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**BOARD OF TRUSTEES
 MIAMI UNIVERSITY
 Minutes of the Academic and Student Affairs Committee Meeting
 February 19, 2015
 Admissions Auditorium, 50 Campus Avenue Building**

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on February 19, 2015 in Room 50 of the Campus Avenue Building on the Oxford campus. The meeting was called to order at 8:00 a.m. by Committee Chair Bob Shroder. Also attending were Committee members; Trustees David Budig, Don Crain, and Dennis Lieberman, National Trustees Terry Hershey, and Diane Perlmutter, and Student Trustees Graham Bowling, and Mary Adeline Lewis, along with Trustees Jagdish Bhati, Sharon Mitchell, Mark Ridenour, and Steve Wilson, and National Trustee John Altman.

In addition to the Trustees, Phyllis Callahan Provost and Executive Vice President for Academic Affairs; Jayne Brownell, Vice President for Student Affairs; and Michael Kabbaz, Vice President for Enrollment Management and Student Success, were in attendance. Also present to address agenda items or to provide support, were: Deedie Dowdle, Associate Vice President for Communications and Marketing; Ronald Scott, Associate Vice President for Institutional Diversity; Jerome Conley, Dean and University Librarian; Mike Curme, Dean of Students; Bryan Marshall, Chair of the University Senate Executive Committee; Beth Rubin, Assistant Provost for eLearning; Susan Schaurer, interim Director of Admissions and Enrollment Communication; Brent Shock, Director of Student Financial Assistance; Scott Sportsman, Director of Research and Analysis; Randi Thomas, Director of Institutional Relations; Rebecca Baudry-Young, Director of Student Wellness; Rebecca Getson, Sexual Assault Response Coordinator; Kirsten Fowler, Associated Student Government; Clair Wagner, Director of University News and Communications; and Ted Pickerill, Secretary to the Board of Trustees; as well as others attending to observe or assist.

Executive Session

Following a motion, second and unanimous roll call vote, the Committee adjourned to executive session to consider personnel matters, the promotion of public employees.

Public Business Session

Chair Robert Shroder opened the public session and welcomed everyone to the meeting.

Student Trustees

Student Trustees Graham Bowling and Mary Adeline Lewis addressed the Committee.

Trustee Lewis Reported:

This past winter has marked the second year Miami has offered a “J Term” for students to take courses on or off campus and to study abroad on all corners of the world. Students from all over poured into Oxford right after New Years to start courses, and many packed their suitcases to spend three and a half weeks in another part of the world. Among many others, one group of students traveled to Cuba for the second year in a row to observe and experience the Communist, newly opened, country. Melanie Ziegler, the programs director, noted that in just one year she could notice the difference in the reaction of students upon their arrival and stay in the country. One student even stated "It's just so different from anything I've seen or studied that I almost feel like I've been dropped into a lost world," Miami is one of few institutions in the country offering a trip to the newly developing island. But this is no surprise given that Miami is ranked number three among public universities in studying abroad.

Near the end of January, students eagerly returned to Oxford for the beginning of the spring semester. The Spring Internship and Career Expo was held on February 11th, hosting hundreds of employers seeking students for internships or full time employment. Over 1,400 students and 200 organizations were in attendance. Students traveled from booth to booth distributing resumes and talking with employers. On February 10th, the Howe Writing Center hosted an event to aid students in writing an error free, and story-telling resume.

Finally, Miami has made major news since the past meeting.

- The Princeton Review named Miami “One of the Top Institutions in the Country that Pay you back”
- Miami made the 2014 President’s Higher Education Community Service Honor Roll for the 8th year in a row
- Miami is ranked most efficient national university in producing high quality results
- Miami is again declared among the country's 100 "Best College Values," according to Kiplinger's Personal Finance
- And record low temperatures hit campus. Canceling classes for yesterday evening and this morning. But luckily, the Geographic’s of the campus have been changed since past years when apparently it wasn’t just cold in the winter time but the walk to class was quote “up hills both ways”, according to credible alumni.

Trustee Bowling reported:

I recently read an opinion piece by a Miami Oxford Campus student named Madeleine, entitled, “What I learned from taking classes on Hamilton’s campus”. Madeleine describes her shock when she mistakenly registered for a Shakespeare and Film class on Hamilton’s campus. Although she tried to change her schedule, she could not. She continues to describe her class experience in Hamilton in a positive light as, “the best and most informative mistake I have ever made”. It is good to hear an Oxford student’s perspective on Miami’s regional campus and especially a student who has actually participated in a class.

Last week, students swarmed Millett Hall for the annual Spring ICE Career Fair. Miami Career Services hosts this event. Nerves are undoubtedly high but it is encouraging to speak with recruiters who insist that they love the energy and professionalism of Miami students which they do not witness at every school they visit. There is a wide range of organizations and firms seeking Miami students, from the U.S. State Department to entrepreneurial and tech groups like GroupOn. As Miami students, we are blessed to have so many opportunities coming to our campus.

The university is crafting a new academic department known as the Global and Intercultural Studies Department. The overarching goal of this consolidation of six distinct interdisciplinary programs is to “foster among students a strong intercultural awareness...and contribute to solving global problems”. This consolidation effort gained my attention because although many students are not majors in this area, they are exposed to the courses throughout the Miami Plan. Miami students will be supported in their efforts to become global citizens without leaving the Oxford campus with this new department. It will certainly complement their study abroad experiences.

The Student Counseling Service provides resources to Miami students on their webpage. They have an incredible memo on grief in response to the recent violence and death of Miami student Rebecca Eldemire. The memo defines “loss” and details how Miami students and residents of the Oxford community may reach out to mental health professionals at the university during times of need. This service is essential now more than ever and we must continue to communicate the availability of mental health programs to assist students in need.

Yesterday, the Miami University Confucius Institute hosted their 2015 Chinese New Year Celebration in McGuffey Hall. Open to all students, faculty and staff, the celebration boasted booths on traditional Chinese tradition, foods, New Year’s greetings, paper art, and games. These events and more showcase the university’s academic commitment to diversity and cultural learning.

Associated Student Government

ASG Secretary for Academic Affairs, Kirsten Fowler, reported to the Committee on Student Employment, Academics, Student Organizations, and Student-Community Relations.

Ms. Fowler's written report is included as Attachment A.

University Senate

Professor Bryan Marshall, Chair of the University Senate Executive Committee, updated the Committee on recent Senate actions. Actions for Board consideration included new degrees and the creation of a new Academic Department, the Department of Global and Intercultural Studies.

Professor Marshall's written report is included as Attachment B.

Student Affairs Reports

Vice President's Report and Resolutions

Vice President Jayne Brownell updated the Committee, relaying the following:

I'm now just a week and half away from my one-year anniversary at Miami, and it's been a very eventful year. We are currently in the fourth week of the semester, and it has been a busy one already. Fraternity and sorority recruitment is complete and we are now in the new member education phase. A higher percentage of students who began the recruitment process stayed in to accept a membership offer than in the past, so while the number of people who expressed interest initially was actually lower than in the past, our membership numbers are the same or better than in past years.

Last week Career Services hosted the Spring Internship and Career Expo, or Spring ICE, held in Millett. We had a record number of employers participate, with over 200 employers on site. I talked with a few of them over lunch, and it was great to hear how much they enjoy coming back to campus every year. They described our students as motivated, professional, sharp, and engaging. This echoes what we hear from many alumni - they start by hiring one intern or staff member, and in a few years, they consistently hire a team of them, since they know they'll always get great employees.

As you know, one of the first things that anyone talked to me about when I came to interview here and when I started last March, was the concern about high-risk alcohol use among students. The work of the Alcohol Task Force just concluded, and we submitted our report to President Hodge this week. The report is based on an environmental scan, a series of focus groups, a review of national alcohol research, and a review of best practices. It provides a comprehensive summary of the current environment at Miami and in Oxford, and lays out a series of recommendations and an

implementation plan for future workgroups. We look forward to the President's feedback and moving that issue forward.

We also added a new position in Student Affairs this term, with Jen O'Brien joining us in January as our director of Off-campus Outreach and Communication. This addition is part of the restructuring I talked about last year, and comes from the fact that while students live on campus, they receive information from RAs and RDs, bulletin boards, and programs, but when they move off-campus, that communication basically ends. So Jen's job is three-fold—first, she is focusing on keeping off-campus students engaged and informed, and doing some education for them on the things they need to know about while living on their own; second, she'll work on building and maintaining good relationships and partnerships with the city of Oxford focused on issues related to students; and last, she'll maintain social media, web sites, and other forms of communications from Student Affairs. She is extremely creative and already has a lot of great ideas, so I'm excited to have her in the Division.

Sexual assault and interpersonal violence prevention and response continue to be a high priority for us, as you will hear more about today. The realities of interpersonal violence were demonstrated in a very tragic way on our campus a few weeks ago, so while supporting Becca Eldemire's friends through this difficult time, we are also moving some initiatives forward that we've had in the works for weeks and months. Becca Getson will talk about our plans in her presentation.

So, four weeks into the semester, we still have a very full agenda to look forward to for this spring. But I am anxious to start my second full cycle here, and to continuing to build on the efforts in our Division.

Sexual and Interpersonal Violence Prevention

Rebecca Baudry-Young, Director of Student Wellness and Becca Getson, Sexual Assault Response Coordinator, provided an overview of legislative requirements, discussed the link between alcohol and sexual assault, and updated the Committee on Miami efforts to prevent sexual and interpersonal violence.

They reported campus efforts begin before the arrival of students in the Fall, with initial training starting at Orientation, and through the online education program Haven: Understanding Sexual Assault. On the campus multiple entities work to enhance awareness and to provide prevention information, including; student groups, trained professional residence life staff and resident assistants, mandatory training for new employees, and campus campaigns, such as; I Am Miami, Step Up!, and It's On Us.

Ms. Baudry-Young and Ms. Getson addressed many questions from the Trustees, including:

The initial education of entering students, which begins with Haven and through interactions with existing Miami students and student organizations.

The role alcohol plays, which is a factor in up to 90% to 95% of all college sexual assaults. With a freshman's first six weeks on campus being the most dangerous period.

The campus culture regarding alcohol, where although most students do not desire to drink excessively, there is a perception this is the norm.

Where does Step Up! stand? To date it has reached approximately 1,000 with another 1,800 contacts planned through Greek organizations, and open sessions, with the goal being to reach all incoming students through the UNV101 course.

The absolute number of assaults, which shows an increase in the number reported, but not necessarily in the number of incidents, because there is less reluctance to report.

Ms. Baudry-Young's and Ms. Getson's presentation and written report are included as Attachment C.

Student Affairs Written Reports

In addition to the presentations, the following written reports were provided:

- Student Affairs "Good News" – VP Jayne Brownell, Attachment D
- Academic Intervention – Christina Carrubba-Whetstine, Director Academic Support and Retention, Attachment E
- Student Housing Occupancy Update – Brian Woodruff, Director Housing Contracts and Meal Plans, Attachment F
- Living Learning Communities – Tresa Barlage Zianno, Associate Director of Residence Life, Attachment G

Enrollment Management and Student Success Reports

Enrollment Update

Vice President Kabbaz described the meeting room, 50 CAB the Admissions Auditorium, and explained that 25,000 people flow through the room each year to learn about Miami University. He also highlighted work across divisions to promote student success, and that such proactive efforts have reduced enrollment cancelations by 42%. He also informed the Committee of the pilot program to evaluate the student success collaborative tool.

Ms. Susan Schaurer, interim Director of Admissions and Enrollment Communications, added that the Admission Auditorium hosts two sessions per day, and attendees are escorted about campus by a team of 150 student tour guides, she then discussed Fall 2015.

Total applications exceeded 27,000 which marks a 50% increase over the Fall 2010 numbers. It was emphasized that this was true growth, and not growth due to implementing the Common Application, or a “Fast App.” In addition to the growth in applications, the academic profile of the applicants has also grown, with higher ACT scores, GPAs and curriculum strength, with the increase in profile quality across all applicant pools.

Ms. Schaurer emphasized the importance of building Miami’s reputation within high schools to promote future applications, and the need to target recruiter efforts to high schools with students of our profile. It was also relayed that to achieve continued growth, the demographics require a greater reach beyond Ohio and the MidWest, and even outside the United States; and today 49 states and 106 countries are represented in the applicant pool.

It was explained that Admissions does not decouple quality and diversity, making the challenge to define for such potential students why they should come to Miami, and what we offer. With this mindset, applications by diverse students have grown year after year.

The early decision profile is up in all quality measures, with a greater number of admits, which increased by 50 to 710, and with a 95% yield rate, they will make up 20% of the Fall class. For the early (surprise) notifications, the academic quality is near constant, but Miami increased the number of offers 50% to over 9,400. These acceptance letters were sent December 18, in advance of Holidays. Followed up on 22 December with merit award letters, which offered a 50% increase in median scholarship value. After the February 1 acceptance letters, the number of admissions is currently over 14,500, with a near 29ACT, and 3.87 GPA average. Diversity admissions have also increased, and these candidates also have a very strong academic profile. The Bridges program is proving highly successful – 97% of participants applied to Miami, and the yield is expected to be near 50%.

Confirmations to date, are running 200 ahead of last year. The Admissions Office is now shifting focus to yield, and held this year’s first Make it Miami Day on Monday, February 16, 2015.

Ms. Schaurer addressed many questions from Trustees, including:

The number of high schools visited, which has doubled over the past few years to over 1,200 during the past year. And while there are not enough resources to visit every high school, Miami does provide information packets to every Ohio High School and does contact every student in Ohio who scores in Miami’s competitive range.

The number of counselors hosted on campus each year, which is around 80 total. Approximately 50 are through a partner program with the University of Dayton, and another 30, are hosted exclusively by Miami through our own nationwide initiative.

Ms. Schaurer's presentation is included as Attachment H.

Winter Term Update

Vice President Kabbaz updated the Trustees on the success of the Winter Term. He stated participation numbers are up 33% over last year to more than 4,200 students, with nearly 1,800 registrations on campus. There was, however, a drop in the number of students studying abroad, which will be reviewed.

Courses were spread across all Divisions and levels, in the classroom and online. The term allowed 100 students total to complete all graduation requirements during the winter. Surveys indicated students were 95% satisfied, with 97% indicating it helped them achieve their educational goals. Among faculty, the satisfaction rate was over 99%.

Revenue for the Winter term exceeded \$11 million, which was in excess of all budgeted expectations. Such revenue levels will allow Miami to invest in greater need-based scholarships for the term, helping to make the Winter term more accessible.

Vice President Kabbaz, addressed several questions from Trustees, including whether the lower study abroad numbers could in part be due to student and parental concerns over world events and attacks.

The update concluded with an observation that Winter term participation appears to be above and beyond the summer, as the summer numbers from 2014, did not decrease over the prior summer's enrollment. Although yet to be fully determined, it appears Winter term is allowing students to enhance their academic experience by adding minors and second degrees.

Mr. Kabbaz's presentation is included as Attachment I.

Federal and State Higher Education Initiatives

Vice President Kabbaz and Randi Thomas, Director of Institutional Relations, along with student Franny Black, updated the Trustees on recent federal and state government initiatives regarding higher education.

They explained the federal initiatives include benchmarks to provide students and parents with information, and a sense of cost and affordability. Another aspect includes performance information, with the first iteration of the college rating system scheduled for release in August, 2015. Also planned is an eventual tying of federal aid dollars with the ratings, this is scheduled for 2018.

Yet to be specifically defined is the ranking system categories and metrics. It is anticipated there will be access metrics, with information on; Pell grants, family contribution gap, family income quintile, first generation students, etc. Also expected are affordability and net price metrics, and performance metrics, to include; completion rate

(6 year), transfer rates, labor market success, graduate school attendance, loan performance, etc.

A concern is what incentives such metrics will create, for example labor market success might create an incentive to emphasis preparing students for the highest paying jobs only, to the detriment of jobs in areas such as social services.

The Ohio report provided several recommendations, many of which Miami is already far advanced in implementing. One area the report did not focus upon was affordability, however, the Governor's recent announcements and the creation of a higher education task force, appear to be targeting this area.

Vice President Kabbaz', Mr. Thomas' and Ms. Black's presentation is included as Attachment J.

Enrollment Management and Student Success Written Reports

In addition to the presentations, the following written report was provided:

- Enrollment Management and Student Success "Good News" – VP Michael Kabbaz, Attachment K

Academic Affairs Reports and Resolutions

Provost Update

Provost Callahan discussed the four proposed resolutions:

Bachelor of Science in Information Technology
 Bachelor of Arts/Bachelor of Science in Liberal Studies
 New Department, Global and Intercultural Studies
 Tenure Appointment, Dr. Steven Conn

She explained the degrees are within the College of Professional Studies and Applied Sciences. The Liberal Studies degree is essentially a completion degree, with most classes available on line. She explained Dr. Conn is a well-qualified and experienced professor, being hired into an endowed chair position. Provost Callahan also discussed the new academic department, explaining that since the Senate vote, which questioned the timeline for implementation as being too rapid, she has had the opportunity to discuss the Department's creation with each of the applicable Program Directors, and all are in support of implementation along the originally planned timeline. Therefore, if approved, it would likely be her intention to follow the original timeline.

The Committee moved and seconded a recommendation of approval for each of the resolutions by the full Board of Trustees. By unanimous voice vote, the recommendation of approval for each, was approved.

The four resolutions are included as Attachments L through O, and Provost Callahan's report is included as Attachment P.

eLearning

Dr. Beth Rubin, Assistant Provost for eLearning, updated the Committee, discussing infrastructure, strategy and markets, and overall progress. She also stated the office is now fully staffed.

Her office is working with IT, on areas such as videos, exams, proctoring software, and the Learning Management System - Canvas. She explained that Canvas is a new LMS for Miami and that faculty training is now in progress, and her office will assist faculty in the transfer to this system.

Dr. Rubin also discussed strategy, including options for undergraduate courses, certificate programs, graduate programs, and eLearning centers. She stated one half of the top 25 courses which students transfer into Miami, are now available online, effectively reducing the number of transferred courses while increasing the number of courses taken online through Miami.

She stated her office is also trying to develop courses to capture students at unique times, and to reach students not at Miami (through courses in areas such as speech pathology). The goal is not simply to replace on-campus with online - it is more strategic, with quality as the key. On-line course growth in Oxford has more than doubled in the past two years, with continued growth on the regionals. Regarding certificates, she stated they must first develop the underlying courses themselves. And she stated Miami has run four pilots at international centers and have encountered challenges in technology, culture, etc.

Dr. Rubin addressed a number of questions from the Trustees, including:

The number of unique courses offered online, which is approximately 220, with 12 of the top 25 courses now available online, and the minor in business available fully online.

The cost for Miami online courses, and are we competitive? Dr. Rubin replied that we are assembling that information.

The capacity of each online course, which, due to grading requirements, interactions with students, etc., is approximately the same as its classroom-based alternative.

The ability to offer additional sections. She stated we intend to begin utilizing a waiting list for full courses to assess the level of excess demand and determine if an additional section should be offered. Part of this is to develop master course shells, to

ensure consistency and quality and reduce the startup work required. Such shells would not be a course in a box, but sharing.

Assistant Provost Rubin's presentation is included as Attachment Q.

Academic Affairs Written Reports

In addition to the presentations, the following written report was provided:

- Academic Affairs "Good News" – Provost Callahan, Attachment R
- Honors Program - Linda Marchant, Honors Program Director, Attachment S

Forward Agenda

There were no comments regarding the Forward Agenda. The Forward Agenda is included as Attachment T.

Other Business

Don Crain reminded the Trustees that Miami had missed enrollment goals in the past, and it was then that the concept of Enrollment Management was proposed. He further stated we now have a division with a vice president, and this focus has become a strength to the University.

Adjournment

With no other business to come before the Committee, the meeting was adjourned to tour the One Stop for Student Success at 11:30 a.m.



Theodore O. Pickerill II
Secretary to the Board of Trustees



ASSOCIATED
STUDENT
GOVERNMENT

Kirsten Fowler
Secretary for Academic Affairs
Associated Student Government
fowlerkk@miamioh.edu

TO: Board of Trustees Academic/Student Affairs Committee
FROM: Kirsten Fowler
DATE SUBMITTED: February 6, 2015

Ladies and Gentlemen of the Board,

ASG has high hopes for the second half of this academic year. After a much-needed winter break and an incredibly successful J-Term, we are excited to see Miami get back to business. The following are the major initiatives, among many other smaller endeavors, of which the Associated Student Government would like you to be aware.

Student Employment

Student Body President Cole Tyman, along with myself and several other members of ASG are currently working with the Office of Governmental Relations and the office of Congressman Mark Meadows to lobby Congress to pass the Student Worker Exemption Act. This would provide an exemption to the 30-hour work week/insurance requirement for student employees of universities. Limiting student employment on campus, which is easier for students to schedule and balance with course loads and extracurricular activities than an off-campus job, limits students' chances for academic and professional success. The insurance requirement is also redundant, since students are required to prove health insurance coverage or purchase it through the university anyway.

Throughout this semester, ASG will be soliciting support from student governments throughout Ohio and across the country to join us in lobbying Congress. Several members of ASG will also be traveling to Washington, D.C. to meet with legislative staff and congressional members on the issue and petition additional sponsors of the bill.

Academics

This semester, ASG continues to work with the Undergraduate Academic Advising Council on the implementation of the "What If" function of DARS. We also continue to have progress working with administration on academic advising.

We are also exploring Peer Priority Registration. Originally introduced by ASG several years ago, this would allow senior Honors students to register for classes, followed by regular seniors, then Honors juniors, then juniors, etc. This would replace the current model of all Honors students registering before all other students (except for students with disabilities and athletes). There were two bills passed several years ago expressing ASG support for this policy, and we are currently looking into why it has not been pursued.

Student Organizations

This semester, Vice President of Student Organizations Nathan Lombardi will have Student Senate create a taskforce to begin assessing student priorities in the allocation of their \$1,860 student fee dollars paid each year. The taskforce will be primarily focused on making recommendations to the University Administration in respect to the spending of the student fee resources. Currently, the large amount of allocation to Intercollegiate Athletics has raised awareness among student leadership spanning not only Associated Student Government, but all those organizations regulated by and affiliated with ASG. The taskforce will first look to establish a timeline for reporting and formulate a plan to compare Miami's Intercollegiate Athletics cost structure to other similar institutions.

