, including more than $30 million from Richard (Miami ’56) and Joyce (Miami ’57) Farmer and the Farmer Family Foundation;
* The Armstrong Student Center, a vibrant facility that brings students together in the heart of Miami’s campus, opened in January 2014. It was built through the support of more than 10,000 alumni and friends, including a $15 million leadership gift from Mike (Miami ’61) and Anne (Miami ’61) Armstrong;
* Harry T. Wilks (Miami ’48) contributed more than $8 million during the campaign, including a gift naming the Harry T. Wilks Leadership Institute and additional university support resulting in the naming of Harry T. Wilks Theatre within the Armstrong Student Center;
* Miami athletics made significant strides in upgrading its facilities through the construction of Goggin Ice Center (including a new addition) and McKie Field at Hayden Park as well as the McVicker Football Complex additions and renovations to Yager Stadium;
* The Howe Writing Center was opened through the support of Roger (Miami ’57) and Joyce (Miami ’57) Howe to help Miami students excel in writing. It provided consultations to more than 10,000 students during its first three years;
* The Conservatory, a 7,000-square feet multi-use facility featuring the largest fully documented collection of exotic plants in Butler County, was constructed at Miami Hamilton through the support of the Richard J. Fitton family.
* The Armstrong Interactive Media Studies program was endowed with a gift of $14.7 million from Mike and Anne Armstrong to challenge students in the creative use of interactive media;
* In 2007, the Miami Access Initiative was launched through a more than $15 million bequest from the estate of Lois Klawon (Miami '39) to provide free tuition to Ohio students whose families make less than $35,000 in annual income. It has drawn more than 1,400 students to Miami’s campus.

Despite the significant accomplishments of the campaign, the financial crisis of 2008, coupled with severe cuts in state funding and a frozen tuition structure, challenged Miami to find ways to make major budget cuts while continuing its high standards and levels of service. The university responded to these significant challenges by embarking on a journey of continuous improvement—which included:

The **Strategic Priorities Task Force**, constituted in 2010, was charged by President Hodge to generate “a framework that will guide and inspire our decisions over the next five years and beyond in order to advance Miami as a premier national university.” Because of the complexity of the task, the group divided into subcommittees, each examining different areas of the E&G budget:

* + Organization of Academic Affairs
	+ Graduate Education and Research
	+ Student Services and Co-Curricular Activities
	+ Administrative Support Services and Operation of Facilities
	+ New Revenue Generation

Each of the subcommittees identified strategies to either enhance revenue or become more efficient. In its final report, the task force offered 35 far-reaching recommendations and noted, “Rather than continuing to make across-the-board cuts, which only erodes the overall quality of the university, the task force has recommended that we focus our efforts and resources to enhance the core mission of the university. In doing so, we will reduce our offerings, but ensure that those activities we choose to undertake will have the resources necessary to be done at a very high level.”

In 2011, the **Strategic Assessment of Support Services (SASS) project** used the consultations of Accenture to assess the existing administrative support organization (e.g., facilities, information technology, communications and marketing, finance) to create a more efficient and effective organization. The project team collected detailed information about the number of staff, total cost of the administrative tasks, and associated error rates in support of a formal benchmarking process. The team also solicited candid feedback from over 300 faculty and staff via focus groups, 70 faculty and staff through individualized interviews, and a stakeholder survey with over 280 respondents to gain a qualitative perspective of Miami’s current administrative support organization. The team generated a sample implementation roadmap and recommendations that included: process simplification for reimbursement, an enrollment services center, academic administrative support optimization, a realignment of regional campuses, and strategic purchasing.

The **Lean Initiative** was begun at Miami in 2012. A set of principles, concepts, and techniques designed for continuous improvement and the elimination of waste, the Lean approach is being utilized at Miami, focusing on five breakthrough objectives:

1. Increase Revenue
2. Improve Productivity
3. Reduce Costs
4. Cost Avoidance
5. Continue and Improve "Green" Initiatives.

The Division of Finance and Business Services has embraced and led this approach by creating a training program that has reached every new employee as well as optional programs for existing employees, including Lean Leader Certification; providing a supporting structure of interconnected steering committees which approves, monitors, and offers resources to the project teams; and initiating a newsletter that celebrates successes.