The successor to the VP of Student Orgs will be selected with the primary qualities in mind that would aid that individual in continuing this investigation. The current role of the Vice President of Student Organizations is to allocate a portion of student fee dollars through Student Senate in the amount of 1.3 Million to the following entities:

- Associated Student Government
- 230+ Registered Student Organizations
- Miami Activities and Programing (MAP)
- Miami University Club Sports
- Slant Marketing & Design
- The Student Initiative Fund

Additionally, as part of the role, Vice President Lombardi has taken it upon himself to serve on University Senate's Fiscal Priorities Committee for the past 3 semesters and had met regularly with Senior Vice President Dr. David Creamer to discuss the students' role in various long term budgeting aspect of the University.

Associated Student Government will be providing updates on the status on the Student Fee Taskforce routinely at future meetings once its membership has become established. Additionally, the first public update will be published no later than March 30th, 2015.

Student-Community Relations

The Student-Community Relations Council (SCRC), which consists of members of the student body as well as members of the Oxford community, is currently working with the city law director on nuisance housing legislation. Essentially this would involve fines/community service for tenants of "nuisance" houses. We hope SCRC will serve as the governing body for these instances, and would hold hearings for the members of the disorderly houses. Once the details have been finalized, we hope to see the legislation passed through SCRC, various Oxford housing boards, Student Senate, and city council.

ASG is looking to take full advantage of this semester, and we hope to accomplish a great deal. I anticipate more updates for you on these initiatives as the semester progresses.

Love & Honor,

Kirsten Fowler

Secretary for Academic Affairs
Associated Student Government

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Bryan Marshall, Chair

Terri Barr, Chair-elect

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

February 3, 2015

The following summarizes items of University Senate business conducted since the Executive Committee submitted a report to the Board of Trustees on November 17, 2014 for the December 5, 2014 meeting.

- Curriculum:
 - **December 1, 2014, SR 15-06:** Proposed Bachelor of Arts and Bachelor of Science Degree in Liberal Studies, Department of Integrative Studies, College of Professional Studies and Applied Sciences.
 - **December 1, 2014, SR 15-07:** Proposed Bachelor of Science in Information Technology with a New Major, Information Technology, Department of Computer and Information Technology, College of Professional Studies and Applied Sciences.
- Minor Revisions to guidelines and University Documents received on the University Senate consent calendars:
 - **January 26, 2015:** Revision to the *Miami Policy and Information Manual*, Section 10.3.B, schedule for final examinations.
 - **January 26, 2015:** Revisions to *The Student Handbook*, Section 9.1.A, class attendance policy.
- Special Reports delivered at University Senate:
 - **November 17, 2014:** Director of Howe Center for Writing, Kate Ronald and Howe Professor of Written Communication, Heidi McKee, Writing at Miami University.
 - **November 17, 2014:** Associate Dean of Students, Gwen Fears, Update of the Pilot UNV 101.
 - **December 1, 2014:** Co-Chairs, Task Force on Differentiation of the Regional Campuses, Maria Cronley and Moira Casey, Final Report from the Presidential Task Force on Differentiation of the Regional Campuses.
 - **January 26, 2015:** Co-Chair, Alcohol Task Force, Rebecca Baudry and committee member Jayne Brownell, Update on Alcohol Task Force.
 - **January 26, 2015:** Co-Chairs, Global Studies Implementation Committee, Tom Crist, Rebecca Luzadis, Final Report from the Global Studies Implementation Committee.
 - **February 2, 2015:** Assistant Provost, Global Initiatives, Cheryl Young, Update on faculty leaders abroad training and overview of advising and support services available for international students.

- **February 2, 2015:** Chair and Process Coordinator, Regional Campuses Process Committee, Jim Oris and Judy Rogers, Update on the work and timeline of the committee.
- **February 2, 2015:** Director of Liberal Education, Rich Taylor, Update on revisions and implementation of the Global Miami Plan.
- Senate Resolutions (not including items of curriculum):
 - **January 26, 2015, SR 15-08:** Sense-of-the-Senate, Global Studies Implementation Committee Final Report.
 - **January 26, 2015, SR 15-09:** Sense-of-the-Senate, Global Studies Implementation Committee Final Report.

SR 15-06

BE IT HEREBY RESOLVED that University Senate adopt the proposed new degree, Bachelor of Arts and Bachelor of Science Degree in Liberal Studies, Department of Integrative Studies, College of Professional Studies and Applied Sciences;

AND FURTHERMORE, that the endorsement by University Senate of the proposed degree will be forwarded to the Miami University Board of Trustees for consideration.

SR 15-06 carried by roll call vote.

SR 15-07

BE IT HEREBY RESOLVED that University Senate adopt the proposed new degree, Bachelor of Science in Information Technology with a New Major, Information Technology, Department of Computer and Information Technology, College of Professional Studies and Applied Sciences;

AND FURTHERMORE, that the endorsement by University Senate of the proposed degree will be forwarded to the Miami University Board of Trustees for consideration.

SR 15-07 carried by roll call vote.

SR 15-08

Sense-of-the-Senate Resolution January 26, 2015

BE IT HEREBY RESOLVED that University Senate supports the report and the recommendations set forth by the Global Studies Implementation Committee in their Final Report dated December 5, 2014.

Show of hand vote: Yes: 14; No: 26; Abstain: 5

SR 15-09
Sense-of-the-Senate Resolution
January 26, 2015

BE IT HEREBY RESOLVED that University Senate supports the Global Studies Implementation Committee Recommendations with an amendment that the proposed timeline be lengthened by an additional semester. The spring 2015 semester is to be used to host regular working groups and a retreat where faculty from the impacted units meet in a facilitated manner and articulate priorities for the department's mission, governance, name, qualifications for chair, and workload policy. The outcomes of these meetings will be a set of governance principles, a name, a concrete plan for preserving the department's necessary focus on the *local* as well as the global, and a job ad for the new chair. These items will be forwarded to the dean of CAS (ideally the new permanent dean of CAS, to allow for consistency in implementation). Summer funding (such as CELTUA-type grants) should be provided for curriculum workgroups to begin the process of building the new Global Studies curriculum and streamlining curricula in other areas that may be overlapping. The search for the new chair would take place in late summer/early fall 2015, with a start date of January 1, 2016.

Show of hand vote: Yes: 40; No: 4; Abstain: 5

cc: Provost Phyllis Callahan, University Senate
Associate Provost, Carolyn Haynes, Secretary, University Senate
Bryan Marshall, Chair, Executive Committee of University Senate

Prepared by: Stacy Kawamura, Recording Secretary, University Senate

Sexual and Interpersonal Violence Prevention

February 2015

Miami strives to create an environment and culture that is safe for all community members and is respectful of all individuals. Sexual and interpersonal violence prevention and response is crucial to creating this safe, supportive, and healthy environment for students, faculty, and staff. The Sexual Assault Prevention and Response Program oversees, advises, and partners across the university to create an environment that effectively responds to and strives to prevent sexual and interpersonal violence. The following report will focus on Miami's prevention efforts now and moving forward.

National and State Update

Miami has long responded to reports of sexual and interpersonal violence along with providing education regarding sexual health. Within the last several years, national legislation, recommendations, and guidelines have been promulgated to modify sexual violence prevention and response by colleges and universities. The Clery Act, Title IX of the Education Amendments of 1972, and Violence Against Women Act, which includes the Campus Sexual Violence Elimination (SaVE Act), all work to adjust the way that campuses respond to and prevent violence. Several major changes include requiring: reporting a broader range of offenses; modifications to campus judicial process; provide primary prevention and awareness programs for incoming students and employees; educate on bystander intervention; and maintain ongoing prevention and awareness campaigns.

Incoming Students

In 2014, the Dean of Students office updated Orientation's Community Expectations presentation, which educates parents and students regarding sexual and interpersonal violence and alcohol, among other topics. This section now includes more specific information regarding the Office of Ethics and Student Conflict Resolution, Title IX requirements, protocol for addressing and reporting offenses, consequences for violations, and statistics about campus-related crimes. In addition, every student and family received a handout regarding Title IX, confidential resources, non-confidential resources, prevention, education, and student organizations dedicated to preventing sexual and interpersonal violence. Miami Police, the Sexual Assault Response Coordinator, and/or other administrators are on hand to answer questions regarding community expectations and safety. Student Orientation Undergraduate Leaders (SOULs) facilitate small group discussions with new students after the Community Expectations session, and all new students receive emergency contact cards with important contact numbers. Our efforts are designed make it clear that the University takes sexual and interpersonal violence seriously, promises to treat those who report such crimes with respect and dignity, and begins the conversation regarding these offenses with incoming students.

All first-time incoming students on all campuses are required to complete Haven: Understanding Sexual Assault. This online education program is designed to use a population-level approach to educate all students on the issues associated with sexual and interpersonal violence, taking into account their unique perspectives and experiences. Students are required to complete this program by the first day of classes. To ensure all students complete the program a hold is placed on their second semester registration.

Employees

For several years, Miami has used an online harassment and discrimination training module to educate new employees, which included some information on Title IX issues. However we felt a need to increase

the amount of information to provide new employees, so in the fall of 2014, Miami purchased a new online training module called WeComply. All new employees that will be employed for 30 days or longer must successfully complete a Title IX module and either a supervisory harassment and discrimination module or an employee harassment and discrimination module. Additionally, the Office of Equity and Equal Opportunity schedules regular training sessions on harassment and discrimination (including Title IX) and on duty to report for responsible employees as outlined in the Miami University Policy Information Manual Section 3.6, Policy Prohibiting Harassment and Discrimination. For additional information or questions, please contact the Office of Equity and Equal Opportunity at (513) 529-7157. Furthermore, we encourage all employees to participate in ongoing education and awareness events, including the Ongoing Campaigns.

Awareness and Prevention Education

Multiple entities across the university work to raise awareness and prevent sexual and interpersonal violence. The Sexual and Interpersonal Violence Prevention/Response Committee is a group of students, faculty, and staff that meet regularly to discuss efforts, plan events, and coordinate across the university.

The Dean of Students' letter that is provided to all students before the start of classes highlights personal safety and responsibility. Included in this information is how to report an offense and the contact information of the Sexual Assault Response Coordinator. In September, Miami University Police Department brings together multiple resources and support services in the form of a Campus Safety Fair which is available to all students, faculty, and staff.

All professional residence life staff and resident assistants receive annual training on sexual and interpersonal violence including information regarding awareness, response, resources, Office of Equity and Equal Opportunity, Title IX, and Clery Act. This training is to assist staff not only to respond to, but also prevent these offenses from occurring. Residence Life staff are encouraged to provide programming, bulletin boards, and events to prevent sexual and interpersonal violence while fostering safe and positive relationships.

Several targeted populations, including Greeks and Athletics have mandatory education. All new Greek members are required to complete programming which includes sexual and interpersonal violence and bystander intervention. Through a mandate from Intercollegiate Athletics, all athletic teams are required to complete annual sexual and interpersonal violence education and some teams sponsored bystander intervention programs. Programming is available upon request to student groups, classes, residence hall corridors, organizations, classes, and others throughout the year. Volunteers also perform walkabouts before classes start, delivering information door-to-door to off-campus students that includes topics about safety and alcohol.

Several student groups on campus provide awareness and educational activities. These events include national events including Take Back the Night March and Speak Out, Walk a Mile in Her Shoes, RAINN Day (Rape, Abuse, Incest, National Network Day), Denim Day, and other events of interest to students, faculty, and staff. Faculty and staff such as Women's Studies, Criminal Justice, Women's Center, College of Education, Health, and Society advise students on an ongoing basis in regards to ongoing and current events.

Ongoing Campaigns

I Am Miami

Born of the Task Force for the Prevention of Sexual Assault, I Am Miami defines Miami as a community that cares for each other and our community. Based on Miami's Code of Love and Honor, "I am Miami" is the phrase we use to define the culture to which we aspire and who we are as Miamians. Our students are encouraged to reflect on the important individual choices they make at Miami, choices that extend far beyond academics (and academic integrity) and into other dimensions of wellness and personal responsibility that have huge implications for both their short term safety and their long run success. This University Initiative is designed to provide an opportunity for every member of the community to embrace a culture of respect, inclusion, care, and personal responsibility.

Step Up!

The Division of Student Affairs, through the Office of Student Wellness in partnership with the Sexual Assault Prevention and Response Program, has begun offering bystander intervention training to student groups. The goal of this training is to make students aware of the importance of safely and effectively intervening when they see dangerous or unacceptable behavior and to provide them the skills they need to Step Up. Included in this training are scenarios in which there is a risk of sexual or interpersonal violence being perpetrated, to train students on effective ways to intervene in these situations.

It's On Us

"It's On Us" is a national campaign launched in the fall of 2014 by the White House aimed to end sexual assault on college campuses. "It's On Us" is a rallying cry inviting everyone to step up and realize that the solution begins with us. It's a declaration that sexual assault is not only a crime committed by a perpetrator against a victim, but a societal problem in which all of us have a role to play. We are reframing sexual assault in a way that inspires everyone to see it as their responsibility to do something, big or small, to prevent it. We are asking everyone to create an environment, be it a residence hall, a party, a club, a team, or the larger college campus, where sexual assault is unacceptable and survivors are supported.

We have taken "It's On Us" further than what is laid out by the national campaign. We have included not only sexual assault but also interpersonal violence in this movement. We have bolstered this initiative with our bystander training and the Code of Love and Honor for which we hope all Miamians strive to live by. We have created a Miami initiative that asks everyone to Step Up! for the Love and Honor we have for all Miamians because we are Miami and it's on all of us to end sexual and interpersonal violence.

Launching in February of 2015, Miami's "It's On Us" campaign will begin with a week of "It's On Us" events. The Sexual Assault Prevention and Response Program is partnering with the Associated Student Government to create student led events to discuss, raise awareness, educate, and pledge support to ending sexual and interpersonal violence. A new pledge has been created by Miamians for Miamians, combining "It's On Us" and the Code of Love and Honor.

Moving forward, "It's On Us" aims to coordinate the powerful, yet disparate efforts, across Miami's campuses into one unifying message that sexual and interpersonal violence is not tolerated at Miami University and that we all have the power to prevent this violence.

Sexual and Interpersonal Violence Prevention

Becca Getson,
Office of the Dean of Students

Rebecca Baudry Young,
Office of Student Wellness

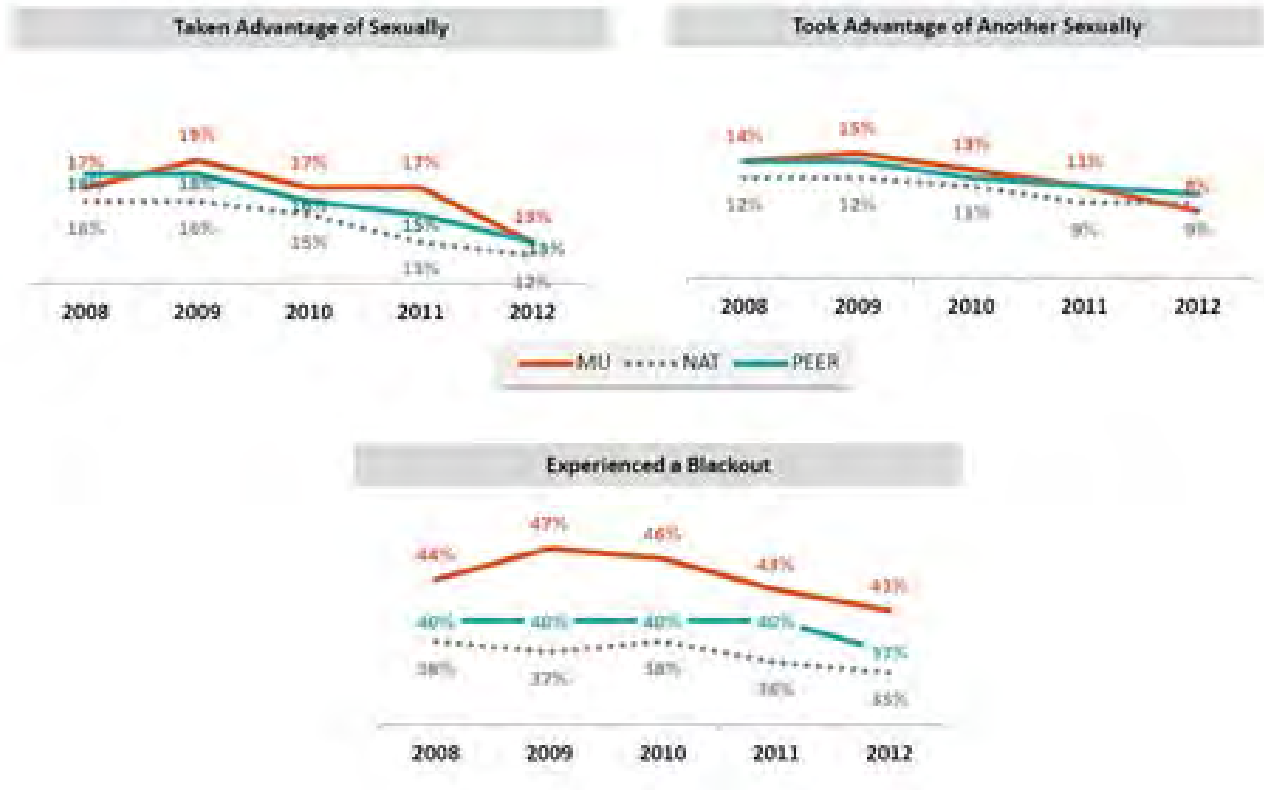
NATIONAL & STATE UPDATE

National Legislation

- Clery Act
 - Federal law that requires colleges and universities across the United States to disclose information about crime on and around their campuses.
 - Tied to an institution's participation in federal student financial aid programs
 - Applies to most institutions of higher education, both public and private
 - Enforced by the United States Department of Education
- Title IX
 - Federal civil rights law that prohibits sex discrimination in all educational programs or activities that receive federal financial assistance
- Violence Against Women Act (VAWA)
 - Federal legislation's comprehensive approach to violence against women combined tough new provisions to hold offenders accountable with programs to provide services for the victims of such violence.
 - Campus SaVE Act
 - Expanded crime reporting obligations, and requires institutions to implement specific policies, procedures, and training related to sexual violence, dating violence, domestic violence, and stalking

Alcohol & Sexual Assault

Trends in negative consequences and safety threats



- Source: 2013 Haven: Understanding Sexual Assault, Miami Data

The Role of Alcohol

Alcohol and Perpetration	Alcohol and Victimization
Alcohol is primary tool for..	Impairs person's ability to...
<ul style="list-style-type: none">• Enabler	<ul style="list-style-type: none">• Detect risky or dangerous situations
<ul style="list-style-type: none">• Facilitator	<ul style="list-style-type: none">• Make sound decisions
<ul style="list-style-type: none">• Scapegoat	<ul style="list-style-type: none">• Communicate effectively
<ul style="list-style-type: none">• Confounder	<ul style="list-style-type: none">• Physically resist when in danger

INCOMING STUDENTS

Orientation

- SOUL training
- Community Expectations presentation
- Title IX handout containing contact information, reporting resources, confidential resources, and educational information



Haven

Haven uses a population-level approach to educate all students on the issues associated with sexual assault and relationship violence, taking into account their unique perspectives and experiences, providing:

- Key definitions & statistics
- Reflective & personalized content
- Bystander skill & confidence- building strategies
- Campus-specific policies, procedures, & resources
- Rich data summaries to inform future programming

Target Audience:
College students

Time:
45 Minutes

Standards:
Campus Sexual
Violence Elimination
Act (Campus SaVE
Act) standards

EMPLOYEES

Training

- Online
 - WeComply
 - Online training module
 - New employees who will be employed for 30 days or longer
 - Includes information on Title IX issues
- Harassment/Discrimination
 - Regular training provided by OEE0
- Duty to report training per MUPIM 3.6



AWARENESS & PREVENTION EDUCATION

SIVPR Committee

(Sexual and Interpersonal Violence Prevention/Response Committee)

- Student Counseling Services
- MARS (Men Against Rape and Sexual assault)
- WAVES (Women Against Violence and Sexual assault)
- Office of Residence Life
- Hamilton Resource Liaison for Sexual and Interpersonal Violence
- Middletown Resource Liaison for Sexual and Interpersonal Violence
- Women's Center
- Athletics
- Title IX Coordinator/OEEO
- Office of Student Wellness
- SAHE Graduate student(s)
- Women Helping Women
- GLBTQ Services
- Miami University PD
- Oxford PD
- Office of Ethics and Student Conflict Resolution

Events and Programming

Program	Sponsor
Walk A Mile in Her Shoes	WAVES and MARS
Clothesline Project	Women's Center
Take Back the Night	Feminists Working On Real Democracy (F-WORD)
Can I Kiss You? Date Safe Project	HAWKS
One Billion Rising	WAVES
RAINN Day	WAVES
Sexual and Interpersonal Violence Prevention Program	HAWKS
Sex in the Basement	HAWKS
Sexperts	HAWKS
Step Up! Bystander Intervention Training	HAWKS

ONGOING CAMPAIGNS

(Mis)Perceptions of Norms Shape Campus Culture

For a norm to be perpetuated it is not necessary for the majority to believe in it, but only for the majority to believe that the majority believes in it.

Norm Misperceptions of College Students

Men and women **OVERESTIMATE** others'

- Comfort with rigid gender roles
- Sexual activity (# times and # partners)
- Endorsement of rape myths
- Willingness to use force*
- Having sex without partner's consent*

Men **UNDERESTIMATE** other men's

- Discomfort with sexist remarks
- Willingness to intervene

**The goal is to correct misperceptions
to create positive behavior change.**

I Am Miami

- "I Am Miami" is the phrase we use to define the culture to which we aspire and who we are as Miamians. Our students are encouraged to reflect on the important individual choices they make at Miami, choices that extend far beyond academics (and academic integrity) and into other dimensions of wellness and personal responsibility that have huge implications for both their short term safety and their long run success.
- Code of Love and Honor

The logo for "I am Miami" features the words "I am" in a red, cursive script font, followed by the word "Miami" in a bold, red, sans-serif font. The entire logo is set against a white rectangular background.

I am **Miami**

Step Up!



- HAWKS Peer Health Educators
- Goals
 - Raise awareness of helping behaviors
 - Increase motivation to help
 - Develop skills and confidence when responding to problems or concerns
 - Ensure the safety and well-being of self and others
- Step Up training teaches you what signs you should look for to know when to “Step Up” to help yourself, your friends and fellow Miamians who appear to be suffering from depression or sexual/physical abuse, experiencing alcohol poisoning, or other issues where you become concerned about their health and welfare.

It's On Us

- Launching February 2015 at Miami
- Comprehensive initiative focused on preventing sexual and interpersonal violence at Miami
- It's On Us. This is about us. Sexual and interpersonal violence affects people of all races, gender identities, sexual orientations, and ages. For Love and Honor and Respect, it's on us to end sexual and interpersonal violence.

IT'S ON



MiamiOH.edu/ItsOnUs

I Pledge

To **recognize** what is consent and what
is sexual assault

To **identify** and acknowledge situations
in which sexual assault may occur

To **intervene** in situations that could
potentially cause harm to another
person

To **create** an environment in which
sexual assault and interpersonal
violence is unacceptable & survivors are
supported

To **exercise** good judgment and
personal responsibility

To **demonstrate** Love & Honor by
supporting and caring for my fellow
Miamians

I am **Miami**

Video

Thank you!

- Becca Getson
 - Office of the Dean of Students
 - 104 Health Services Center
 - 513-529-1870
 - getsonra@miamioh.edu
- Rebecca Baudry Young
 - Office of Student Wellness
 - 102 Health Services Center
 - 513-529-8544
 - baudryrm@miamioh.edu

Student Affairs Good News February 2015

Fall/ Winter Highlights

Armstrong Student Center

- Armstrong Student Center study and small meeting rooms went live on the Library Study Room Reservation System in the fall. Students can now reserve a study room up to 2 weeks in advance for 2 hours at a time. Study rooms averaged 85 reservations a day for 152 hours. On the busiest reservation day, 152 reservations were made for 270 hours. During finals week (Saturday-Friday), 856 reservations were made for study and meeting rooms, reserving 1,565 hours of study time.
- Armstrong Student Center Pavilion was converted to a quiet study lounge during finals week. Hourly room counts reflect at least 1,328 hours of study time in this space (Monday-Friday) with as many as 65 people using the space at one time.
- From July 1st to the start of the spring term, Armstrong Student Center executed 704 events for clients. This included 596 student organization events (85%), 108 university department events (including conference services) and 2 external client events, including the first wedding in the Armstrong Student Center. As of the first day of spring classes, 397 events were already scheduled for spring 2015 (319 student organization events, 77 university department events and 3 external organization events).

Career Services

- The spring career fair is scheduled for on February 11 in Millett Hall. Employer registrations as of January 26 are ahead of last year, with 190 employers expected to attend the fair.
- Fall on-campus recruiting activity was strong, with 3,854 interviews conducted in Hoyt Hall through the end of December. Through the same period over 2,900 internship and job postings were available on Miami Careerlink; many of the postings included multiple positions.
- The disbursement of the Ohio Means Internship Grant is proceeding according to schedule; \$197,000 of the \$199,000 budgeted for internship stipends have been committed to specific employers. Funds allocated to the new Humanities and Creative Arts employer development committees, new alumnus-in-residence programs and the new Cincinnati Digital Innovation Center (modeled on the San Francisco Digital Innovation Center) are also being drawn down according to plan.
- During the fall term, Career Services staff conducted 183 programs and the Career Services website had 179,744 page views.
- Last semester, nearly 25 career exploration programs were completed. The Career Services team either collaborated directly with an academic or support department in planning each event or provided logistical or financial resources in support of an event.
- Career Services supported a new Winter Term program called Inside Chicago sponsored by the CAS Advisory Board. The 5-day program focused on career exploration and included site visits to multiple employers in multiple industries in the Chicago area. Career Services conducted pre and post-workshop training with the students and accompanied them to each site visit. Alumni hosted each employer visit. The feedback from the students and employers was extremely positive.
- Career transition services provided to alumni who have been in the working world more than 1 year have been transferred from Career Services to a new Career Education and Development unit in the Alumni Association. This transfer is based on specific Alumni Association priorities under Miami 2020.

Diversity Affairs

- On January 4th - January 11th 2015, The Office of Diversity Affairs took 6 students and 1 graduate student to Miami, Florida for the 2nd Annual Office of Diversity Affairs Immersion Trip entitled #Miami2Miami. The purpose of this trip was to focus on "Latin Fusion" through the linkage of the Latino

Diaspora and American culture. While exploring the many aspects of Miami, the group met with various Miami Alum including Joanna M. Sandstrom '97, Assistant State Attorney for the Mental Health Unit, and Damian Vaughn '98, Senior Vice President of Human Resources for HBO Latin American. The students had an amazing time and were really excited and touched by the alum's willingness to connect and network with them.

Disability Resources

- Student Disability Services, in partnership with IT Services, the Accessible Technologies Committee and several other University sponsors, will be holding the 2nd Annual Accessible Technology Symposium on Friday, April 17, 2015. The event will include an opening welcome from President Hodge, a keynote address by Ken Petri who is the Web Accessibility Coordinator for The Ohio State University, a panel presentation, as well as hands-on break-out sessions. The event is free and open to anyone who would like to attend. Continental breakfast and lunch are included. For more information and to register for the conference, please visit www.miamioh.edu/accessforall.

Harry T. Wilks Leadership Institute

- The 25 Oxford-campus first-year students who participated in the 2014 U-Lead Program in August earned an average fall semester GPA of 3.42. By comparison, the fall 2014 Oxford-campus first-year student cohort earned an average GPA of 3.15 (data pulled from the Office of the Registrar). Additionally, the retention of the 2014 U-Lead participants from Fall 2014 to Spring 2015 semesters is 96%. U-Lead is a 4-day, interactive pre-semester campus retreat in which students learn about leadership through small group sessions, participate in a low and high ropes course, complete a service project, and explore opportunities at Miami and within Oxford. Admission to the program is based on first-come, first-served sign-ups and not a selective process.
- The Scholar Leader Community along with Marcy Miller (executive director of Miami University Hillel) collaborated to offer the 2015 Winter Immersion Service Experience (WISE) Trip to Nashville, Tennessee from January 21st-24th, 2015. The WISE trip is an annual collaborative effort concentrated around the ideas of power, privilege, and social justice. This year, 22 undergraduates and 3 staff advisers participated in the trip. In addition to touring local sites and meeting with alumni, student volunteered at Second Harvest Food Bank and Safe Haven Family Shelter.

Myaamia Tribe Relations

- For the 2nd year, Nursing faculty members Stephanie Nicely and Suzanne Stricklin offered the Study Away J-Term class NSG 305 Cultural Perspectives in Healthcare. Fourteen Nursing majors enrolled, including one Miami Tribe student. The course included a weeklong stay in Miami, Oklahoma where they engaged with two programs sponsored by the Miami Tribe:
 - the Title VI federally funded lunch program for local Native elders
 - The Leonard Learning Center, a pre-school/day care facility.
 The students also toured and met staff from two different Native health facilities:
 - Northeastern Tribal Health System, a health clinic operated by a consortium of eight local tribes (Cherokee, Miami, Modoc, Ottawa, Peoria, Quapaw, Shawnee and Seneca-Cayuga). The goal of the NTHS is to provide the broadest scope of high quality health care services possible with the resources available to any member of a federally recognized Indian tribe. It is not an overnight facility.
 - Claremore Indian Hospital, an Indian Health Services facility, is an acute care medical and surgical hospital with 44 beds serving enrolled members of federally recognized Indian tribes. A Miami Tribe member is the pharmacist at Claremore and arranged for the tour and for staff members to meet the students.
- Co-sponsors of the 2015 National Breath of Life Archival Institute for Indigenous Languages, the Myaamia Center and the Smithsonian's Recovering Voices (RV) initiative, created a special opportunity

to help prepare for the June 2015 two-week event. Taking advantage of the long break during January, three Miami Tribe undergraduates and one Miami Tribe graduate traveled to Washington, D.C. and spent a week sorting and identifying archival materials. The archival materials were from a variety of tribal language groups who will participate in the program next summer.

New Student Programs

- We have just concluded a successful January orientation, attended by 189 new students and 67 guests. These new students included first-year, transfer, international, and domestic students:
 - 107 international students (37 first-year, 10 transfer, 46 ACE, 14 exchange)
 - 72 domestic (64 transfer, 8 first-year)
 - 10 relocation students (from Miami Hamilton/Middletown)
- NSP crafts purposeful support for new transfer students beyond orientation through a 1-credit, 8-week transition course, and a transfer student welcome event, co-sponsored with Admission.
- As we wrap up January orientation, we quickly move to continued planning for summer orientation for the class of 2019. Online registration for summer orientation sessions begins Wednesday, March 25, and orientation sessions will run from June 2 – July 1, 2015.

Residence Life

- ORL staff have reached out to 79 students on academic warning during winter term to provide support and resources
- During the 2nd week of Winter Term, approximately 575 students were living on campus. Beginning on January 20th, 729 students were living on campus, which included new international students coming for orientation, and by the end of the week [January 24], 2468 students were back living on campus. 9 RAs were hired by ORL, beginning on January 2nd, specifically focused on the needs of students registered to stay on campus and take Winter Term classes.
- January professional staff training included an emphasis on working with students with disabilities. A number of sessions occurred including a trip to Wright State to see how that campus is shaped to accommodate this population of students, a workshop offered by Student Disability Services, and a tour of two of the currently-being-renovated East Quad halls with an eye toward accommodations being included in these kinds of projects.

Rinella Learning Center

During Fall 2014, Rinella:

- Served 318 students through tutoring with a total of 1746 appointments
- Served 592 students through our supplemental instruction program
- Facilitated 74 students engaging as an Undergraduate Associate with faculty
- Served 71 students through our academic coaching program. Combined, these students met with an Academic Coach a total of 411 times over the course of fall semester. On average, coaching students improved their term GPA by .4.
- Proctored 1415 exams through the RLC Testing Center
- Engaged with 125 students on academic probation as part of the Second Year Intervention
- Educated 242 students in one of our study strategies workshops
- Welcomed 127 Access Fellows to the university through our newly structured support program
 - The overall average fall term GPA for our Access Fellows was a 2.88.
 - 73% of the Access Fellows took a specialized section of the First Year Experience course. The average fall term GPA for Access Fellows completing the First Year Experience course was a 2.94 whereas those not completing the course on average received a 2.7.
 - 94% of those completing the First Year Experience course ended fall term in Good Standing, compared to 85% of those not taking the First Year Experience course ended fall term in Good Standing

- 85% of the Access Fellows engaged with one or more student clubs and/or organizations.
- 11% of the Access Fellows engaged with Undergraduate Research opportunities.
- 40% of the Access Fellows engaged in service learning/community service activities.

Student Activities and Cliff Alexander Fraternity and Sorority Life and Leadership

- Over 2000 students signed up for Sorority and Fraternity Recruitment
- Over 350 student organizations participated in Winter Mega Fair. Approximately 2,000 students attended, looking for new opportunities for involvement.
- We filled 5 sections of EDL 290 for student leaders, student organization leaders and Greek life leaders

Student Counseling Service

- Over 800 students took a break from studying to reduce their stress by participating in "Furry Finals", an event organized by Student Counseling Service and provided by local owners and handlers of trained and licensed therapy dogs who volunteer their time to help support Miami students during times of stress.
- Student Counseling Service has initiated a new program on campus called Mental Health Allies, in which dedicated and interested faculty, staff, and even students can volunteer to receive training in how to help students who may be experiencing mental health concerns by connecting them with appropriate professional services.
- A group of 50 faculty and staff volunteered to complete an 8-hr training in Mental Health First Aid, which trains in how to identify, engage, and refer students who may be experiencing mental health concerns. This program has been shown to be highly effective in increasing early identification and intervention in student mental health problems.

Student Wellness and Education

- During the Fall and Winter terms, the Office of Student Wellness partnered with Miami Athletics to bring programming that enhances the culture of care and concern that exists among our student athletes. Student athletes participated in the Step Up! Bystander Intervention program through the Kinesiology and Health 112 course offered to all first year student athletes. The women's Skating team also participated in a Step Up! program. The Miami softball, baseball, and men's basketball teams participated in our Sexual and Interpersonal Violence Prevention program. Additionally, Inter Collegiate Athletics (ICA) and the Office of Student Wellness sponsored two student athletes, Megan Beaver and Kathie Wolleny, to attend the BACCHUS General Assembly in Orlando, Florida. Ms Beaver and Ms Wolleny also serve as HAWKS peer educators and take a leadership role on their teams to support initiatives related to health and wellness.

Collaborative Efforts

- Student Activities and the Cliff Alexander Office for Fraternity and Sorority Life is partnering with the Office of Student Wellness to create a new "Step Up" bystander education curriculum for all new members of the Fraternity and Sorority Community. Facilitated by Fraternity and Sorority Student Leaders and the Peer Hawks, all 1800 new fraternity and sorority members will attend the new program titled: Greeks Step Up.
- Parent & Family Programs partnered with Career Services to offer two webinars for parents about supporting their student's career development process, with one focused on parents of first and second year students and the other focused on parents of third and fourth year students. The first had 120 participants and the second had 110 participants. Parent & Family Programs is planning to pilot parent webinars on other topics in the fall semester.
- 44 second year students attend the Second Year Retreat in Washington D.C. from January 18-22, organized by Second Year Programs and led by four members of Residence Life. The students participated in a day of service, visited the National Indian Museum and the National Holocaust Museum

and toured Howard University. The purpose of the retreat was to provide second year students an opportunity to engage in service and increase their understanding of other cultures. As a result of this experience, second year students were able to dialogue with their peers about things they do not experience in their everyday lives. Students were able to challenge their assumptions and their peers through discussions on American Indians, the Holocaust, Howard University, and homelessness in order to better understand national and global cultural issues.

Staff Achievements and Accomplishments

- Christina Carrubba-Whetstine, director of the Rinella Learning Center, successfully defended her dissertation on January 26.
- University Psychiatrist, Dr. Joshua Hersh, authored two chapters in the recently release book *Mental Health Practice in Today's Schools: Issues and Interventions*, edited by Raymond H. Witte and G. Susan Mosley-Howard.
- Student Affairs was well represented among the presenters at the annual conference of OCPA, the Ohio Student Affairs professional association. Sessions included:
 - Meghan Morris (Wilks Leadership Institute Graduate Assistant) co-presented "Changing the Conversation Regarding International Students: Lessons Learned Through Intercultural Dialogue"
 - Stephen Henninger, Jimmy Thren, Kristen Vega, and Becca Wallace (Residence Life) presented "Engaging Sorority Women: Making Sense of Sorority Identities in Residence Halls"
 - John Cheney, Sarah Dodge, Antonio Duran, Stephen Henninger, and James Wu (Residence Life) presented "Finding the Balance: Supervising and Advising Through Learning Partnerships"
 - Colleen Bunn (Residence Life) presented "Wearing Two Hats: Working Outside Your Job Description"
 - Bria Howard and Erik Sorensen (Residence Life) presented "Keeping Upperclass RA/Student Staff Motivated"
 - Antonio Duran (Residence Life) co-presented 4 sessions: "I'm Supervising for the Very First Time: Methods and Challenges for the New Supervisor," "It's More Than 'The Wobble': Navigating Your First Position in Residence Life," "#Tweeting2Advance: Building an Online Identity to Advance Your Career," and "Mentoring a Future Student Affairs Professional: Constructing a NUFP Experience on Your Campus"
 - Erik Sorensen (Residence Life) presented "Utilizing the Learning Partnership Model in Professional Staff Supervision"

Academic Intervention Report **2015**

Submitted by
Christina Carrubba-Whetstine
Director, Rinella Learning Center
Chair, Academic Intervention Committee

Miami University has been intentionally intervening with academically struggling students since 2007. Originally, the initiatives focused on intervening with academically struggling first year students, but expanded to intervening with second year students placed on academic probation in 2010. During the 2013-14 academic year, both the First Year Intervention (FYI) and the Second Year Intervention (SYI) transitioned from being predominantly Student Affairs led initiatives to being university-wide initiatives. The Academic Intervention Committee (a branch of the Undergraduate Academic Advising Council) was established to offer leadership for the interventions. The committee is currently chaired by the Director of the Rinella Learning Center and has representation from the Office of the Registrar, the Office of Residence Life, the Student Success Center, Regional campus advising and learning assistance, and all five academic divisions (CAS, EHS, CEC, CCA, and FSB).

First Year Intervention

The First Year Intervention (FYI) targets first-time students at Miami University who receive a grade point average below a 2.0 after their first semester of classes, which places them on academic warning. Taking place during the spring semester, we require these students to 1] meet with their first year advisor to make appropriate changes to their spring semester schedules and 2] meet with a learning specialist at the learning center to discuss learning and other issues influencing their academic performance. In addition, students are strongly encouraged to complete an online Learning and Study Strategies Inventory (LASSI) prior to meeting with their learning specialist. Students are held accountable to complete the process through the use of administrative holds placed on student accounts that prevent students from registering for classes or making adjustments to their current schedule. During the meetings with advisors and/or learning specialists, some students are encouraged to take EDT 110, a study strategies course.

For spring 2014, students from the College of Engineering and Computing and the College of Creative Arts will met with their divisional advisor instead of a first year advisor. All other FYI students met with their first year advisor. All students will continue to be required to meet with a learning specialist and encouraged to take the study strategies course.

Longitudinal FYI Data:

	2008	2009	2010	2011	2012	2013	2014
Number of students on academic warning	279	274	246	311	271	245	254
Number of FYI students who withdrew	36	35	26	44	33	24	27
Number of FYI going through process	243	238	220	267	238	212	227
% FYI students returning to good standing	44%	39%	38%	38%	36%	39%	44%
% FYI students with spring term GPA above 2.0	60%	52%	57%	54%	59%	55%	54%
% FYI students experiencing a decrease in GPA	19%	32%	25%	20%	23%	21%	21%
Average spring GPA of FYI students taking EDT 110	2.55	2.46	2.35	2.23	2.28	2.39	2.36
Average spring GPA of FYI students not taking EDT 110	2.03	1.81	1.96	1.92	1.96	1.86	1.94

Note: The percentages represented in this table overlap, so will not total 100%.

Academic Intervention Report **2015**

For a student to return to good standing at Miami University, their spring semester term GPA would need to be high enough to pull their cumulative GPA above a 2.0. Approximately 35% of the FYI students experienced an increase in GPA from fall to spring semester, but were unable to pull their cumulative GPA above a 2.0.

Over the last couple of years, the percent of first year students ending their first semester on academic warning has decreased. Since its inception, on average 7.6% of the first year cohort ends up on academic warning. In 2013 only 6.3% of new students ended up on academic warning and in 2014 only 5.7% of new students ended their first semester on academic warning. FYI students taking EDT 110 still consistently perform better than FYI students who do not take EDT 110.

Second Year Intervention

The Second Year Intervention (SYI) intervenes with students entering their second year at Miami University on academic probation (a cumulative GPA below 2.0). For the past three years, the SYI has required that students meet with an intervention specialist (a student affairs staff member) and participate in either the study strategies course (EDT 110) or academic coaching. The first year of the Second Year Intervention (2010) was a pilot year and was only implemented with a small portion of second year students on academic probation. Because it was a pilot, I have not included the data from 2010 below. In fall 2013, the SYI process expanded to include the following steps: 1] meet with a divisional advisor to make appropriate changes to their fall semester schedules and 2] meet with an intervention specialist to discuss learning issues and decide between the two intervention choices (note: if a student could not participate in academic coaching and could not take EDT 110, they had the option to meet with a learning specialist). Students are held accountable to complete the process through the use of administrative holds placed on student accounts that prevent students from registering for classes or making adjustments to their current schedule.

Longitudinal SYI Data:

	2011	2012	2013	2014
Number of SYI Students	147	122	121	135
Number of SYI students in Academic Coaching	33	41	24	28
GPA of SYI students in Academic Coaching	2.16	2.13	2.25	2.12
Number of SYI students taking EDT 110	43	30	32	27
GPA of SYI students taking EDT 110	2.39	2.57	2.67	2.34
Number of SYI students working with Learning Specialist	16	19	16	17
GPA of SYI students working with Learning Specialist	2.52	2.18	2.19	2.43
Number of SYI students not completing the semester-long intervention*	49	30	47	44
GPA of SYI students not completing the semester-long intervention	1.58	1.6	1.77	1.82
Number of SYI students not completing initial intervention	--	--	--	18
GPA of SYI students not completing initial intervention	--	--	--	1.54

*These students met with their assigned advisor and learning specialist, but did not follow-through with their semester-long intervention (i.e., coaching, learning specialist, or EDT 110).

In the above data, the GPA is reported for students who engaged in any coaching or worked with a learning specialist at all. Further analysis reveals that students who engaged for a longer period of time in either academic coaching or in working with a learning specialist, did better than those students who did engaged for a shorter period of time. See comparisons below.

Academic Intervention Report **2015**

	2011	2012	2013	2014
GPA SYI Students with any Coaching Appointments	2.16	2.13	2.25	2.12
GPA SYI Students with 7+ Coaching Appointments	2.29	2.2	2.44	2.24
GPA SYI Students with any Learning Specialist Appointments	2.45	2.18	2.19	2.43
GPA SYI Students with 7+ Learning Specialist Appointment	2.52	2.23	2.24	2.65

Proposed Changes to Interventions with New Advising Model

With the implementation of a new advising model starting in fall 2015, the Academic Intervention Committee is tasked with both transforming our current interventions (responding to the transition of first year advising out of the Office of Residence Life and into the academic divisions) and expanding intervention efforts. Currently, the committee is working on developing a three tiered plan for intervening with students at midterm utilizing staff from Academic Affairs, Student Affairs, and the Student Success Center. Historically, midterm interventions were executed by the Office of Residence Life and impacted approximately 1300 students with first-year standing with reported midterm grades of C- and below. The committee will also adjust the First Year Intervention protocol to utilize divisional advising staff instead of the First Year Advising staff for the first step of the process. After the current interventions (Midterm Interventions, First Year Interventions, and Second Year Interventions) are revised to better align with the new advising model, the committee will explore ways to revise our current intervention efforts for students who are academically suspended and dismissed from Miami University, consider the potential for a “bridge” type program for identified academically underprepared students, develop plans for utilizing Winter and Summer Term to support our academically “at-risk” students, and explore methods of how to best intervene with students identified by EAB predictive modeling software and who are at the greatest risk of not graduating from Miami University.