In the three years that Miami has practiced Lean, 71 projects have been completed; 69 are currently in process, and another 32 slated to start in the near future. In finance and business services alone, the completed projects have increased revenue by $1.8M, avoided $2.1M in costs and reduced costs by over $2.2M. Additionally, over 80% of the projects improve productivity, and another 50% of the projects have a “green” or sustainability emphasis. Monthly project status reports record valuable information including Lean project goals, outcomes associated with the project including cost savings and revenue generation, the team members, and the current status of the project. This information is reported to senior management on a monthly basis and shared with the Board of Trustee's finance and audit committee.

More recently, a **Responsibility Center Management (RCM) Budgeting System** has been implemented to encourage greater unit-level accountability, financial stability, and an entrepreneurial environment. Throughout the FY2013-2014, financial performance in the current budget model was compared to financial performance under the new budget system. A determination on full implementation of the new system was made in the spring during the FY2013-2014 budget process.

Through these bold steps, Miami has reduced its budget by over $50.5 million since 2009 and fueled its capacity for revenue generation, thereby positioning the institution for future success.

As described in the Criteria 1.B and 2.A narratives, these budgetary plans and decisions have been made with considerable input as well as transparent and ongoing communication involving faculty, students, administrators, and staff across all divisions of the university as well as regular reviews by the President's Executive Cabinet, University Senate Fiscal Priorities Committee, Council of Academic Deans, and the Board of Trustees Finance and Audit Committee. The inclusive approach not only ensures that all members of the community participate in these key initiatives but it also ensures that the goals set forth are feasible to attain and that expenses are carefully monitored.

The process of building the budget each year is aligned with the university’s mission and involves these key collaborative steps:

1. Summer: Miami prepares an operating budget each year (a fiscal year is July 1 to June 30).
2. September: Room and board rates are approved for the next year in the Board of Trustees meeting.
3. Mid-fall: Enrollment targets are set through collaborations among the vice president of enrollment management and the academic deans for the next year.
4. January -March: The university conducts budget discussions with vice presidents, deans, and other key constituents.
5. February: Tuition and fee rates are set at the Board of Trustee meetings.
6. April: The fiscal priorities committee presents on the financial picture at a University Senate meeting.
7. June: The budget for the next year is approved at the Board of Trustees meeting.
8. State operating appropriations are made for two years and are done in odd-numbered calendar years.
9. State capital appropriations are for two years and are done in even-numbered years.

Beyond a collaborative budget planning process, the key to a highly effective and efficient university is a superb set of employees. This goal is evident in the Miami 2020 plan objective: “Recognize and reward Miami employees for increasing effectiveness and productivity by utilizing their expertise, creativity, and collaboration to constantly improve accountability, productivity, and efficient utilization of resources.” Toward this end, Miami uses a cyclical model of performance management which begins with the hiring process, continues with daily performance management, and extends to yearly performance appraisals. Specifically, when making a hiring decision, managers, committees, and individuals involved in the process are asked to consider the nine core competencies established by the university which are: adaptability, motivation, professional and self-development, job knowledge and quality of work, stewardship, service orientation, teamwork, communication, and inclusiveness. As a result of an effective and useful performance management system, supervisors are then able to provide factual, relevant performance assessments and to collaborate on a professional development plan with their employees to foster growth and improvement among the staff at the university.

This system is further supported by human resources staff development program which offers many courses and resources, staff performance assessment instruments, a job enrichment program (described under Criterion 1D), and recognition for outstanding performance. The Miami P.R.I.D.E Award, which stands for “Performance Resulting in Distinguished Excellence,” is a centrally-funded, monetary bonus program for classified and unclassified staff. Recognition of achievements and contributions has a considerable impact on employee satisfaction and retention.

Challenges and areas for improvement related to this criterion include:

* Educating the faculty and staff about RCM and its implications;
* Ensuring cross-divisional and university-wide priorities and collaborations in the context of the new RCM budgeting approach;
* Finding ways to enhance staff morale during times of fiscal constraint and following a period of position eliminations.