MIAMI UNIVERSITY DEPARTMENT OF HOUSING, DINING, RECREATION & BUSINESS SERVICES*Office of Housing Options, Meals & Events (H.O.M.E.)***2014-2015 Occupancy Report # 3**

1/29/2015

First Year Halls	Standard Capacity	Residents	Occupancy %	Vacancies or (Beyond Standard)	Doubles Sold as Singles
Anderson	212	212	100%	0	0
Brandon	169	169	100%	0	0
Collins (Under Renovation)	NA	NA	NA	NA	NA
Clawson*	117	120	103%	(3)	0
Dennison (Under Renovation)	NA	NA	NA	NA	NA
Dodds	212	212	100%	0	0
Dorsey (Under Renovation)	NA	NA	NA	NA	NA
Emerson	328	334	102%	(6)	0
Havighurst	327	321	98%	6	0
Hepburn*	269	268	100%	1	0
Mary Lyon	81	79	98%	2	0
McBride (Under Renovation)	NA	NA	NA	NA	NA
McFarland	136	139	102%	(3)	0
McKee	76	75	99%	1	0
Morris	352	358	102%	(6)	0
Ogden	170	172	101%	(2)	0
Peabody*	144	149	103%	(6)	1
Porter	217	216	100%	1	0
Scott*	282	281	100%	1	0
Stanton	229	229	100%	0	0
Swing	230	231	100%	(1)	0
Symmes (Under Renovation)	NA	NA	NA	NA	NA
Tappan*	300	298	99%	1	1
Thomson	196	195	99%	1	0
Wells	148	148	100%	0	0
Wilson*	71	70	99%	1	0
Total First Year Halls	4266	4276	100%	(12)	2

Upperclass Halls	Standard Capacity	Residents	Occupancy %	Vacancies or (Beyond Capacity)	Doubles Sold as Singles
Beechwoods (WSB)	263	238	90%	23	2
Bishop	94	86	91%	7	1
Elliott	35	34	97%	1	0
Etheridge	233	215	92%	16	2
Flower	315	294	93%	20	1
Hahne	313	295	94%	15	3
Hamilton	181	174	96%	7	0
Heritage Commons					
Blanchard House	72	72	100%	0	0
Fisher	72	70	97%	2	0
Logan	70	70	100%	0	0
Pines Lodge	72	72	100%	0	0
Reid	72	69	96%	3	0
Tallawanda	72	69	96%	3	0
Hillcrest (WSC)	267	252	94%	12	3
MacCracken	198	195	98%	3	0
Maplestreet Station	90	83	92%	6	1
Miami Inn	99	88	89%	11	0
Minnich	236	229	97%	6	1
Richard	203	198	98%	4	1
Stoddard	45	41	91%	4	0
Stonebridge (WSA)	265	249	94%	14	2
Leased Off-Campus Apartments	0	42	NA	(42)	0
Total Upperclass Halls	3267	3135	96%	115	17

Grand Totals**	7533	7411	98%	103	19
One Year Ago	7255	7174	99%	72	9

* Halls Housing Both Upperclass and First Year Students

Actual First Year Resident Calculation:	
First Year Hall Residents	4276
Upperclass RA's in First Year Halls	(146)
Upperclass Students in First Year Halls	(278)
First Year Transfer Students	(53)
Total First Year Residents (includes A.C.E. students)	3,799

	2014	2015
New Students Spring		
First Year	80	105
Transfer	103	98
Regional Transfer	15	13
Returning Upper-class	56	58
	254	274
Students Who Left Housing		
First Year*	109	119
Upper-class*	265	270
Graduates	13	10
	387	399
*Withdrawals/Suspensions/Study Abroad/ Student Teaching/Job Coop/Contract Releases		

Spring History		
	New	Left
2008-2009	243	410
2009-2010	243	454
2010-2011	249	470
2011-2012	221	469
2012-2013	248	452
2013-2014	254	387
2014-2015	274	399

Living Learning Communities Report Office of Residence Life

Submitted by:
Tresa Barlage Zianno, Associate Director

History

The mission of Living Learning Communities (LLCs) at Miami University is to create and extend student learning opportunities outside of the classroom that heighten students' intellectual and personal growth. Living Learning Communities are purposeful attempts to integrate curricular and co-curricular experiences that complement and extend classroom learning. Living learning communities provide students the opportunity to engage one-on-one with faculty and/or staff and create a supportive environment that involves new students in the life of their institution. Additionally, students have increased opportunities to do the following:

- Develop a network of friends
- Improve grades
- Retain and matriculate at higher rates than students who are not part of an LLC
- Meet people who have similar goals and interests
- Participate in social activities related to academic majors
- Find help and encouragement through peer networks

The first iteration of learning communities at Miami University started in the early 1980s consisting of themed communities, students interested in wellness, and those participating in the honors program. In 2001, participation in LLCs was optional and 53% of first year students and 12% of upper class students chose to participate in these special interest communities. In the early 2000s, a staff member in the Office of Residence Life had LLC oversight as part of their position responsibility. By 2006, a designated staff position was created to focus on LLC development and support. In 2009, the implementation of the second year live-on requirement coincided with a requirement that ALL residential students be required to participate in an LLC. This resulted in a significant increase in the number of LLC themes offered and additional staff needs.

For 2014-2015, students had the opportunity to select from 32 different LLC themes. Of these communities, there are 17 communities that are associated with special interests or co-curricular themes and 15 communities that support student's academic or career interests. Courses are connected (either required or optional) to 20 of these communities. Some of these communities include Celebrate the Arts, Courses in Common, Emerging Leaders, Environmental Awareness, First Year Research Experience, Global Connections, Governmental Relations, Guys in Engineering and Computing, Honors, Mosaic (social justice), and WiSDEM (Women in Science Disciplines, Engineering, and Math).

Current Initiatives

At Miami University, a lot of thought and resources have gone into the development of our Living Learning Communities. We have researched many different types of communities and realize the benefit of offering a variety of choices for students as they enter the University and continue their residential experience at Miami.

Task Force

In the Fall 2014, Jayne Brownell, VP/SA, convened a task force to review Miami's current status of Living Learning Communities. The committee, consisting of students and administrators, reviewed the effectiveness and purpose of LLCs to determine if current LLC themes are still relevant, and made suggestions for the 2015-2016 academic year.

Suggestions from the task force include:

- Continue to require first-year students to live in LLCs, recognizing that some will be based on academic interests and others on more general interests, and both types serve a positive purpose for students.
- Identify more academic course connections, including UNV101.
- Develop more communities related to career preparation.
- Dissolve Explore Miami, a large community without a clear focus.
- Create thematic tracks within the largest and most general first year community (Redhawk Traditions).
- Continue to offer student-defined LLCs for sophomores, as well as sophomore LLCs sponsored by academic and administrative departments. Aside from those communities, end the stated requirement that sophomores must live in an LLC. Instead, recognize that students prefer to live with friends they made their first year and encourage them to build on those connections. Focus on offering programming that meets the developmental needs of second year students (e.g. career exploration and major commitment, preparing to live off-campus, leadership).

UNV101

As the University is developing a new first year experience course (UNV 101), the Redhawk Traditions LLC was identified to be a pilot for this course. Being a large LLC, connecting the course to the community was intended to provide intentional, small group connections among residents and faculty. In Fall 2014, 414 students in the Redhawk Traditions LLC were co-enrolled into sections, by academic division or academic program.

- College of Education, Health and Society: 5 sections
- College of Arts and Science: 3 sections
- Farmer School of Business: 2 sections
- WST 110A: 5 sections using same curriculum
- EDL 110: 5 sections using same curriculum

Some of the comments we received about this experience include:

- “Most people in my dorm are in my major and classes which makes it easier to make friends and meet as groups”
- “We are all linked”
- “My UNV class” has been my most significant learning experience

Program Coordinator Position

A new position was created within the Office of Residence Life for 2014-2015. This staff member serves as a direct liaison to the various academic colleges to develop and foster collaboration and assist in developing academic programs, beginning with the Farmer School of Business. Through increased attention, a new business community, Entrepreneurship, will be offered to students starting 2015-2016. Additionally, this staff member was able to secure additional seats so that we can expand the number of participants in the Financial Cents LLC. That community is anticipated to grow from 30 to 120 in 2015-2016.

Initiatives Moving Forward

For the 2015-2016 academic year, the UNV 101 course piloted with the Redhawk Traditions LLC will expand to include more students across all academic divisions.

As a result of the task force and focus groups with students, several changes will occur for 2015-2016.

- Four new communities will be introduced for 2015-2016 (Early Career Exploration, Engineering and Computing Service Scholars, Entrepreneurship, and Pop Culture)
- Dissolve large, unfocused community (Explore Miami)
- Strategy in place to create thematic tracks for halls that house Redhawk Traditions:
 - Love and Honor, Fan Zone, Health and Wellness, and Redhawk Gaming

Enrollment Update

Board of Trustees
February 19, 2015

Susan K. Schaurer
Interim Director
Admission and Enrollment Communication



MIAMI UNIVERSITY

2015 University Enrollment Goals

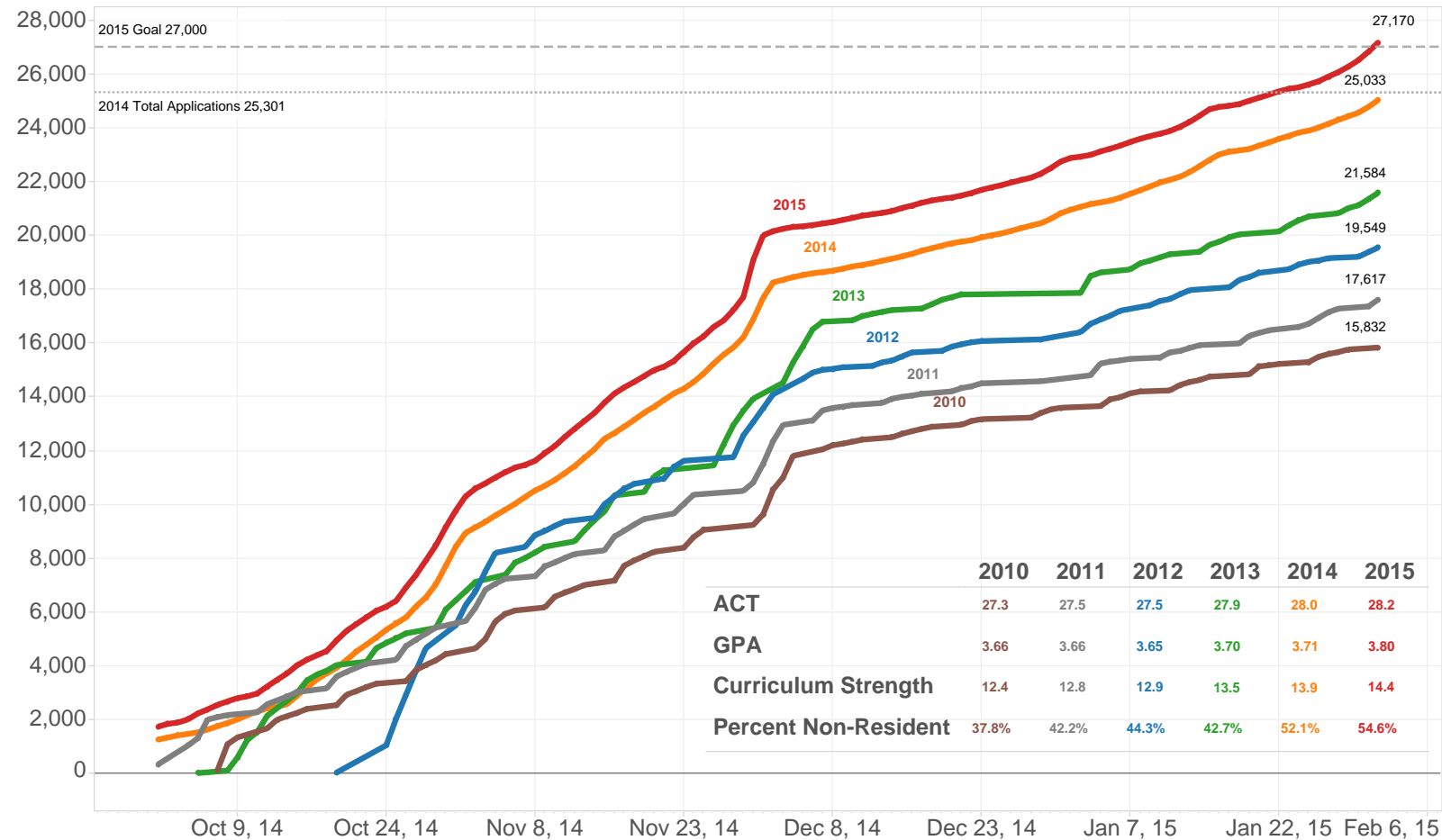
First-year Objectives:

- 3,550 first-year target
- Manage divisional enrollment targets
- Maintain quality
- Increase selectivity
- Increase non-resident enrollment (42%)
 - Non-resident domestic (34%)
 - International (8%)
- Increase ethnic/racial diversity

Other Enrollment Objectives:

- Increase ACE Program enrollment (250-300)
- Increase transfer enrollment (300)
- Expand TOP Program (40)
- Meet Net Tuition Revenue targets

Application and Key Indicator History



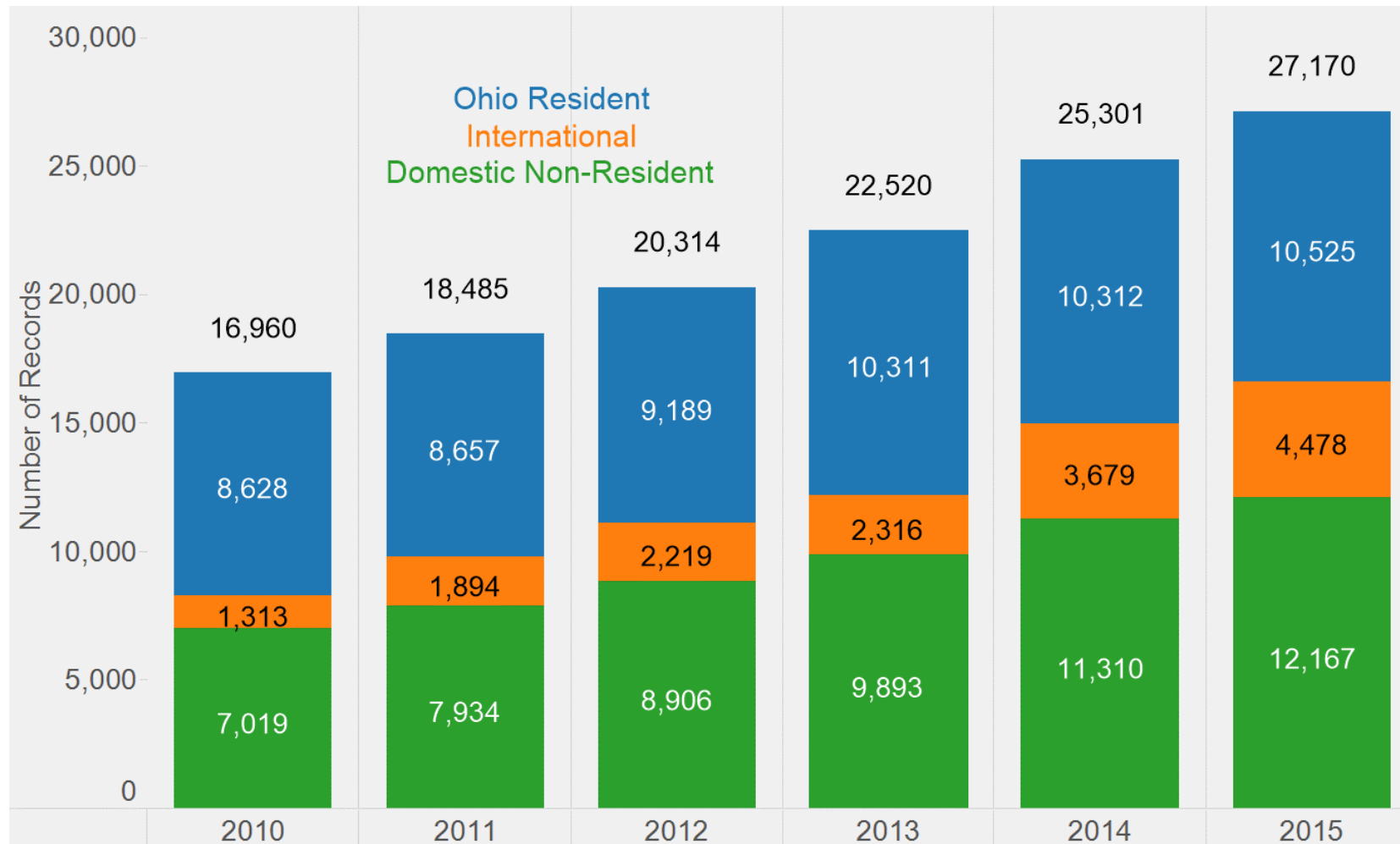
Note: Data are year-to-date as of 2/2/2015.

Application Status: Residency

	2014	2015	Difference	% Change
Non-Resident	14,817	16,646	1,829	12.3%
Domestic Non-Resident	11,202	12,168	966	8.6%
International	3,615	4,478	863	23.9%
Ohio Resident	10,216	10,524	308	3.0%
Grand Total	25,033	27,170	2,137	8.5%

Note: Data are year-to-date as of 2/2/2015.

Application Status: Residency



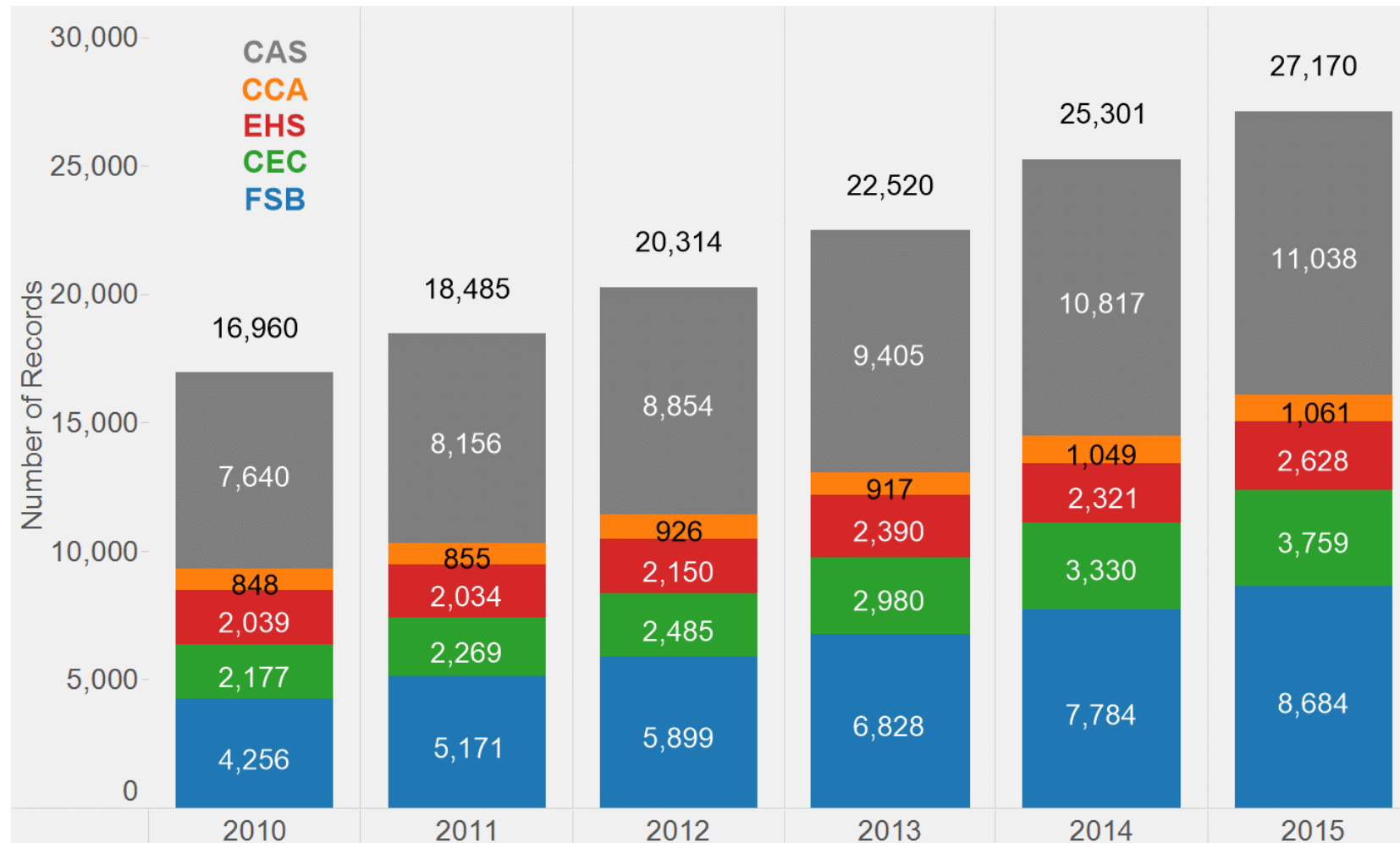
Note: 2015 data are year-to-date as of 2/2/2015; all other data are final.

Application Status: Academic Division

	2014	2015	Difference	% Change
College of Arts and Science	10,711	11,049	338	3.2%
Farmer School of Business	7,700	8,684	984	12.8%
College of Engineering and Computing	3,293	3,757	464	14.1%
College of Education, Health & Society	2,299	2,622	323	14.0%
College of Creative Arts	1,030	1,058	28	2.7%
Grand Total	25,033	27,170	2,137	8.5%

Note: Data are year-to-date as of 2/2/2015.

Application Status: Academic Division



Note: 2015 data are year-to-date as of 2/2/2015; all other data are final.

Early Decision: Key Indicators

	Applications	Admitted	GPA	ACT	Curriculum Strength	Students of Color	% Non-Resident
2013	939	689	3.58	25.9	11.4	72	28.0%
2014	937	659	3.60	26.5	11.6	70	29.0%
2015	1,031	710	3.62	26.2	11.9	74	30.6%

Note: Fall 2015 Early Decision students were notified of their acceptance on 12/12/14.

Early Admits: Key Indicators

	Admitted	GPA	ACT	Curriculum Strength	Students of Color	% Non-Resident
2013	5,620	4.01	29.6	15.6	571	51.8%
2014	6,088	4.05	29.8	16.0	733	52.5%
2015	9,402	4.01	29.6	15.8	1,364	53.2%

Note: Students applied for either Early Action (2/1) or Regular Decision (3/15) but were notified of their acceptance on 12/18/14.

Current Admits: Key Indicators

	Admitted	GPA	ACT	Curriculum Strength	Students of Color	% Non-Resident
2013	11,816	3.79	28.0	14.0	1,520	49.3%
2014	12,611	3.85	28.5	14.5	1,682	53.2%
2015	14,499	3.87	28.8	14.9	2,117	54.8%

Note: Data are year-to-date as of 2/2/2015.