## Sources

* Miami 2020 Plan
* Strategic Priorities Task Force Report and President’s Response
* SASS Project Report
* LEAN Newsletters
* PRIDE Award Guidelines
* Operating Budget Books Since 2006
* Financial Reports Since 2006
* IACS Annual Reports and Audit Plans since 2006
* Investment Reports Since 2006
* Foundation’s annual reports
* For Love and Honor Campaign Reports
* Facilities condition reports since 2006
* Utilities reports
* IT Services Annual Reports

## Reviewers

Ted Pickerill (President’s Office), David Ellis (Finance & Business Services), Lindsay Carpenter (Provost Office), Tom Herbert

#### 5.B. The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

##### 5.B.1. The governing board is knowledgeable about the institution, provides oversight for the institution’s financial and academic policies and practices, and meets its legal and fiduciary responsibilities.

##### 5.B.2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff and students—in the institution’s governance.

##### 5.B.3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

## Narrative

Miami University advances a culture of inclusive decision-making, collaborative governance, and effective leadership through:

* **Clear organizational structure** which is articulated in the policy manual and Board of Trustees regulations;
* **Shared governance** maintained through administrative deliberative bodies, such as
	+ President’s Executive Cabinet which meets on call and is advisory to the President;
	+ Council of Academic Deans which meets every two weeks during the academic year and serves as an advisory body to the Provost;
	+ University Promotion and Tenure Committee which makes promotion and tenure recommendations to the Provost;
	+ Faculty Assembly which “may propose, debate, and recommend matters for Senate consideration or for presentation to other officials or administrative bodies. It may also challenge and refer back any University Senate action” (MUPIM 2.5);
	+ Committee on Faculty Rights and Responsibilities which formulates and recommends standards defining professional rights and responsibilities of the faculty, conducts hearings, and acts as a continuing advisory body to the president on related policy matters.
	+ University Senate which “is the primary University governance body where students, faculty, staff, and administrators debate University issues and reach conclusions on the policies and actions to be taken by the institution. [It] is the legislative body of the University in matters involving educational programs, requirements, and standards; faculty welfare; and student conduct” (MUPIM 2.6). Minutes and agendas are posted on the University Senate website for public viewing;
	+ Graduate Council which recommends graduate program policy to University Senate;
	+ Student Affairs Council which recommends student social conduct rules and regulations and has legislative authority in the general realm of nonacademic student affairs;
	+ Unclassified Personnel Advisory Committee and Classified Personnel Advisory Committee which advises on issues and questions raised by unclassified staff in general, such as: health insurance, salaries, child care, holiday scheduling, Recreation Sports Center fees, and grievance procedures. Agendas and minutes are posted on a university website;
	+ Associated Student Government serves as the unified governing student body and as an intermediary body between the administration and students. ASG acts as and advocates for the needs of students;
	+ Graduate Student Association promotes the academic, social, and economic goals of Miami's graduate students.

It is also maintained through divisional and departmental governance. Departments and divisions are authorized to adopt rules, policies, and procedures (that are in alignment with university rules, policies and procedures) for the discharge of responsibilities and governance of the unit.

* **Leadership development** spearheaded by the Department of Human Resources, staff development unit, job enrichment program, PRIDE award, and LEAN Leader Certification Program (described in 5.A narrative).
* **Policies & procedures** as articulated in handbooks and manuals (e.g., MUPIM, student handbook, graduate handbook);
* **Communication outlets** which provide information and invite questions or comments such as annual presidential addresses, presidential e-newsletters, letters to faculty, monthly academic administrators meetings, Senate and Faculty Assembly meetings, e-reports, open forums, Twitter, websites, listservs, and social media;
* **Involvement of faculty, administrators, students, staff in decisions** such as, most recently, the revision of the Global Miami Plan and the Miami 2020 planning process.

As described in the narratives for Criteria 2.A and 2.C, the Board of Trustees is actively involved in the life and operations of the university and has the authority to “take all actions necessary for the successful and continuous operation of the University,” including the capacity to approve academic and financial policy and oversee the financial and administrative operations.

Miami has taken some recent steps to improve its shared governance.