Students of Color: Key Indicators

	Admitted	GPA	ACT	Curriculum Strength	% Non-Resident
2013	1,517	3.74	27.0	14.2	44.6%
2014	1,682	3.80	27.8	15.1	48.3%
2015	2,117	3.79	27.8	14.7	50.2%

Note: Data are year-to-date as of 2/2/2015.

Bridges Participants: Key Indicators

	Participants	Applications	Admitted	GPA	ACT	Curriculum Strength	Students of Color	% Non-Resident
2013	549	446	327	3.83	26.6	14.1	265	12.8%
2014	581	541	402	3.88	27.3	14.8	299	22.6%
2015	607	586	486	3.83	27.4	14.6	317	11.9%

Note: Data are year-to-date as of 2/2/2015.

Summer Scholars Participants: Key Indicators

	Participants	Applications	Admitted	GPA	ACT	Curriculum Strength	Students of Color	% Non-Resident
2015	167	145	135	3.93	29.0	15.3	28	42.2%

Note: Data are year-to-date as of 2/2/2015.

Early Scholarship Notification (December): Key Indicators

	Fall 2013				Fall 2014				Fall 2015			
	Receiving		Average Award	Median Award	Receiving		Average Award	Median Award	Receiving		Average Award	Median Award
Early Decision	242	35%	\$4,684	\$4,000	264	40%	\$4,624	\$4,000	266	37%	\$6,252	\$6,000
Early Admits	5,317	95%	\$8,512	\$6,000	6,001	99%	\$7,994	\$6,000	8,751	92%	\$9,823	\$9,000

Note: Data are year-to-date as of 12/21/2014.



QUESTIONS?

Winter Term Update

The Winter Term presentation is currently being developed and is not be available to pre-send, because the survey is not yet closed.

New Government Initiatives in Higher Education

Board of Trustees Academic and Student Affairs Committee February 19, 2014

Randi Thomas, Michael Kabbaz, Franny Black
Office of Institutional Relations



MIAMI UNIVERSITY

Topics

1. President Obama's Higher Education Rating System

- The College Rating System is a policy proposal of President Obama's administration and has been a central tenant of his higher education policy goals.
- This policy will establish a federal system to rate colleges and universities on given criteria.
- Designed to be beneficial to both students and parents as well as the schools themselves.

2. The Ohio Quality and Value Initiative

- Part of Governor Kasich's push to reform higher education in Ohio.
- An evaluation of and recommendations for Ohio institutions of higher learning.
- Intended to guide policymakers and schools on how to most effectively improve higher education.



The President's Proposal

According to a press release from the U.S. Department of Education, the federal system will:

- Offer U.S. colleges and universities a set of benchmarks in which to mark progress and identify areas of improvement.
- Give students and families reliable information about college costs and selection.
- Generate data that will guide how the government spends \$150 billion on financial aid each year.

Goals of the rating system:

- Transparency- Make available to students and their parents accurate information that can help them better make decisions about which school is best for them.
- Affordability- More accurately capture the actual cost of attending a given school.
- Accountability- Make schools responsible for the cost of their education and give them a chance to improve their access, affordability, and performance.

The Administration's Mission

“As a nation, we have to make college more accessible and affordable and ensure that all students graduate with a quality education of real value. Our students deserve to know, before they enroll, that the schools they’ve chosen will deliver this value. With the guidance of thousands of wise voices, we can develop a useful ratings system that will help more Americans realize the dream of a degree that unleashes their potential and opens doors to a better life.”

- Secretary Arne Duncan

Timeline

August 2013 - President Obama announced a proposal to create a college ratings system.

December 2014 - First draft of the proposed metrics and an outline of the framework released.

February 17, 2015 - End of comment period on proposed metrics.

August 2015 - Release a college ratings report, version 1.0, that would be made available to prospective students and parents.

2018 - Develop legislation to tie all federal financial aid to the results of the college ratings report.

Framework

1. Ranking method

- Comparative categories
- Individual metrics

2. Comparison by type of school

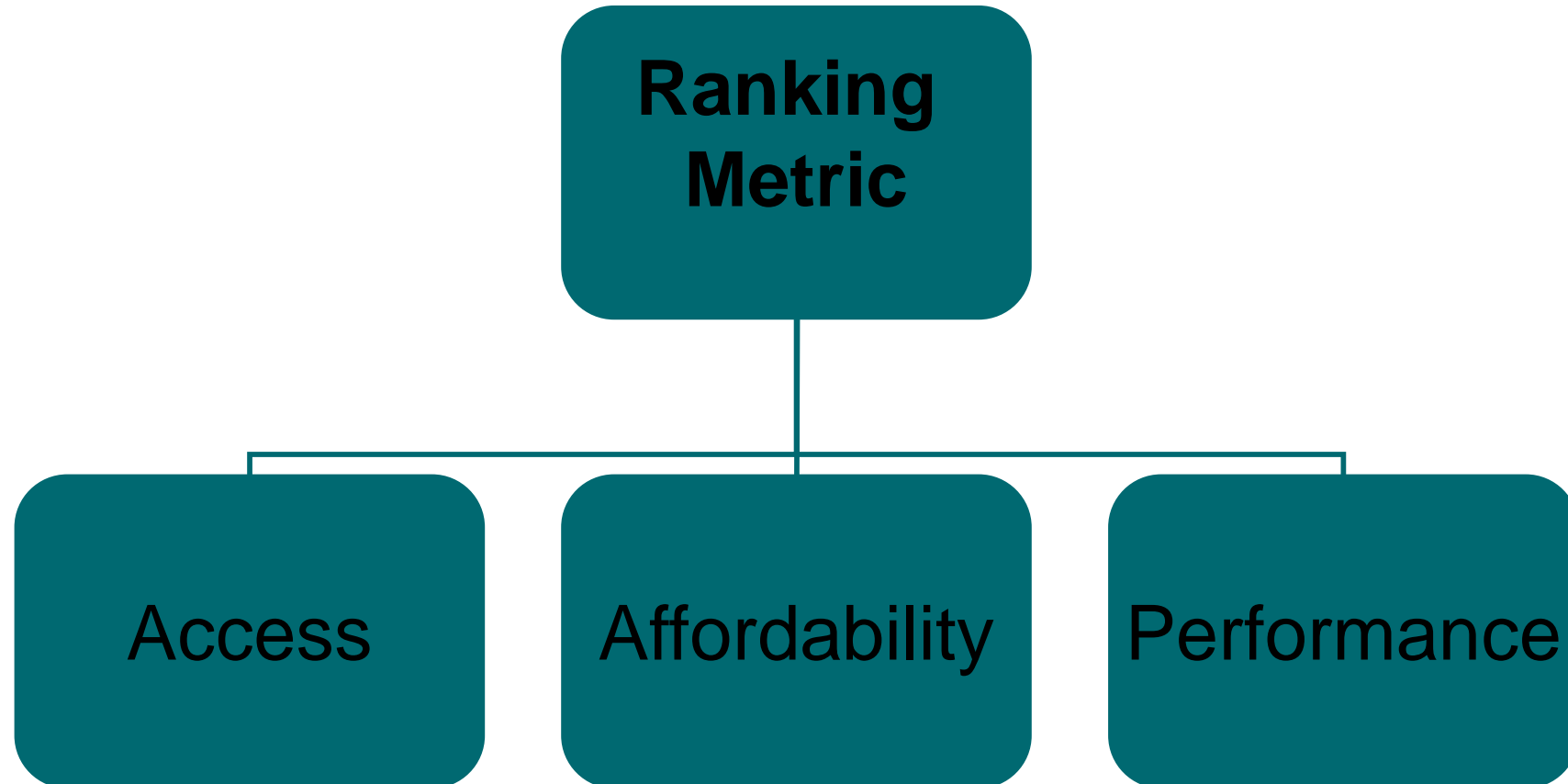
- Two-year vs. four-year school
- Possible other criteria
 - Level of degree programs offered
 - Selectivity
 - Types of degree programs offered

3. Medium of presentation

4. Accounting for student characteristics

5. Performance over time

Expected Metrics



Access Metrics

1. Pell Grants

- The percentage of students receiving Pell Grants at the school.

2. Family Contribution Gap

- The average difference between what a family is expected to contribute and the cost of attendance after financial aid.
- Measurement metric still unclear.

3. Family Income Quintile

- Showcase income brackets of the families of a student attending a school.
 - Identify low and moderate income students.
 - FAFSA

4. First Generation Students

- Percentage of enrolled students whose parents did not attend college.
- FAFSA

Affordability Metrics

1. Net Price

- Total cost of education accounting for all federal, state and institutional aid.
- First- time full-time students.
- Public university- would only include students paying in-state tuition.

2. Price by Quintile

- Links cost of education with family income.
- Intended to give students an accurate picture of how much someone from their background could expect to pay.

Performance Metrics

1. Completion Rates

- The rate at which a student finishes a degree within 6 years at a four-year institution.

2. Transfer Rates

- Rates students transfer in and out of a school.
- Intended to offset completion rates at community colleges.

3. Labor Market Success Rates

- A measurement of the average earnings of graduates by year.

4. Graduate School Attendance Rates

- Rates recent graduates enter into graduate school.
- Intended to balance the labor market success rates.

5. Loan Performance

- This would include loan deferment, repayment, and forbearance rates of graduates.

Opposition

1. Labor Market Success Rates

- Discourages schools from promoting critical but low-earning degrees.
- 200% of federal poverty line
- Adjust for major, region, and earnings on debt.

2. Completion Rates

- Encourages schools to not accept students that would struggle.
- Disproportionately affects low-income and minority students.

3. Student and Institutional Characteristics

- Being considered but not fully adopted yet.
- Intended to encourage schools to continue accepting low-income and minority students.

4. Source of Data

- IPEDS
- FAFSA

5. Lack of Clarity

- A great deal still undecided.

APLU Response

The Association of Public Land-Grant Universities (APLU) is critical of this system.

- Lack of clarity in expectations of schools.
- Lack of clarity for students.
- Many of the metrics only include first-time full-time students and thereby disregard a large segment of the student body at many schools.
- Unintended Consequences for Universities
 - Less offerings of degrees critical to the economy. Ex: social workers
 - Less acceptance of low-income and minority students

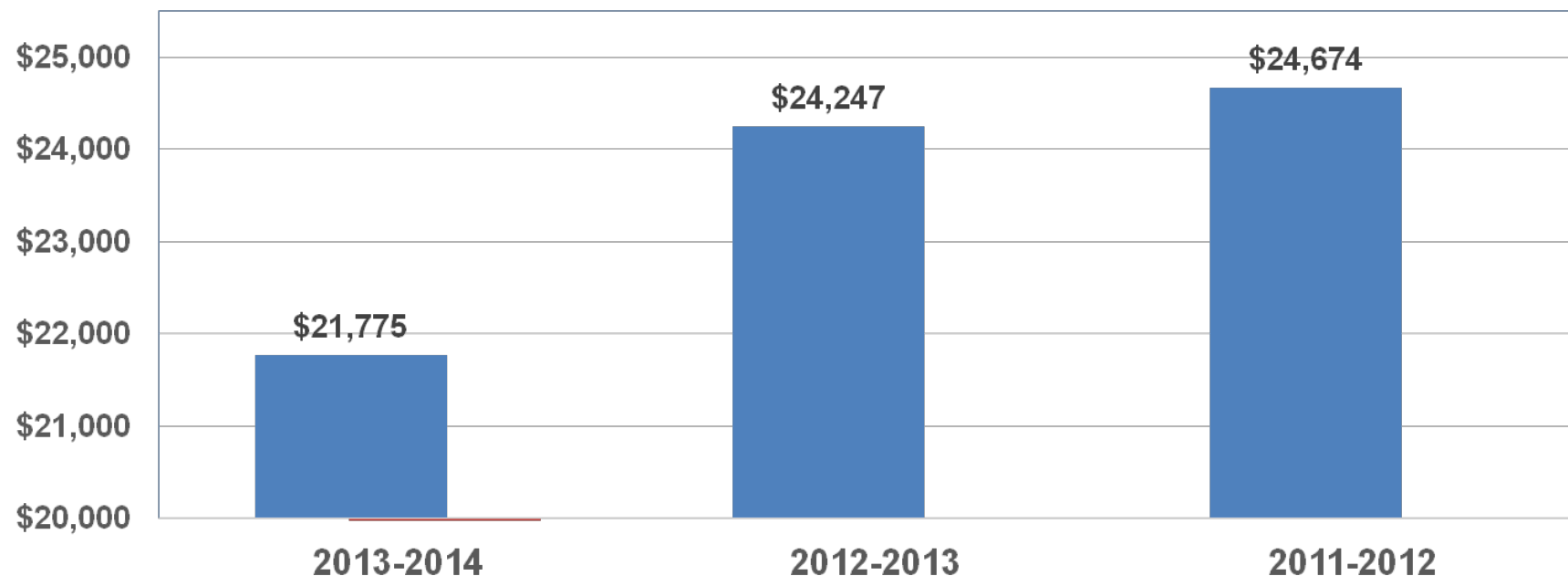
APLU Proposed Rating System

The APLU has released its own proposal of a ratings system with an emphasis on increasing transparency and accountability of universities.

4 metrics:

- 1. Student Progress and Graduation Rates-** Using a system called Student Achievement Measurement (SAM) (<http://www.studentachievementmeasure.org/>). This system is more comprehensive than simple completion rates as it includes transfer, enrollment, graduation, and combined rates.
- 2. Average Net Price by Income-** This metric would combine the affordability metrics proposed by the administration as to create more clarity for students and their parents.
- 3. Loan Repayment Rates-** Simplifying this metrics to repayment rates helps students and their parents better understand the impact of loans.
- 4. Post Graduation Success-** Combines student employment rates, graduate school matriculation rates, and military service rates. This approach is intended to discourage schools from pushing high-paying degree programs over others.

Miami's Profile – Net Price



Source: IPEDS data

Net Price is a function of Miami's cost minus federal, state grants and Miami scholarships.

Note: 2011-2012 is what is currently published by US Dept. of Education

Miami's Profile – Loan Indebtedness

Graduates & Average Loan Debt											
Institution	2012-2013		2011-2012		2010-2011		2009-2010		2008-2009		5 Year Change
	Avg. Debt	% With Debt	Avg. Debt	% With Debt	Avg. Debt	% With Debt	Avg. Debt	% With Debt	Avg. Debt	% With Debt	
Kent State University	\$31,543	76%	\$31,954	76%	\$29,842	76%	\$28,186	77%	\$26,698	75%	18.1%
Wright State University	\$30,884	71%	\$28,349	83%	\$27,119	83%	\$26,542	82%	\$25,357	73%	21.8%
University of Toledo	\$29,141	69%	\$27,927	72%	\$28,438	72%	\$27,378	73%	\$30,953	70%	-5.9%
University of Cincinnati	\$28,333	68%	\$30,078	69%	\$27,593	67%	\$26,462	66%	\$25,878	69%	9.5%
Miami University	\$27,181	54%	\$27,817	55%	\$27,178	54%	\$27,315	51%	\$26,582	53%	2.3%
Ohio University	\$26,928	66%	\$27,060	67%	\$26,909	69%	\$25,330	68%	\$22,095	66%	21.9%
Ohio State University	\$26,472	56%	\$26,409	59%	\$24,840	58%	\$22,830	59%	\$22,105	57%	19.8%
University of Akron	\$23,791	72%	\$23,392	72%	\$22,096	70%	\$19,000	65%	\$17,450	63%	36.3%

*Source: Self-reported data from each institution's common data set and gathered via The Project on Student Debt, Projectonstudentdebt.org/
Data updated 1/27/2015

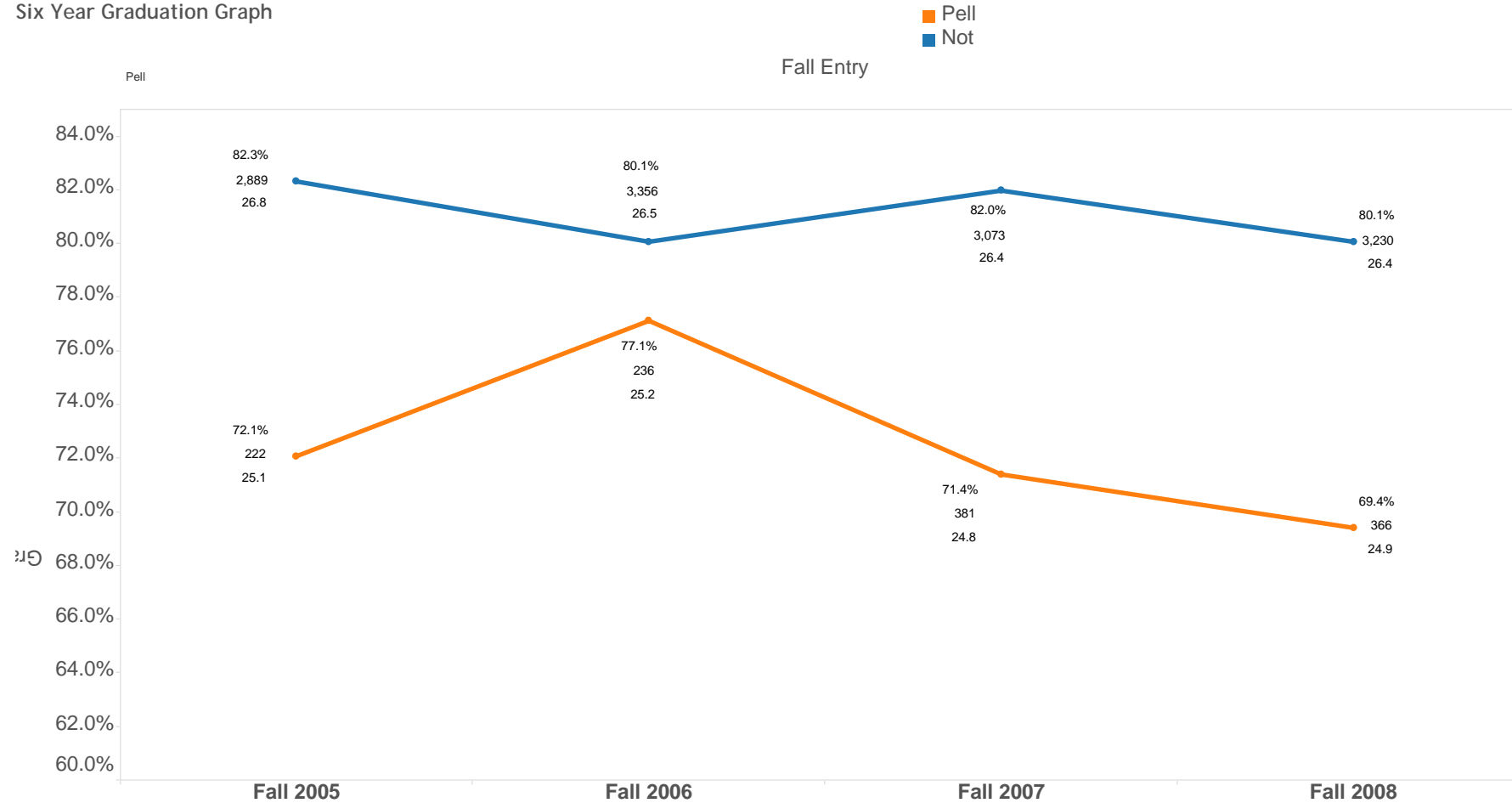
Miami Vs. Similar Ohio Public Schools

	Pell Grants	Average Net Price (In-state)	Graduation Rates (6-year)	Labor market Success
Miami	13%	\$24,247	80%	\$47,300
OSU	19%	\$17,406	83%	\$46,200
OU	25%	\$17,864	63%	\$43,000
Kent	36%	\$18,727	52%	\$39,200
Akron	47%	\$15,972	40%	\$41,900
Toledo	46%	\$14,588	46%	\$44,900

Source: nces.edu.gov/collegenavigator
2012-2013

Graduations Rates: Pell Grant Recipients

Six Year Graduation Graph



Ohio Quality and Value Initiative

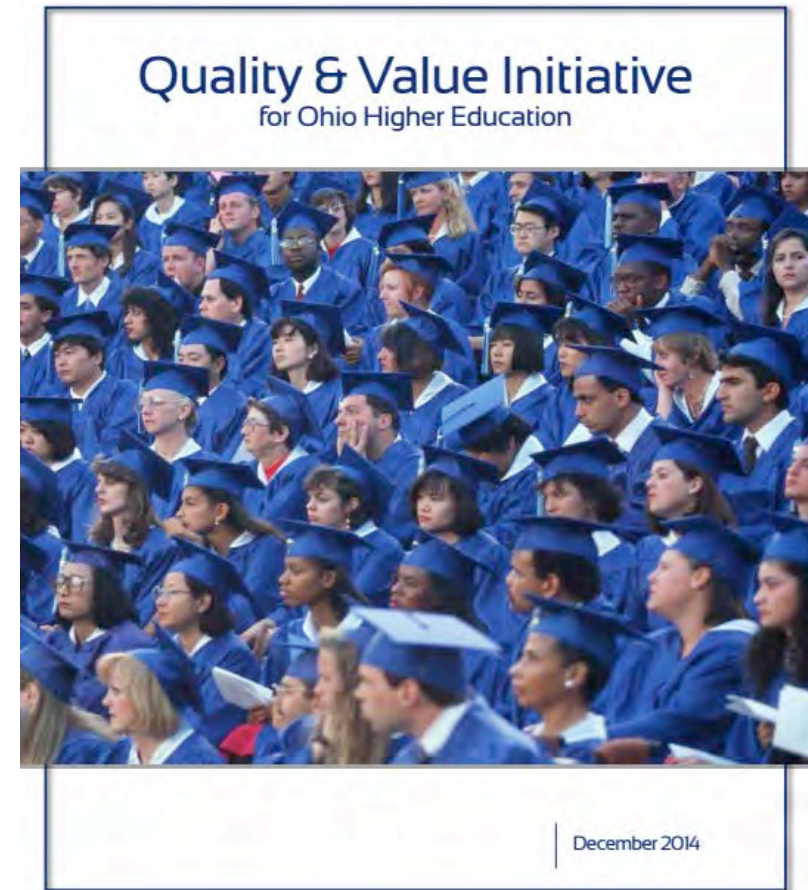
Governor John Kasich's administration, the Ohio General Assembly, and The Ohio Board of Regents began a concerted effort to reform higher education in Ohio:

2011- Higher Education Funding Commission- streamline capital funding requests from Public Schools.

2012- Revision of funding formula to reward student success and completion.

2013- Creation of the Center for Higher Education Enterprise at Ohio State University.

2014- Quality and Value Initiative report released.



Purpose of Initiative

This initiative is intended to respond to the growing number of concerns in the realm of higher education including: rising tuition costs, climbing student debt burdens, falling government spending on higher education, falling return on investment, and poor high school student preparation.

Guiding Principles of the Initiative:

1. Foster an inclusive approach.
2. Embrace improvement in and innovation of teaching and learning, research, service, and organizational effectiveness.
3. Respond to market forces and support a culture of cost consciousness within higher education.
4. Encourage diversity of approach in education.
5. Promote integration across segments of the education pipeline.
6. Further accountability through transparency and metrics.
7. Advance economic growth in communities, the state, and nation.
8. Utilize collaborative approaches.

Recommendations

1. Reinvent academic advising.
2. Incentivize and reward innovative teachers.
3. Utilization of resources and facilities all-year round.
4. Establish official standards for the role of professional school counselors in high schools.
5. Invest in creative technologies such as online and hybrid learning.
6. Expand opportunities for student internships.
7. Establish regional organizations that connect and strengthen relations between K-12 education, higher education, the business community, and communities.
8. Develop online competency-based degree and certificate programs.
9. Align institutional priorities with guiding principle of quality and value initiative.

The Governor's Response

“We have a long way to go on higher education.”

“They’re going to have to change, if their going to survive.”

Governor Kasich’s administration is currently reviewing the report and considering some of the recommended reforms.

What is Missing?:

Governor Kasich’s main policy goal is to reduce the cost of college in Ohio.

The report does not address affordability in any of its recommendations.

There are expected to be proposed reforms for affordability proposed in the Governor’s budget released in February.



QUESTIONS?





Good News February 2015

Our work supporting students, faculty, and staff is featured in this report through key office updates.

Admission

Key office updates included in presentation.

Bursar

In January, the Office of the Bursar mailed over 25,000 1098T forms to students. These forms help students and families determine if they are eligible for the American Opportunity or Lifetime Learning tax credit.

For the spring semester, the Bursar made available to veterans, active service members, and their dependents, an option to enroll in a 'delayed' payment plan. This plan more closely aligns with the payments that they receive from the Federal Government and is part of Miami's fulfillment of Ohio House Bill 488.

The Bursar, as well as the One Stop for Student Success, represented EMSS at the Lean Fair in mid-January. The annual fair was open to all employees in an effort to introduce and expose all to the LEAN methodology.

Enrollment Operations and One Stop for Student Success Services

The One Stop for Student Success Services has resolved more than 15,000 tickets since opening in late fall 2014, including assisting more than 900 students in-person. The One Stop has now experienced peak periods related to several areas, such as spring registration, end of fall term, start of winter term, spring semester billing, and disbursement of spring financial aid. As the staff answers questions and solves problems, they are also gathering information and ideas for improvements and proactive measures to decrease the number of issues.

The One Stop continues to be active around campus, meeting with each academic division and other offices to explain the role of the One Stop and work collaboratively to gather feedback. Content on the One Stop website has also been enhanced to include use of the 25Live calendaring system to create a comprehensive online calendar of dates and deadlines that is both easily accessible and allows site visitors to add items to their personal calendars.

Student Financial Assistance (SFA)

The Office of Student Financial Assistance and a regional campus task force have been meeting to discuss and further act on Miami's student loan default rate. The group analyzed data to determine the profile of the student most at risk of defaulting and reviewed Miami's current default rate reduction actions. Because 85% of defaulted students attended one of Miami's regional campuses, a plan was developed to provide better information about costs and loan award amounts to regional campus students.

During the course of the spring and fall a review of outside agencies that provide default reduction assistance was conducted. After a review of three companies, Miami has entered into

a contract with ERS Contact Center Solutions. ERS will represent Miami by providing high-touch outreach to former Miami students who are delinquent or have defaulted on a federal student loan. It is important to note that ERS is not tasked with collections; rather their purpose will be to contact former students through Miami branded emails, letters, and phone calls in an attempt to connect students with their federal loan servicers. The federal loan servicers can then provide a suite of options to move the loan out of default into a rehabilitated status.

Student Success Center

Kim Ernsting started in her position as Student Success Manager on October 1, 2014. The hiring process for three additional staff members of the Student Success Center is underway and should be completed by April. The Student Success Center will be located in the Campus Avenue Building.

The Student Success Center has recently initiated a LEAN project to examine the process for students withdrawing from the University. The current procedure requires students to meet with a divisional advisor and submit a form only when withdrawing during the semester or term. However, a student who completes the semester and then withdraws from the University only has to cancel upcoming registrations without completing any sort of formal process. The LEAN project team will recommend a standard withdrawal process and form to be used anytime a student intends to withdraw from the institution. This new process will allow the University to collect pertinent and valuable information regarding student withdraws and to better assess and address students' needs with the intent of increasing student retention and completion.

University Registrar

Winter Term 2015 was the first term in which faculty members were required to use the online photo roster to drop students from their classes. Over half of the faculty used the optional feature during Fall 2014, a transaction which takes less than thirty seconds and eliminates students' needing to carry drop/add forms around the campuses. With this innovative and time-saving initiative, students contact faculty if they are considering dropping a course, and should the student ultimately choose to drop the class, faculty can do so online at their convenience, which results in automatically updating the student's academic record.

The University Registrar's office has led the campus charge to fulfill the requirements of Ohio House Bill 488, aimed at enhancing services for veterans, active service members, and their dependents. All eight initiatives outlined in the HB488, including priority registration, enhanced military transfer credit evaluation, appeal processes, and centralized student services are now in place. In addition, future surveys will be conducted each spring to identify areas of enhanced support for current and future veteran students.

Research and Analysis

In partnership with Education Advisory Board, Miami is continuing to pilot the Student Success Collaborative, a web-based platform that combines historical student data, predictive analytics, and career counseling information into a single advising tool. The Spring 2015 semester includes implementing three pilot programs: undeclared students in the College of Arts and Science, and nursing and psychology students in the College of Professional Studies and Applied Sciences.



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February 20, 2015
Academic and Student Affairs

RESOLUTION R2015-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new bachelor degree program; the Bachelor of Science in Information Technology with a new major, Information Technology, Department of Computer and Information Technology, College of Professional Studies and Applied Sciences.



Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio

REQUEST FOR APPROVAL

**SUBMITTED BY
MIAMI UNIVERSITY REGIONAL CAMPUSES**

ESTABLISHMENT OF A

**Bachelor of Science in Information Technology
Major in Information Technology**

August 15, 2014



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REQUEST

Date of submission: August 15, 2014

Name of institution: Miami University Regional Campuses

Degree/degree program title: Bachelor of Science in Information Technology
Major in Information Technology

Primary institutional contact for the request

Name: Dr. Cathy Bishop-Clark
Title: Associate Dean & Professor
Phone number: (513) 727-3436
E-mail: bishopcu@miamioh.edu

Department chair/program director

Name: Dr. Marianne Murphy
E-mail: murph103@miamioh.edu

Delivery sites: Miami's regional campuses in Hamilton and Middletown, the Voice of America Learning Center in West Chester, and the Greentree Health Science Academy in Middletown.

Date that the request was approved by the institution's governing board:

Approved by the Miami University Senate on [date], and the Board of Trustees on [date]

Proposed start date: Fall, 2015

Date Institution established: 1809

Institution's programs: Miami offers a range of degrees including associate, bachelors, masters, educational specialist, and doctoral degrees. A complete list of available degrees is available via the general bulletin at <http://www.units.miamioh.edu/reg/bulletins/CurrentGeneralBulletin/>.

Educator Preparation Programs:

Indicate the program request leads to educator preparation licenses or endorsements.

Licensure	No
Endorsement	No

SECTION 1: INTRODUCTION**1.1 Brief summary of the request**

The Computer and Information Technology (CIT) department currently offers a *Bachelor of Science in Information Technology, major in Health Information Technology* which is delivered at Miami's regional campuses. With this proposal, we are creating a new major within the same degree - *Bachelor of Science in Information Technology, major in Information Technology*. This new major would provide a broad education in Information Technology by delivering a common IT foundation enhanced by student designed research options integrated into the program of study, providing students with flexibility in their choice of specialization. We are also proposing a pre-major for this degree, which is consistent with the current Health Information Technology major. Details regarding the pre-BSIT are outlined in section 5.1 Admissions policies and procedures.

Information technology is generally defined as the study and use of systems for storing, retrieving, and sending information. A practitioner of information technology will generally work to support the computing infrastructures and the needs of individual users across a variety of knowledge domains. This role is synergistic with the related disciplines of *computer science* and *information science*.

As an example of the relationship between the disciplines, a *computer scientist* or a *software engineer* would typically have the primary responsibility for mobile application design and development while an information technologist would provide user or developer support through testing or troubleshooting. An *information scientist* would typically work with a business to identify intelligence or data that would be implemented with the support or assistance of an information technologist. Consequently, any increase in the number of any type of technological position means potential employment for those with information technology degrees for purposes of infrastructure and user support.

As noted by the Association for Computing Machinery Special Interest Group for Information Technology Education (ACM SIGITE),

The depth of IT lies in its breadth: an IT graduate needs to be broad enough to recognize any computing need and know something about possible solutions. The IT graduate would be the one to select, create or assist to create, apply, integrate, and administer the solution within the application context.

Because of the broad diversity of specialization areas for information technologists, students' educational needs can also be very diverse; this degree provides options to students for specialized study. Students first complete a series of courses designed to provide a broad technological foundation. As part of this foundation, students choose a foundational concentration of either networking or software support and development. After completing foundation courses, students can specialize in different areas of information technology through research and directed study. Some examples of areas of study that students might pursue are network and systems administration; database administration; customer support services; software testing and support; network security and disaster recovery; interactive web multimedia; and system customization and configuration.

A sequence of courses has been designed to provide a framework under which students can gain expertise in the specialization of their choosing. During this sequence, students will research current and emerging technological areas, then design and implement a significant IT project. While matriculating through this program of study, students will be closely advised on their choice of specialization to ensure that their goals are consistent with potential employment as information technologists. Professionals working in an IT field can use their prior experience as a starting point to gain more advanced skills or to pursue study needed for industry certification.

The major is outlined here as a complete four-year program with a traditional entry point (that is, it is not framed here as a completion degree). However, the current associate degree program offered by the CIT department includes the foundation of the proposed major, so that current associate degree graduates will be able to complete the program without additional foundation courses. Those with older associate degrees or with associate degrees from other institutions may have additional foundational requirements. Elective requirements are built into the major which will allow for some additional foundation courses to count toward the major requirements.

In today's world, every profession, business, and entrepreneurial endeavor has needs for technology and technology professionals. These needs are diverse and reflect a wide range of applications. Overall, technology needs can rapidly change and this degree will allow students to prepare for a variety of technological specializations.

SECTION 2: ACCREDITATION

2.1 Regional accreditation

Original date of accreditation: 1913

Date of last review: 2005
Date of next review: 2015

2.2 Results of the last accreditation review

Miami University is accredited by the [Higher Learning Commission](#) (HLC) of the North Central Association of Colleges and Schools. HLC accredits degree-granting post-secondary educational institutions in the North Central region of the United States. Miami's most recent accreditation review was in 2005 (see [2005 Review.pdf](#), 4.3MB), while the next reaccreditation review will occur in 2015.

The full HLC Report and associated documents are in **Appendix A**.

2.3 Notification of appropriate agencies

Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program. Provide documentation of the notification as an appendix item.

An initial inquiry was submitted to the Ohio Board of Regents on February 13. The acknowledgement that the inquiry was submitted can be found at the Ohio Board of Regents website: <https://www.ohiohighered.org/academic-program-approval/preliminary-requests>. The initial inquiry can be found in **Appendix B**.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

The stated mission of Miami University Oxford is:

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.

-- June 20, 2008 (<http://MiamiOH.edu/about-miami/leadership/president/mission-goals/>)

The regional campuses share the mission of the main campus with some distinctive differences. All Miami campuses emphasize the liberal arts and place a premium on academic quality. The regional campuses place additional emphasis on making higher education accessible through open admissions, low-cost tuition, the provision of academic and support services designed for returning as well as traditional-age

students, and by striving specifically to serve the educational needs of the region's population and employers. The regional campuses fulfill their mission by:

- Offering select bachelor degree programs.
- Providing general and technical associate degrees.
- Offering the first two years of many bachelor's degree programs for students who plan to relocate to the Oxford campus or transfer to another four-year institution.
- Providing student activities, athletics, intramurals, and organizations that enhance personal growth and provide opportunities for leadership development.
- Providing services in counseling, cooperative education, academic advising, financial aid, and career planning and placement.
- Providing intellectual, informational, and cultural resources for the community.
- Offering continuing education courses, community service activities, and training programs for businesses, industries, and organizations.

With the recent changes under the University System of Ohio's (USO) strategic plan, the primary mission of the regional campuses has instead expanded to include increased development of baccalaureate degree programs, especially those that provide employment opportunities for Ohioans and those that offer seamless transitions between Ohio's many institutions of higher education, high schools, and technical schools.

3.2 Organizational structure

Miami University is governed by a Board of Trustees which has 11 members appointed by the Governor with the consent of the Ohio Senate. The Board of Trustees delegates responsibility for administration of the university to the President. The President is advised by an Executive Committee that includes the Provost and Executive Vice President for Academic Affairs, Vice President for Finance and Business Services, Vice President for Student Affairs, Vice President for University Advancement, Vice President for Information Technology, Vice President for Enrollment Management, General Counsel, Secretary to the Board of Trustees, Senior Director of University Communications, and Director of Intercollegiate Athletics.

The Division of Academic Affairs includes six academic divisions (College of Arts & Science, College of Creative Arts; College of Education, Health and Society; College of Engineering and Computing, Farmer School of Business; College of Professional Studies & Applied Sciences), the Graduate School, University Libraries, and the Miami University Dolibois European Center (MUDEC).

The administrative leadership of Miami University can be found at: <http://MiamiOH.edu/about-miami/leadership/admin-officers/index.html>. A current organizational chart is found in Appendix C.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.

This degree program will be housed within the CIT Department which is located on Miami's regional campuses in Hamilton and Middletown. All programs and courses offered by the department are conducted at the regional locations. The CIT Department is an academic department within the College of Professional Studies and Applied Sciences (CPSAS) and reports to the Dean of CPSAS for all matters such as academic and curricular issues; tenure and promotion; scheduling and teaching load; and performance evaluation and salary. All departmental and divisional matters are conducted according to their respective governance documents and the Miami University Policy and Information Manual (MUPIM).

Faculty and staff in the CIT Department report to the Chair of the CIT Department, who reports to the Dean of CPSAS. The Dean of CPSAS also holds the title of Associate Provost and reports to the Provost and Executive Vice President for Academic Affairs, who reports to the President of Miami University.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.

The CIT Department is led by the chair, who is responsible for faculty evaluation and recruitment, curriculum, budget, student affairs, scheduling, representing the program both internally and externally, and all other administrative responsibilities. The chair of the CIT Department is Dr. Marianne Murphy and her CV is included in Appendix D.

Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.

- *CIT Department Faculty* - The department typically meets as a committee of the whole once a month during the academic year. There are no terms of appointment as full-time faculty members serve on this committee while they are members of the CIT Department.
- *The curriculum committee of the CIT Department* - This is a subgroup of CIT faculty. Currently, there are four members of the committee who may hold any rank within the department. The term of appointment is one year and the committee meets as needed during the academic year. The committee also meets with additional members of the department as needed for input on curricular issues. This committee proposes curricular changes and initiatives and has primary responsibility for curricular proposals and documentation.
- *The assessment committee of the CIT Department* - This is a subgroup of CIT faculty. Currently, there are three members of the committee who may hold any rank within the department. The term of appointment is one year and the committee meets as needed during the academic year. This committee works with faculty members to assess learning outcomes and other programmatic elements, using that data to improve or change curricular elements such as assignments and other course components. This committee collects, analyzes, reports, implements, and archives assessment material.
- *The CIT Department Industry Advisory Council.*
This council consists of information technology professionals from regional business, industry, government, and health care organizations. There are currently 16 members on the council. There are no appointed terms. The council meets biannually with the CIT department and members are also often consulted between meetings.
- *College of Professional Studies and Applied Sciences Curriculum Committee* – This committee, which includes faculty from all departments within the college, reviews and approves curricular changes within the college. Departmental representatives are chosen and serve according to departmental policy. The committee is chaired by an associate dean or other designee of the dean.
- *College of Professional Studies and Applied Sciences Promotion and Tenure Advisory Committee* – This committee, which includes faculty from all departments within the college, serves in advisory capacity to the dean on promotion and tenure issues. Departmental representatives are chosen according to departmental policy and serve staggered three-year terms. The committee is chaired by an associate dean or other designee of the dean.
- *Miami University Council for Undergraduate Curriculum* - This committee is selected by the Executive Council of University Senate, Miami University. It is composed of six (6) faculty

members, one (1) from each of five academic divisions and one (1) from either the Hamilton Campus or the Middletown Campus. At least one (1) of these faculty members shall be a member of University Senate and at least one (1) shall represent the graduate faculty. Additionally, there are two (2) undergraduate students and one (1) graduate student, and seven (7) ex-officio, nonvoting members also serve - one (1) representative of the Office of Academic Affairs, one (1) representative of the Office of the University Registrar, five (5) divisional representatives – one (1) from each of the divisional academic deans' office (typically, an associate dean). Meetings are held several times a semester depending on the quantity of curricular items to be reviewed. Terms of appointments are two (2) years (except for ex-officio members who may serve longer).

- *Miami University Council of Academic Deans* - The council consists of the Provost of Miami University, the deans of each of the six academic divisions, the regional campus dean, dean of the graduate school and secretary of the university. Meetings are held twice a month (every-other-week). There are no terms of appointments as members serve during their administrative appointments.
- *Miami University Senate* - This body consists of elected and appointed faculty, staff and students who represent constituencies from the entire university. Term of appointment is typically two (2) years. Meetings are held twice a month (every other week). This body provides explicit final approval of new degrees and majors by vote.
- *Miami University Board of Trustees* - The members of this body are appointed by the Governor of the State of Ohio. They provide final Miami approval of new degree programs. There are nine (9) voting members, each of whom is nominated by the Governor of the State of Ohio with the advice and consent of the Senate. They serve nine (9) year terms. In addition to the voting members, there are two (2) student representatives and national trustees.

4.2 Program development

Describe how the proposed program aligns with the institution's mission.

- Offering select bachelor degree programs.

The proposed program advances the mission of Miami's regional campuses and the State of Ohio to offer open and affordable access to higher education to residents of Southwest Ohio. In the last several years, the State of Ohio has encouraged regional campuses to develop more bachelor's degrees to meet the needs of their local students and employers, and this program is a direct result of that philosophy. This program does not duplicate any majors offered at the Oxford campus, but is designed to complement existing programs.

The program will attract students who wish to begin and complete a bachelor's degree program at the regional campuses. It will also attract students who possess or are pursuing associate degrees from Miami's regional campuses and other institutions (e.g. Sinclair Community College, Cincinnati State Community and Technical College), allowing them to continue their education in the State of Ohio.

- Providing academic programs to meet needs of the region.

As previously noted, information technologists work in support of many technological areas and in support of a variety of disciplines. For example, graduates of this program will have many employment opportunities in areas such as institutional and user support, server and application administration, data base design and administration, network administration, systems specialists, support specialists, data engineers, information security specialists, systems analysts, web developers, software development support, and communication specialists.

This program curriculum allows students to pursue an area of specialization of their choosing which means that residents of the region will benefit from having individuals who can demonstrate the ability to support the technological infrastructure of any type of business or industry. As

previously noted, some examples of specific areas of study might be network and systems administration; database administration; customer support services; software testing and support; network security and disaster recovery; interactive web multimedia; and system customization and configuration.

Students already working in the field and their employers benefit from the opportunity to further their current technological skills. Technology can rapidly change and technology workers need to be prepared to understand and use new technologies and tools as they arise. The flexibility of a degree which does not have static tracks or concentrations serves the region by allowing students to concentrate on current and emerging technologies.

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.

As noted in the introduction, the role of an information technologist is synergistic with the related disciplines of *computer science* and *information science*. A rise or projected rise of any type of technological positions means potential employment for those with information technology degrees for purposes of infrastructure and user support.

A search on a national employment site for IT jobs in Ohio shows multiple available positions in areas such as institutional and user support specialists, server and application administration, data base design and administration, network administration, systems specialists, data engineers, information security specialists, systems analysts, web developers, software development support, and communication specialists, just to name a few.

Also noted is the diversity of opportunities available and that technological areas predicted to rise in salary nationally are network engineers, data modelers, portal administrators, mobile application developers, data warehousing, business intelligence analysts, web developers, network architects, and network managers.

This is supported by a 2010-2020 Occupational Trends report published by the state of Ohio (<http://www.odjfs.state.oh.us/forms/file.asp?id=2250&type=application/pdf>) which shows that computer systems analysts, software developers, and network and computer systems administrators are above the 75th percentile for earning, growth, and job openings. Software developers and Systems software are noted in the same document as being among Ohio's fastest growing occupations.

Also published by the state, the Buckeye Top Fifty 2010-2020 (http://ohiolmi.com/proj/projections/ohio/2020_Buckeye50.pdf) has projections for in-demand occupations which are sorted by degree type. Twelve categories are listed for occupations generally requiring a bachelor's degree, with six of these directly related to or synergistic with information technology (Computer & Information Systems Managers; Software Developers, System Software; Software Developers, Applications; Computer Systems Analysts; Information Security Analysts, Web Developers, & Computer Network Architects). This document also notes that these occupations *have above-average annual earnings, growth rates faster than the statewide average, and are expected to stay in demand*.

This is consistent with information supplied by the Bureau of Labor Statistics (BLS), which cites a *faster than average rate* of growth (22%) for information security analysts, web developers, and computer network architects, and a *much faster rate* of growth (31%) for database administrators. The BLS also notes that a bachelor's degree is the usual entry level education required for these types of positions.

For Southwestern Ohio in particular, the Ohio 2020 Job Outlook (<http://ohiolmi.com/proj/projections/JobsOhio/Cincinnati Region.pdf>) shows an overall projected rise in Computer related occupations of 17.1%.