* Following the closing of the School of Interdisciplinary Studies in 2008 which sparked concerns from some faculty and alumni, University Senate passed a resolution (SR 08-09) that articulated a more transparent guide for eliminating, merging, consolidating, partitioning, or transferring academic programs. That resolution was further refined in 2014 (SR 14-01). Since 2009, this guide has been used in the restructuring of several academic units: (1) the merging of the departments of zoology and botany into a single department of biology; (2) the creation of the College of Professional Studies & Applied Sciences and the merging of the two regional campuses; (3) the merging of the Department of Communication, the journalism program, and the film studies program into a single Department of Media, Journalism, and Film. It is currently being used to develop a global studies unit within the College of Arts & Science.
* Prior to 2012, the agenda for Faculty Assembly was set by the president in consultation with the provost. In 2012, a Faculty Assembly Steering Committee was constituted which consists of faculty representatives from all academic divisions and makes recommendations to the president on agenda items.
* The Global Miami Plan revision process included multiple opportunities for input from members of the Miami community. The proposal underwent numerous revisions based upon salient feedback before being approved in April 2014.
* In March 2014, the Governance Committee of University Senate reviewed the composition of all Senate committees and made appropriate revisions to the Bylaws of University Senate to ensure fairness in representation.
* The Miami 2020 Plan involved an unprecedented number of faculty, staff, students, and Board of Trustees members in its development and ongoing implementation.

Although all of these steps are significant, Miami remains committed to increasing the involvement of faculty, staff, students, and other stakeholders in its key initiatives and decisions, through digital, print, and face-to-face communication modes.

## Sources

* MUPIM (section 2.1 and 2.3)
* MUPIM 2.4--PEC, COAD, UPT), Faculty Assembly, see MUPIM 2.5 and Faculty Assembly Introductory Article), University Senate (see 2.6 and enabling act), Student Affairs Council (2.7), Graduate Council (2.8), Departmental & Divisional Governance (2.9) plus other committees such as UPAC, CPAC, ASG, GSA
* BOT Regulations
* Enabling Act of University Senate
* Faculty Assembly Introductory Article
* Charge and minutes of new Faculty Assembly Committee
* University Senate Governance Committee Proposed Revisions to Bylaws (March 2014);
* University Senate and standing committees org chart [http://community.muohio.edu/senate/node/2]

#### 5.C. The institution engages in systematic and integrated planning.

##### 5.C.1. The institution allocates its resources in alignment with its mission and priorities.

##### 5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

##### 5.C.4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

##### 5.C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

## Narrative

As is evident in the development of the Strategic Priorities Task Force Report and the Miami 2020 Plan, the university’s mission, academic goals, objectives, and metrics drive operational decisions, budget plans, and resource allocations.

Both of these key planning processes began with consideration of the university’s mission and vision and were shaped by financial, academic and administrative data. The Office of Institutional Research and University Budget Office provided data as needed to the co-chairs of the Miami 2020 coordinating team and to the chairs of the Strategic Priorities Task Force. The Offices of the President and Provost also offered the task force and the coordinating team insights into the strengths, challenges, future needs, and capacities of the institution.

In addition to having access to a multitude of internal data and insights from leaders, the task force and coordinating team engaged in extensive research on emerging trends and anticipated challenges related to Miami University and higher education in general.

For example, the SPTF report states: “Many foreseeable shifts in economic, social, and political conditions will combine to create a much different resource environment for higher education for decades to come. A few of these shifts, such as diminished government support, have already occurred, while other trends, such as the decline in college-age population, will accelerate in this decade.” The report includes a lengthy discussion on these shifts as well as their possible implications for Miami’s future.

Early in their deliberations, the Miami 2020 Plan Coordinating Team invited Jeff Selingo, editor at large of The Chronicle of Higher Education, to gain insights into future trends in higher education as well as John Foster, founder of Gamut Labs, LLC and Miami alumnus, to provide education on new processes for creative thinking and emerging trends related to technology.

To further ensure the integration of budget, academic, and operations planning and to foster data-driven decisions, in 2012, the university purchased an **institutional analytics tool**, Oracle Business Intelligence Enterprise Edition (OBIEE). Dashboards and data warehouses were developed using revenue data, and a business intelligence team was formed to oversee key project work streams in partnership with specialized teams focusing on specific projects. Specialized teams are staffed with clients, IT resources, and in some cases contracted consultants. Teams focus on requirements, metadata, testing, and security.

One of the first projects was to move the human resources model into the new tool to allow easily accessible data to create reports and dashboards.  The project also linked the HR and revenue data to support the RCM budget model. A second project focused on developing a more sophisticated enrollment and retention model.