Occupational Title	Employment		Change in Employment		Annual Openings		
	2010 Annual	2020 Projected	2010 - 2020	Percent	Growth	Replacements	Total
Total, All Occupations	788,400	869,500	81,100	10.3%	8,638	18,652	27,290
Management Occupations	38,400	40,400	2,000	5.1%	232	827	1,059
Business and Financial Operations Occupations	40,600	46,500	5,900	14.5%	589	841	1,430
Computer and Mathematical Occupations	23,400	27,300	3,900	17.1%	399	439	838

15-0000 Computer and Mathematical Occupations	23,350	27,340	3,990	17.1%	838		
15-1131 Computer Programmers	1,810	1,950	140	7.8%	56	\$32.49	5
15-1132 Software Developers, Applications	3,900	4,770	870	22.4%	128	\$38.22	5
15-1133 Software Developers, Systems Software	860	1,110	250	28.6%	34	\$41.36	5
15-1142 Network and Comp. Systems architects and Admins	2,630	3,200	570	21.5%	100	\$32.38	5
15-1150 Computer Support Specialists	4,420	5,070	650	14.9%	182	\$21.65	5
15-1799 Computer Occupations, AO	1,360	1,430	70	4.9%	33	NA	5
15-2031 Operations Research Analysts	380	460	80	20.9%	20	\$32.34	3
15-2041 Statisticians	120	130	10	6.5%	9	\$31.08	3

The computer-related occupations shown also indicate the need for a bachelor's degree for most of these occupations (the 5 in the final column denotes that educational level).

As previously noted, IT professionals work along with and in support of computing and technological professionals in a variety of fields. Computing and technological positions as noted in published reports generally indicate needs for a variety of degree majors, including those with IT degrees.

Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

The Computer and Information Technology Business and Industry Advisory Council has been involved in the development of this program by pinpointing needed skills, quantifying the need for IT specialists, and providing review of the proposed curriculum. At the spring 2014 meeting of the CIT Industry Advisory Council, the Council unanimously endorsed the program.

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

The CIT Department uses curricular standards described by ACM SIGITE to inform our programs. The ACM SIGITE IT Model Curriculum is described in full at www.sigite.org. The CIT Department first revised our programs to align with the standards of this model in 2007 and continue to do so as additional programs are developed.

Information Technology programs are eligible for accreditation by ABET. The department does not have immediate plans to seek accreditation, but plans to look closely at the feasibility of accreditation in the future. For the present, the curriculum has been carefully developed with advice from our advisory council to satisfy a number of learning objectives and will be fully assessed in meeting those objectives, as are all Miami degrees.

4.3 Collaboration with other Ohio institutions

Indicate whether any USO institution within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program, and provide a rationale for offering an additional program at this site.

The only University System of Ohio (USO) institutions within 30 miles of Miami University (specifically Miami-Hamilton, Miami-Middletown) that offer bachelor's degree programs are Wright State University and the University of Cincinnati. Wright State University does not have a program in Information Technology. The University of Cincinnati does have a program in Information Technology with tracks in networking/systems, software application, and cyber security.

We believe that the flexible program that we are proposing offers students more opportunities than a program with defined static tracks. In today's world of rapid change, the technological needs of today may not be the technological needs of tomorrow. The major we are proposing will allow students to tailor their degree to their individual interests or to the needs of their current and prospective employers. This flexibility will ensure that students can specialize in cutting edge technological areas. While students may elect to pursue knowledge in areas also covered by the University of Cincinnati, the areas of concentration within that program are very broad. For example, students interested in cyber security may elect to go in a different technological direction than that offered by another program. Additionally, Miami's regional campuses in Hamilton and Middletown serve many students that have job and family commitments, and frequent travel to Cincinnati to attend classes is not feasible for them.

Also of note, a recent case study published by the National Center for Women & Information Technology (http://www.ncwit.org/sites/default/files/resources/harveymuddcollege_successfullsystemicapproach.pdf) suggests that linking curricular programs to student knowledge and experiences can increase participation by women and other under-represented groups. Allowing students the flexibility to pursue technological specializations according to their personal interests will help both with retention of existing students and can also help attract more students with diverse backgrounds to the program.

Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

The program was not developed in collaboration with other institutions.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

The proposed *Bachelor of Science in Information Technology, major in Information Technology* (BSIT) will follow regional admissions requirements for students. Miami University's regional campuses have an open enrollment policy for first-time students who have never taken college courses at another accredited university and plan to seek a degree or certification at Miami University. Detailed information about regional admissions can be found at the regional campuses website at <http://www.regionals.miamioh.edu/admission/>.

In order to declare as majors of the program, students will be required to complete the following courses and requirements:

- MTH 102 Intermediate Algebra (with a grade of C or better)
- CIT 154 Personal Computer Concepts and Applications (or BTE 181 or CSE 148)
- CIT 157 Foundations of Information Technology I
- CIT 158 Foundations of Information Technology II

This is consistent with the existing major (*Bachelor of Science in Information Technology, major in Health Information Technology*), where students who have not completed the initial course requirements declare as pre-HIT majors. Potential BSIT majors who have not taken (or do not have appropriate transfer credit for) the courses listed above will have the opportunity to declare a pre-BSIT major or to declare a major in a CIT associate degree program (*Associate in Applied Science, major in Computer and Information Technology*).

The pre-BSIT major is not a degree program but instead specifies courses and requirements which students must complete prior to becoming a BSIT major. The intent of the pre-BSIT is to ensure that students can demonstrate basic competencies in three areas: a.) basic problem solving, b.) fundamental computer use, and c.) fundamentals of information technology.

The pre-BSIT curriculum provides specifically for those competencies. Students can demonstrate competency in problem solving by completing MTH 102 with a grade of C or better. Success in MTH 102 has been noted by instructors in the department as a predictor of success in technical subjects and also helps students to learn the types of problem solving techniques essential for a technical degree. Students can demonstrate competency in fundamental computer use by completing CIT 154 (or an equivalent course). In addition, certain aspects of CIT 154 can contribute to development of problem solving skills (via spreadsheet and database manipulations). Both CIT 157 and CIT 158 provide students with further exposure to technical materials and allow them to determine whether they are prepared for further technical study and that they also have a realistic expectation of what technical study entails.

In our experience, students often express a desire to study information technology (or related disciplines) with the view that they will only be users of technology. However, technological study includes the need to understand how software and hardware are constructed and work. For example, a student may be comfortable using networked computers but not fully appreciate the study required to learn to configure a computer network. The pre-BSIT major will allow such students to gain a better understanding of what the field of information technology entails and whether or not it is a match for their skills and needs. Our experiences with the pre-HIT major have been very positive and we have found that students appreciate the opportunity gain a more in-depth view of technology before committing to the full major.

Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT²) initiatives; and other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).

Transfer students applying to the proposed program are required to have earned a high school diploma and have a minimum of 2.0 GPA in college courses in order to be eligible for transfer admission. Transfer students are responsible for meeting all requirements that are in effect when they first enroll as degree candidates. Students who attended another college after high school and registered for one or more courses must apply for admission to Miami as a transfer student. Credit earned at another college is subject to transfer regulations. (Adapted from <http://www.units.miamioh.edu/reg/bulletins/GeneralBulletin2013-2014/index.htm>)

Students who have successfully completed the Transfer Module at an Ohio college or university will be considered to have fulfilled the Transfer Module at Miami. Additional Miami Plan requirements that are not included in the Transfer Module, however, may be required. Articulation tables and program information that can be found on Transferology (formerly u.select, accessed via [http:// www.transferology.com /](http://www.transferology.com/)) are maintained to assist students in reviewing / previewing transfer credit information.

5.2 Student administrative services

Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Miami's regional campuses are full-service, and the administrative resources are adequate to support the proposed program.

5.3 Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Miami's regional campuses are full-service, and the administrative resources are adequate to support the proposed program.

SECTION 6: CURRICULUM

6.1 Introduction

Provide a brief description of the proposed program as it would appear in the institution's catalog (General Bulletin). The description should be no more than 150 words.

The Bachelor of Science in Information Technology with a major in Information Technology (BSIT) is a broad program of study that prepares students to support the computing infrastructures and needs of individuals and organizations across a variety of domains. Information Technology professionals apply their skills and knowledge to provide technological solutions for those using systems to produce, store, retrieve, analyze and send information. The BSIT program provides a broad foundation of knowledge in IT problem solving, web applications, ethics, databases, human computer interaction, and either networking or software development. Following completion of foundation courses, students select an area of specialization of their choice. The program culminates with a two-course capstone sequence where students will design and complete a significant IT project in their area of specialization.

6.2 Program goals and learning objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

Graduates from the Bachelor of Science in Information Technology with a degree in Information Technology will be able to:

1. Apply up-to-date concepts, principles, processes, and theories of IT.
2. Solve IT problems using current techniques, skills, and tools.
3. Work effectively as a member or leader of a team.
4. Explain legal, professional, ethical, security, and social issues and responsibilities surrounding IT.
5. Communicate technical information effectively, both orally and in writing.
6. Evaluate local and global impacts, implications, context, and user needs in the selection, creation, and administration of information based systems.
7. Create project plans to manage IT projects.

Operationalized in Curriculum:

Miami University is strongly committed to the liberal education principles of:

- **Thinking Critically.** Students learn how to develop critical thinking skills that enable them to carefully identify problems worth studying; to examine pros and cons about issues; to develop skills for examining evidence and counter-arguments; to analyze research and other information; to explore underlying assumptions about multiple positions and arguments; and to draw solid conclusions after examining all sides of an issue or problem.
- **Understanding Contexts.** Students learn how to understand contexts that inform how we make meaning out of issues and events. They may explore political, social, economic, historical, or other contexts that surround problems or issues confronted. They learn that contextual analysis and understanding opens up new ways of knowing not only about the world in which one lives, but also about oneself.
- **Engaging With Other Learners.** The Miami Plan and the Global Miami Plan are based on the firm belief that we learn from one another, from people different than ourselves, and from a wide variety of others. A healthy exchange of different ideas and viewpoints encourages rethinking of accepted perspectives. Thus, students learn to think critically and to understand contexts through in- and out-of-class activities designed to engage them with other learners: other students, other faculty or staff, and other learners outside of the university. Students learn how to work effectively in group settings, how to listen actively to the ideas of others, and how to negotiate a shared understanding of complex issues and tasks.
- **Reflecting and Acting.** Finally, the Miami Plan and the Global Miami Plan encourage students to both reflect upon and act on the new knowledge, understanding, and commitments made. Students learn how to make decisions about complex intellectual, ethical and personal issues; to think about the meaning of coursework for themselves, and to commit to informed action as global citizens.

Because of Miami's commitment to these liberal education principles, these principles are emphasized throughout the curriculum. Group projects, hands-on experience, presentations, analysis, and project implementation are core components of CIT courses. Additionally, in the following table, we have identified specific connections between the Learning Objectives and required courses.

Learning Objective	Course
1. Apply up-to-date concepts, principles, processes, and theories of Information Technology.	CIT 157, CIT 158, CIT 173, CIT 273, CIT 268, CIT 276, CIT 348, CIT 358, CIT 357, CIT 457, CIT 458
2. Solve Information Technology problems using current techniques, skills, and tools.	CIT 214, CIT 276, CIT 348, CIT 358, CIT 457, CIT 458
3. Work effectively as a member or leader of a team.	Most courses within the curriculum, particularly at the 200- and 300- level include team work.
4. Explain legal, professional, ethical, security, and social issues and responsibilities surrounding Information Technology.	CIT 262, CIT 358, CIT 368, CIT 448, CIT 457, CIT 458
5. Communicate technical information effectively, both orally and in writing.	CIT 262, CIT 268, CIT 276, CIT 348, CIT 357, CIT 457, CIT 458, ENG 215, ENT 316
6. Evaluate local and global impacts, implications, context, and user needs in the selection, creation, and administration of information based systems.	CIT 262, CIT 348, CIT 448, CIT 457, CIT 458
7. Create project plans to manage Information Technology projects.	CIT 276, CIT 457, CIT 458, ENT 316

6.3 Course offerings/descriptions

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major, general education, elective) and indicate if they are new or existing courses.

A minimum cumulative GPA of 2.00 for all CSE courses 163 and above and CIT courses 153 and above is required for graduation.

Pre-BSIT Curriculum

Course (number/name)	Cr hrs	Major	General Education or Miami Plan	Elective	OTM TAG CTAG	New/Existing Course
MAJOR REQUIREMENTS						
CIT 154 Personal Computer Concepts and Applications (or BTE 181 or CSE 148)	3	x				Existing
CIT 157 Foundations of Information Technology I	3	x				Existing
CIT 158 Foundations of Information Technology II	3	x				Existing
MTH 102 Intermediate Algebra (C or better)	3					Existing

BSIT Curriculum

Course (number/name)	Cr hrs	Major	General Education or Miami Plan	Elective	OTM TAG CTAG	New/Existing Course
MAJOR REQUIREMENTS						
CIT 154 Personal Computer Concepts and Applications (or BTE 181 or CSE 148)	3	x				Existing
CIT 157 Foundations of Information Technology I	3	x				Existing
CIT 158 Foundations of Information Technology II	3	x				Existing
CSE 163 Introduction to Computer Concepts and Programming (MPF V) (or any equivalent fundamental programming course)	3	x	x			Existing
CIT 173 Multimedia Fundamentals	3	x				Existing
CIT 273 Web Application Development	3	x				Existing
CIT 214 Database Design and Development	3	x				Existing

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CIT 268 Human-Computer Interaction	3	x				Existing
CIT 276 Systems Analysis and Design or CSE 201 Introduction to Software Engineering	3	x				Existing
CIT/CSE 262 Technology, Ethics and Global Society (MPF IIC)	3	x	x			Existing
Foundation Concentration Select one group: { CIT 281 Enterprise Network Infrastructure CIT 284 Server Installation and Configuration CIT 286 Designing and Deploying Secure Enterprise Networks } or {CSE 174 Fundamentals of Programming and Problem Solving CSE 271 Object-Oriented Programming and (CIT 263 Advanced Topics in VisualBASIC or CIT 253 Contemporary Programming Languages (3))}	9	x				Existing
CIT 348 Information Management and Retrieval	3	x				Existing
CIT 358 Information Technology Assurance and Security	3	x				Existing
CIT 448 Global and Strategic Issues in Information Technology (MPF III)	3	x	x			Existing
CIT 357 Current Practices in Information Technology	3	x				New
CIT 457 IT Project Lifecycle I: Requirements and Design	3	x	x			New
CIT 458 IT Project Lifecycle II: Implementation and Deployment	4	x	x			Existing (will be revised)

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Technical Electives Select from courses not covered elsewhere: CIT 270 Special Topics in Computer and Information Technology (1-3) CIT 281 Enterprise Network Infrastructure (3) CIT 284 Server Installation and Configuration (3) CIT 286 Designing and Deploying Secure Enterprise Networks (3) CIT 263 Advanced Topics in VisualBASIC (3) CIT 253 Contemporary Programming Languages (3) CSE 253 Programming Languages (1-2) CSE 153 Introduction to C/C++ Programming (3) CSE 174 Fundamentals of Programming and Problem Solving (3) CSE 271 Object-Oriented Programming (3) CSE 283 Data Communication and Networks (3)	4	x		x		Existing
Additional courses						
COM 135 Public Expression and Critical Rhetoric	3					Existing
ENG 215 Technical Writing or ENG 313 Introduction to Technical Writing	3					Existing
ENT 316 Project Management	3					Existing
MTH 102 Intermediate Algebra (C or better)	3					Existing
STA 261 Statistics or STA 301 Applied Statistics or DSC 205 Business Statistics	3					Existing
Free electives	15			x		Existing
Additional courses to satisfy the Miami Plan						
ENG 111 College Composition	3		x			Existing
ENG 112 Composition and Literature	3		x			Existing
MPF IIA Fine Arts and Humanities elective	3		x	x		Existing
MPF IIB elective	3		x	x		Existing
MPF III Global Perspectives electives (or study abroad)	6		x	x		Existing
MPF IVA Biological Science elective	3		x	x		Existing
MPF IVB Physical Science elective	3		x	x		Existing

MPF IV Biological Science or Physical Science elective	3		x	x		Existing
MPF Thematic Sequence	9		x	x		Existing

*Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. **Submit course syllabi as appendix items.***

Course descriptions for all courses can be found in the Miami University Academic Catalog (<http://www.miamioh.edu/academics/bulletin/>).

Syllabi for CIT major courses can be found in Appendix E.

Course descriptions for CIT and CSE major courses:

CIT 154 Personal Computer Concepts and Applications (3)

Survey course for students who wish to become computer literate and make practical use of microcomputers. Survey of various hardware components and software systems used by current microcomputers. Includes hands-on experience with various software packages including word processing, spreadsheet, database management, and graphics. Not open to CSE baccalaureate majors. Credit awarded for only one of these: BTE 181, CSE 141 or CIT 154. Offered only on regional campuses.

CIT 157 Foundations of Information Technology I (3)

An introduction to the fundamental concepts of information technology. Includes IT history, applications, and current practices. Explores fundamentals of layered network communication, including devices, protocols and addressing. Uses current client-side web design and interactive technologies. Explores IT considerations and practices regarding the web presence of organizations.

CIT 158 Foundations of Information Technology II (3)

An introduction to IT systems and problem solving from the lowest level of computer processors to high level application software. Topics range from computer architecture, data representation, operating systems, and associated low level programming to a survey of computer languages and other software production tools. Problem solving for IT organizations is covered, including analysis, algorithms, development and testing. Prerequisite(s): MTH 101 or equivalent.

CIT 173 Multimedia Fundamentals (3)

An introduction to digital image creation, manipulation, and animation through the use of various editing tools. Students will understand the fundamentals of digital images, create and import digital images, create and export digital movies, use video editing software and address integration issues. Students will have hands-on experience with computer software packages. Prerequisite: CIT 154 or equivalent experience with MS Office.

CIT 214 Database Design and Development (3)

Practical and applied approach to database management design and development. Introduction to database planning, design and management, data modeling and representation, and fundamental concepts of database access. Includes study of the relational model and other models, database and Internet interaction, and study of commonly used database systems. Emphasis on applications of database querying, forms and reports, generic SQL (Structured Query Language), and VBA (Visual BASIC Applications). Will include hands-on experiences. Offered only on regional campuses. Prerequisite: CIT 157, CIT 158 and (CIT 101D or CIT 154, or CSE 141, or CSE 148).

CIT 253 Contemporary Programming Languages (3)

Presents syntax and semantics of a particular programming language currently popular in industrial or academic settings. Addresses fundamental program construction, good software design and

programming style, and development of applications focused on the strengths and special features of the language. Covers fundamental and advanced topics in the language. Course may present languages such as C++ (in 253C), Perl (in 253P), and others as they may emerge. Offered only on regional campuses. Prerequisite: CSE 163 or CSE 174, or permission of the instructor.

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

Inquiry into a wide range of information technology issues, from moral responsibilities affecting professionals to wider ethical concerns associated with information technology in day-to-day living. Topics include general aspects of ethics; common ethical theories; professional codes of ethics in IT; privacy, security and reliability in using computer systems and the internet; issues and responsibilities in internet usage; legal issues in IT; global perspectives of computing issues; and general problems related to ethical and responsible computing. Prerequisite(s): ENG 111, a minimum of 20 credit hours earned. IIB, IIC. Cross-listed with CSE.

CIT 263 Advanced Topics in Visual BASIC (3)

Topics include using multiple file formats including databases, creating menus, multiple form projects, using ActiveX controls, modules, executable files, VBScripting, and VBA. Work with mouse events and OLE. Additional concentration on debugging, error detection, and testing programs for robustness. Offered only on regional campuses. Prerequisite: CSE 163.

CIT 268 Introduction to Human-Computer Interaction (3)

Inquiry into a wide range of Human Computer Interaction (HCI) issues ranging from the understanding and advocacy of the user in the development of IT applications and systems, to the technical components of design. Topics include foundations of HCI, the nature of the HCI design process, technical aspects and limitations of selected technologies related to HCI, user-centered methodologies for development and deployment, task analysis, ergonomics, accessibility standards, emerging technologies, and principles and methodologies of effective interface design and evaluation. This course will also address appropriate communication skills for effective human-to-human interaction as the foundation for developing effective, user-centered designs. Prerequisite(s): CIT 157 and CIT 158.

CIT 273 Web Application Development (3)

This course addresses the development of interactive web applications using both client and server side technologies. Topics include client-side scripting, server-side scripting, persistence, connectivity issues and their implementation, access and updating of databases via web interfaces, and the use of embedded multimedia. Current technologies will be used to program and implement the web applications. Prerequisites: CIT 157 and CIT 158. Co-requisite: CIT 214.

CIT 276 Systems Analysis and Design (3)

Review of systems development fundamentals including requirements gathering and analysis; the analysis process; the essentials of design, system implementation, and support. Additional topics include teams, testing, project management issues, planning, and system maintenance. A complete system is analyzed and designed by student teams. Not open to CSE or MIS majors. Prerequisites: CIT 157, CIT 158 and one of (CIT 214, CIT 263, CIT 270, CIT 273, CIT 286, CSE 201, CSE 271 or CSE 274).

CIT 281 Enterprise Network Infrastructure (3)

Introduces the design and implementation of enterprise networks using industry-standard infrastructure operating systems. Topics will include selection of routing protocols, router configuration, advanced topics in network addressing, LAN switch configuration, VLAN configuration, inter-VLAN routing, port security, and enterprise wireless design. Prerequisite: CIT 157.

CIT 284 Enterprise Server Installation and Configuration (3)

Covers the installation and configuration of industry-standard server solutions. Students will use virtual machines, and explore virtual networking. Topics will include client and server operating system selection, installation, management and troubleshooting; design and implementation of a directory services model; user-creation and management; and implementation of a variety of server-based applications and services. Prerequisite: CIT 157.

CIT 286 Designing and Deploying Secure Enterprise Networks (3)

Integrates clients, servers and infrastructure components into a secure network design. Students will learn about common network-based vulnerabilities, corresponding mitigation solutions, and structured testing methods. Topics will include infrastructure security concepts, protocols, and devices. Students will learn about device hardening, configuration of server and router-based ACLs, and firewall configuration concepts. Prerequisites: CIT 281 and CIT 284.

CIT 348 Information Management and Retrieval (3)

This course will apply information technology to databases to support decision making. It will address information technology techniques as they apply to information lifecycle issues in a variety of domains. This course will include hands-on use of current information technology for organizational needs analysis, data acquisition and storage through data contextualization, and information retrieval effective use. Participants will analyze new tools and techniques for suitability to specific information management and retrieval objectives. Topics include data storage and retrieval techniques, data transformation, tool analysis and evaluation, information presentation, data mining, and organizational information need analysis. Prerequisites: CIT 214 and STA 261 or STA 301 or ISA 205.