In addition, beginning in 2014, the Provost Office began meeting individually with academic deans each semester to review each division’s cash flow, budget and hiring plans and to ensure that these division’s plans are not only in alignment with each other but also with the Miami 2020 goals and objectives.

Finally, the academic program review process was substantially revised in 2014. Rather than solely reflecting on past successes and ways of operating, APR now includes the creation of a strategic plan and the identification and discussion of key issues that the department will face in the near future.

Evidence that Miami’s planning accounts for possible economic fluctuations and anticipates emerging trends includes:

* Hiring of new recruiters who reside in target domestic and international cities;
* Development of University Academic Scholars Programs that focus on “hot” themes and majors;
* Restructuring of scholarships for undergraduates and graduates;
* Creation of the one-stop enrollment center;
* Revision of the Global Miami Plan to focus on 21st century competencies;
* Creation of the Office of Global Initiatives;
* Development of the American Culture and English Program and the English Language Center to provide greater support for international students;
* Hiring of a new assistant provost for e-learning and creation of the E-Learning Office;
* Development of a new academic partnerships committee and creation of dozens of agreements with international and domestic schools, colleges, and universities.

As Miami continues to make substantive forward-thinking changes such as those listed above, it will be important to balance the impetus for flexible and rapid change with the need for careful deliberation and involvement of faculty, staff, students, and other stakeholders in decision making.

## Sources

* Miami 2020 Plan
* Strategic Priorities Task Force Report

#### 5.D. The institution works systematically to improve its performance.

##### 5.D.1. The institution develops and documents evidence of performance in its operations.

##### 5.D.2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

## Narrative

As noted earlier, both the SPTF report and Miami 2020 Plan have incorporated key performance metrics or indicators. Metrics in these documents were created through careful analysis using institutional analytics, program review reports, conversations among administrators, enrollment trends, and other institutional data.

To ensure accountability, each year, the Board of Trustees has asked key administrators to provide written and oral reports on progress relating to benchmark SPTF indicators (from 2010 to 2014) and will continue to do the same for the Miami 2020 Plan metrics (from 2015 forward).

These presentations are publicly posted on the Board of Trustees website, and summaries of reports are also included in the Miami e-Report.

Examples of changes made based upon data analyses include:

* Development of new partnerships and transfer agreements with domestic and international institutions;
* Annual review of curricula, leading to elimination of 900 under-enrolled or outdated courses;
* Elimination of degree programs and creation of new ones, including a low-residency MFA in creative writing; bachelor degrees in forensic science, integrative studies, and criminal justice; and new graduate certificate programs;
* Strategic development of online courses;
* Strategic use of merit and need-based financial aid;
* Reorganization and merging of regional campuses and other academic units;
* Elimination of 216 administrative and staff positions in 2009-2010 (143 positions were eliminated due to a hiring freeze and a retirement incentive option; 64 were actual people who received notification of their positions being eliminated);
* Realignment of graduate assistantships;
* Requirement of annual cash flow, budget, faculty workload and hiring plans submitted by each academic division to the provost;
* Creation of the new lecturer, clinical and professionally licensed (LCPL) faculty position;
* Revision of the retire-rehire program guidelines;
* Reductions in personnel in the Provost’s Office, Academic Personnel, University Secretary’s Office, University Honors Program, and the Registrar’s Office which resulted in over half a million dollars in reallocation of funds;
* Two departments (Classics, Comparative Religion) granted “program” status to lessen administrative cost;
* Development of university guidelines for faculty workload;
* Creation of multiple combined bachelor’s-master’s degree programs;
* Restructuring of the academic calendar and creation of a new winter term.

While these changes have been critical in promoting Miami’s long-term sustainability, it has been challenging and continues to be challenging finding ways of maintaining faculty and staff morale high during this period of difficult decisions.

## Sources

* Description of strategic planning processes (SPTF, Miami 2020 reports)
* Board of Trustees special reports/presentations
* Academic Program Review process
* Report on New Regional Division
* Proposals for new names for academic divisions
* RCM budgeting
* Institutional Analytics
* Description of University Assessment of student learning
* Curricular streamlining reports
* Deletion of courses – new procedures
* New degree programs and certificates (Senate reports)
* Academic Partnerships Committee website
* ELAC and E-Learning Reports