CIT 357 Current Practices in Information Technology (3)

Investigation of current practices, tools, and applications of Information Technology. Emphasis is on structured research techniques, critical analysis, and presentation of technical materials. Prerequisites: 214 and (CIT 276 or CSE 201) and junior standing

CIT 358 Information Technology Assurance and Security (3)

This course provides a foundational knowledge of the key issues associated with protecting information assets by addressing current issues and techniques in information security and information assurance. Topics will include the impact of security in the system development life cycle methodology, security threats, risks, and assets, incident response, cryptography, disaster recovery, data and information protection tools, information privacy, and regulatory compliance. Prerequisite: CIT 214 or CIT 276 or permission of instructor.

CIT 448 Global and Strategic Issues in Information Technology (3)

While information technologies remain the same across national borders, their usage and context change according to country cultures and national laws. Features such as information infrastructure, languages, business practice, intellectual property protection, and tariffs impact the adoption of IT in a transnational organization. In this course, students will define global technology issues and their impact, understand cultural differences and their effect on standards for the use of technology, develop resources to make informed decisions personally and professionally, and generally raise global awareness within an IT context. Prerequisite(s): CIT/CSE 262 or permission of instructor.

CIT 457 IT Project Lifecycle I: Requirements and Design (3)**CIT 458 IT Project Lifecycle II: Implementation and Deployment (4)**

Students undertake all phases of information technology (IT) systems design and implementation, conducting a major IT project, working singly or in collaboration with other students under the direction of a faculty or external project sponsor. With instructor permission, students may elect to pursue a co-curricular activity. All elements of the IT project lifecycle are considered including analysis, requirements, design, user and feasibility studies, ethical considerations, implementation, testing, documentation, and system rollout. In CIT 457, students work through pre-implementation to produce a detailed requirements and design proposal (and potentially prototype systems). In CIT 458, students implement, test, and rollout their systems. Prerequisite(s): For CIT 457, CIT 357 and senior standing. For CIT 458, CIT 457.

CSE 163 Introduction to Computer Concepts and Programming (3)

Introduction to computers in data processing, survey of various hardware and software concepts, and analysis and solution of problems by computer programming. Lecture/laboratory, project-oriented course to provide numerous opportunities to analyze problems, formulate alternative solutions, implement solutions, and assess their effectiveness. No prior knowledge of computer concepts or programming assumed. This course is not open to CSE students without permission of instructor. V. 2 Lec. 1 Lab. Prerequisite: high school algebra and trigonometry.

CSE 174 Fundamentals of Programming and Problem Solving (3)

Algorithm development and refinement in problem solving. Modular programming using sequence, selection, and repetition control structures. Program debugging and testing. Formatted input/output. Data files. Fundamental data types. User-defined data types: structured and enumerated. Arrays and arrays of structures. Simple sorting and searching algorithms. Character data and string processing. Algorithm efficiency considerations. Classes, objects, and introduction to object-oriented programming. 2 Lec. 1 Lab.

CSE 201 Introduction to Software Engineering (3)

Principles of software engineering: Introduction to all phases of the software development life cycle and associated tools and engineering methods including the unified modeling language (UML).

Prerequisite(s): CSE 271

CSE 271 Object-Oriented Programming (3)

MPT The design and implementation of software using object-oriented programming techniques including inheritance, polymorphism, object persistence, and operator overloading. Students will analyze program specifications and identify appropriate objects and classes. Additional programming topics include dynamic memory recursion, using existing object libraries, and binary/ASCII file processing. 2 Lec. 1 Lab. Prerequisite: CSE 174 with a grade of C- or better.

6.4 Program sequence

Provide the intended/ideal sequence to complete the program in the table below. Add additional time period as needed.

A minimum cumulative GPA of 2.00 for all CSE courses 163 and above and CIT courses 153 and above is required for graduation.

Year one			
First semester	hours	Second semester	hours
ENG 111 College Composition	3	ENG 112 Composition and Literature	3
CIT 154 Personal Computer Concepts and Applications	3	CIT 157 Foundations of Information Technology I	3
MTH 102 Intermediate Algebra	3	CIT 158 Foundations of Information Technology II	3
MPF IIA elective	3	CSE 163 Introduction to Computer Concepts and Programming	3
COM 135 Public Expression and Critical Rhetoric	3	CIT 173 Multimedia Fundamentals	3
total	15	total	15
Year two			
First semester	hours	Second semester	hours
CIT 268 Human-Computer Interaction	3	CIT 276 Systems Analysis and Design	3
CIT 214 Database Design and Development	3	CIT 262 Technology, Ethics and Global Society	3
STA 261 Statistics	3	CIT 273 Web Application Development	3
Foundation Concentration elective	3	Foundation Concentration elective	3
Foundation Concentration elective	3	MPF III elective	3
		Technical or free elective*	0-3
total	15	total	15-18
Year three			
First semester	hours	Second semester	hours
CIT 358 Information Technology Assurance and Security	3	CIT 348 Information Management and Retrieval	3
ENT 316 Project Management	3	CIT 357 Information Technology Research	3
MPF IIB elective	3	MPT elective	3
ENG 215 Technical Writing	3	MPF IV elective	3
Technical or free elective*	0-3	Technical or free elective*	0-3
Technical or free elective*	0-3		
total	12-18	total	12-15

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Year four			
First semester	hours	Second semester	hours
CIT 448 Global and Strategic Issues in Information Technology	3	CIT 458 IT Project Lifecycle II: Implementation and Deployment	4
CIT 457 IT Project Lifecycle I: Requirements and Design	3	MPT elective	3
MPF III elective	3	Technical or free elective*	3
MPT elective	3	Technical or free elective*	3
MPF IV elective	3	MPF IV elective	3
Technical or free elective*	0-3		
total		15-18	total 16

* As students may be able to select varying numbers of hours through special topics courses designated as 1-3 hours, exact hours of electives per semester may vary.

6.5 **Alternative delivery options (please check all that apply):**

- ☐ More than 50% of the program will be offered using a fully online delivery model
- ☐ More than 50% of the program will be offered using a hybrid/blended delivery model
- ☐ More than 50% of the program will be offered using a flexible or accelerated delivery model

For the purposes of this document, the following definitions are used:

- an **online course** is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings;
- a **hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;
- a **flexible or accelerated program** includes courses that do not meet during the institution's regular academic semester (fall or spring) as well as courses that meet during the regular academic term but are offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.

This program will be offered using less than 50% alternative delivery options.

6.6 **Off-site program components (please check all that apply):**

- ☐ Co-op/Internship/Externship
- ☐ Field Placement
- ☐ Student Teaching
- ☐ Clinical Practicum
- ☐ Other

If one or more of the items is checked, please provide a brief description of the off-site component(s).

This program has no required off-site components.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

- *Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following:*

- *Name of the unit/position responsible for directing assessment efforts*

University assessment efforts are directed by the Office of the Provost and the Center for the Enhancement of Learning, Teaching and University Assessment (CELTUA

<http://www.units.miamioh.edu/celt/>). CELTUA's mission is to support learning, teaching, and assessment in the engaged university, encourage appreciation of diversity and global awareness and to promote reflective and scholarly practice by teachers, students, and their center. The office houses a director and multiple full- and part-time faculty members.

Because of the accreditation standards of the Higher Learning Commission, each department and program at Miami University is required to implement a full cycle assessment program for each undergraduate major, general education, free-standing certificates, and all graduate programs.

At the direction of the department chair, the departmental assessment committee is responsible for assessment efforts. All assessment activities focus on course and/or program outcomes each time the course is taught with the goal of evaluating all outcomes over the course of the six year program review cycle. This cycle of assessment is coordinated by the departmental assessment committee.

Each major or degree program specifies at least three learning outcomes to assess. Each year, data is collected and analyzed related to the outcomes and used for program improvement. When beginning the process of assessment for the first time, departments and programs create an assessment plan for each degree program or major. Once each year, the assessment data for the three or more learning outcomes are analyzed and discussed and plans for improving teaching and learning based upon those findings should be put in place. The summary of the data collected, the analysis and the steps for improvement are recorded in an assessment report that is submitted each year as part of the online annual reporting system. Plans and reports are reviewed annually by the academic dean and Provost.

- *Description of any committees or groups that assist the unit*

CELTUA (described in the previous section) partnered with the CIT department to create the assessment plan for the degree. In addition to CELTUA, each regional campus has a Center for Teaching and Learning that houses assessment resources, funding, and faculty that specialize in assessment.

- *Description of the measurements used*

The following measurements will be used to assess learning outcomes at the course and program levels:

At the course level:

- Selected course syllabi will be evaluated by the Curriculum Committee
- Selected course syllabi and assignments will be evaluated by the Assessment Committee to ensure the explicit links between course activities and assignments and the learning outcomes.
- Selected student work will be periodically evaluated according to rubrics developed to determine if the work meets the learning outcomes of the course (all course outcomes are tied to program outcomes).
- Faculty will submit periodic reflections to the Assessment Committee to assess how students are (or are not) meeting course goals.

At the program level:

- Selected final projects from the capstone sequence (CIT 457 and CIT 458) will be evaluated by the Assessment Committee according to rubrics designed to assess programmatic learning outcomes
- Students will complete a reflection as the last assignment of the capstone sequence in which they reflect on their learning, their skill development, and their own assessment of having met the degree program's learning outcomes. These reflections will be assessed by the Assessment Committee

- ***Frequency of data collection***

Data collection will occur multiple times during the year. Selected student assignments and evaluations will be gathered at the end of each semester. Curricular maps will be completed every two years and professional association guideline comparisons will be developed every other year.

- ***Frequency of data sharing***

Data will be shared in required program review, annually as an assessment report to CELTUA, and as reports of status and findings to the department, typically at the end of each semester. In addition, we will share this data with community organizations and the CIT Advisory Council, as appropriate.

- ***How the results are used to inform the institution and the program***

Assessment data will be used to determine areas for improvement, to assure curriculum continues to meet external standards, and to assure the program is meeting student and industry needs. Information will be used to identify which areas of the department are in need of change. The assessment information will be used to inform the creation of improvement plans. Results will be reported to the CELTUA office for suggestions for improvement.

7.2 Other means of measuring student success

Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following:

- ***Name of the unit/position responsible for directing these efforts***

The Miami University Retention Committee with the support of The Office of the Provost and the Office of Institutional Research (OIR) guides and implements the university's student success evaluation and assessment.

The CIT departmental assessment committee, under the direction of the department chair, will direct the assessment efforts. All assessment activities will focus on course and/or program outcomes each time it is taught with the eventual goal of evaluating all outcomes over the course of the six year program review cycle. This cycle of assessment will be coordinated by the departmental assessment committee.

- ***Description of any committees or groups that assist the unit***

The Center for the Enhancement of Learning, Teaching and University Assessment (CELTUA) at Miami University partnered with the CIT department to create the assessment plan for the degree. Additionally the Office of Institutional Research collects data from a University perspective.

- ***Description of the measurements used***

Three primary categories of measurements will be used: Post Program Surveys, Pre/Post Course Surveys, and Direct Evaluation of Student Performance.

Post Program Surveys:

Student success is measured through national surveys and projects (e.g., the National Survey of Student Engagement, CIRP Freshman survey, Collegiate Learning Assessment, College Senior

Survey, Your First College Year, HERI Faculty Survey, Faculty Survey of Student Engagement, and the Voluntary System of Accountability) as well as in-house graduate survey and alumni survey.

Pre/Post Course Surveys:

Each course in the program taught during an academic term will administer pre and post surveys that ask students to rate their ability to satisfy each course learning outcome. Responses for each course will be used both to analyze the individual course within the program and, in the aggregate, to measure the overall success of the program.

Direct Evaluation of Student Performance:

Each semester the individual faculty for selected courses will be responsible to fill out a common departmental rubric on various activities, assignments, exams or presentations for the selected courses.

The courses for each semester will be selected by the assessment committee in consultation with the department's committee of the whole. These courses will be selected to provide a representative snapshot of students within the programs. In addition, holistically, these courses will be selected to insure that courses throughout the program lifecycle will be represented (entry-level students through graduating students).

For each rubric application, at least 20% of randomly selected students' student work will be assessed. Depending upon the nature of the courses selected at least one measurement will take place for each selected course, typically nearing course completion to measure learning outcome attainment. If applicable or necessary, multiple performance assessments will be made, at the beginning of the course as a benchmark and at the end of a course to measure the change.

In order to help mentor students who may not have the aptitude for a computing degree to seek another degree major and more successfully matriculate to graduation and secure appropriate employment, a minimum GPA of 2.00 for all CSE courses 163 and above and CIT courses 153 is required for graduation. Periodic evaluation of all students will be conducted to ensure that this threshold is met and students are appropriately advised.

- ***Frequency of data collection***

Course level data will be collected each semester from the courses taught within the program in to improve the alignment of our curriculum with our programmatic goals and student learning outcomes. Graduate survey data will be collected annually.

- ***Frequency of data sharing***

Data will be shared in required program review and annually with faculty.

- ***How the results are used to inform the student as they progress through the program***

Assessment reports may be reviewed with students in their courses, will be discussed in advising appointments held with CIT faculty, and will be offered to students upon request.

- ***Initiatives used to track student success after program completion***

Graduates of the program will be asked to complete an exit survey and/or to participate in a focus group to solicit input on how well they felt their course work met the program outcomes and on their level of confidence that the program prepared them for success. Alumni surveys will be used to track and assess student success after program completion.

In addition to what is listed above The Office of the Provost and the Office of Institutional Research (OIR) guides and implements the university's student success evaluation and assessment. Student success is measured through national surveys and projects (e.g., the National

Survey of Student Engagement, CIRP Freshman survey, Collegiate Learning Assessment, College Senior Survey, Your First College Year, HERI Faculty Survey, Faculty Survey of Student Engagement, and the Voluntary System of Accountability) as well as in-house graduate survey and alumni survey. Several of these instruments are used with IT graduates.

SECTION 8: FACULTY

8.1 Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.

Assistant professor, associate professor and professor are tenure eligible ranks. Instructor, visiting instructor/assistant professor, lecturer, clinically licensed, and part-time temporary faculty are not tenure eligible ranks. Information from this section can be found at: http://www.miamioh.edu/_files/documents/secretary/MUPIM.pdf. This document includes Miami University's version of a faculty handbook.

Part-Time Temporary Faculty

Individuals with considerable experience in the field will be employed to teach within their areas of competence. Part-time temporary faculty must hold at least a master's degree.

Lecturer

A Lecturer must hold a master's degree or higher from an accredited college or university or the equivalent thereof; and have documented superior teaching ability or extraordinary experience, talent, or abilities deemed critical to fulfilling the mission of the department or program; and be full time.

The rank of Lecturer carries with it the requirement of teaching and advising as well institutional and professional service.

Lecturers, by virtue of the prospect that they may be associated with departments/programs for extended periods of time, should be as fully enfranchised as possible in the day-to-day life of the departments/programs with which they are affiliated.

Clinically Licensed

A clinical/Professionally Licensed Faculty must hold a master's degree or higher from an accredited college or university or the equivalent thereof; and have documented superior teaching ability or extraordinary experience, appropriate educational background, and significant professional experience including a professional license or professional certificate/degree; and be full time.

The rank of Clinical/Professionally Licensed Faculty carries with it the requirement of teaching and institutional service as well as the requirement to remain active professionally for accreditation purpose.

Clinical/Professionally Licensed Faculty, by virtue of the prospect that they may be associated with departments or programs for extended periods of time, should be as fully enfranchised as possible in the day-to-day life of the departments or programs with which they are affiliated.

Assistant Professor

An Assistant Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the equivalent of a doctor's degree may involve specialized training, study or experience that does not culminate in a doctorate.)

For appointment to this rank, a candidate must demonstrate:

1. ability to achieve effectiveness as a teacher and academic adviser;
2. ability to do research, scholarly and/or creative achievement;

3. ability to perform productive professional service; and
4. ability to meet standards of professional collegiality.

Associate Professor

An Associate Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the equivalent of a doctor's degree may involve specialized training, study, or experience that does not culminate in a doctorate.)

For appointment or promotion to this rank, a candidate must demonstrate:

1. high-quality teaching and academic advising;
2. research, scholarly and/or creative achievement of high quality and its prospective continuation;
3. productive professional service; and
4. professional collegiality within the department, division, campuses, and University community.

Professor

Appointment or promotion to the rank of Professor at Miami University will ordinarily be recommended to the Board of Trustees only for those members of the instructional staff who will enhance the excellence of this group and the academic standard of the University.

A Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the equivalent of a doctor's degree may involve specialized training, study, or experience that does not culminate in a doctorate.)

For appointment or promotion to this rank, a candidate must demonstrate excellence in teaching and either the second or third criteria listed below, as selected by the candidate at the time of hiring. The candidate must then demonstrate strength in the last of the three criteria below.

1. a cumulative record of high-quality teaching and academic advising;
2. a cumulative record of research, scholarly and/or creative achievement which has resulted in an established reputation within the discipline;
3. performance of productive professional service.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).

Tenure-track faculty must hold a terminal degree. Part-time, visiting, and lecturers must hold a master's degree.

Describe the institution's load/overload policy for faculty teaching in the proposed program.

Full-time faculty on the regional campuses teach 24 hours during the academic year (12 hours each semester). Full-time faculty may teach one course overload for up to three consecutive semesters and then the faculty member may not teach an overload for one semester. Part-time faculty members are limited to teaching no more than three courses in a semester.

Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.

The university has committed to additional faculty as the program grows.

The search process begins with a departmental search committee. The committee determines the qualifications for the position, advertises the position, receives and reviews resumes of applicants, subject to administrative approvals. Subsequently, a candidate pool is selected and forwarded to the Chair and the Regional Campus Dean for approval. The Provost approves the final pool of candidates eligible for interviews. Several candidates are interviewed. Typically at the regional campuses, two or three candidates are ranked by the committee and approved by the Chair, and the names are forwarded to the Dean for further review and action.

8.2 Program faculty

Provide the number of existing faculty members available to teach in the proposed program.

Full-time: 9

Less than full-time: 2

Provide an estimate of the number of faculty members to be added during the first two years of program operation.

Full-time: 1

Less than full-time: 2

8.3 Expectations for professional development/scholarship

*Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. **Include a faculty handbook outlining the expectations and documenting support as an appendix item.***

All tenured and tenure track faculty are expected to continue teaching and scholarly development throughout their careers. Lecturers are expected to engage in teaching development. All faculty members are evaluated annually for their assigned responsibilities.

Miami has a rich array of professional development resources. Through the Oxford Campus' Center for Enhancement of Teaching Learning and University Assessment, faculty members are offered considerable teaching and learning workshops, as well as small grants to support teaching improvement, every semester. The regional campuses each have a similar teaching center that brings some of these opportunities directly to the regional campuses. Many of these opportunities are open to part-time faculty.

Because the campuses are committed to serving Ohio and the communities in which they live, scholarly service and public scholarship are also supported. Each regional campus has a center of civic engagement, as well downtown center in Hamilton, that offer support for faculty who are interested in this type of work by making connections between a faculty member's area of expertise and needs in the community, providing fellowships to seed the work, assisting faculty in understanding the place for the work in Miami's tenure, promotion, and evaluation system, and providing a venue for faculty led discussions and other work.

The University and campuses also provide support, through workshops, mentoring programs, start-up funds, and grants for traditional scholarship of discovery activities.

All tenured faculty have opportunities to periodically apply for and receive Assigned Research Appointments and Faculty Improvement Leaves, which provide opportunity for longer term scholarship, service, and professional development projects. All faculty on the tenure track are guaranteed an improvement leave, often taken during the third year of the tenure track. The regional campuses also provide support for scholarly activities through departmental travel budgets.

MUPIM includes Miami University's version of a faculty handbook and can be found online at <http://www.miamioh.edu/files/documents/secretary/MUPIM.pdf>.

8.4 Faculty matrix

Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member’s CV must be included as an appendix item.

A copy of faculty member’s CVs are included in Appendix F.

Name of Instructor	Rank or Title	Full-Time or Part-Time	Degree Titles, Institution, Year Include the Discipline/Field as Listed on the Diploma	Years of Teaching Experience In the Discipline/Field	Additional Expertise in the Discipline/Field (e.g., licenses, certifications, if applicable)	Title of the Course(s) This Individual Will Teach in the Proposed Program Include the course prefix and number	Number of Courses this Individual will Teach Per Year at All Campus Locations
Jill Courte	Associate Professor	FT	Wright St. Univ.: M.S. – 1990 - Computer Science	15	Professional work experience in IT for 13 years (Sr. Project Engineer, Sr. Principal Engineer, Computer Consultant, Sr. Software Engineer)	CIT 268 Human Computer Interaction CIT 273 Web Application Development CIT 357 Information Technology Research CIT 458 Project Lifecycle II: Implementation and Deployment	8
Donna Evans	Lecturer	FT	Miami Univ.: M.B.A. - 2003 - Management Information Systems	11	Professional work experience in IT for 5 years as a Personal Computer Analyst	CIT262 Technology, Ethics, and Global Society CIT448 Global and Strategic Issues in Information Technology	6
Krishnendu Ghosh	Assistant Professor	FT	Univ. of Cincinnati: Ph.D. – 2012 – Computer Science	3		CIT 157 Foundations of Information Technology I CIT 158 Foundations of	8

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						Information Technology II	
Elizabeth Howard	Professor	FT	Miami Univ.: Masters 1994 - Systems Analysis	17	Professional work experience in IT for 10 years as an Engineer	CSE163 Introduction to Computer Concepts and Programming CIT262 Technology, Ethics, and Global Society CIT448 Global and Strategic Issues in Information Technology	8
Kyoseong Ku	Visiting Professor	FT	Eastern Kentucky University: Masters 2004 – Computer Science	4		CIT 154 Personal Computer Concepts and Applications CIT 157 Foundations of Information Technology I CIT 158 Foundations of Information Technology II	
J. Eric Luczaj	Associate Professor	FT	Univ. of Cincinnati: Ph.D. – 2003 – Computer Science	14	Professional work experience in IT for 15 years (Systems Analyst, Lead Programmer Analyst)	CIT 214 Database Design and Development CIT3 48 Information Management and Retrieval CIT 457 Project Lifecycle I: Requirements and Design	8
Marianne Murphy	Professor and Chair	PT	Arizona State University: Ph.D. – 1997 – Business Administration	19	Professional work experience in business and banking applications		2
Anthony Rose	Lecturer	FT	Eastern Kentucky Univ.: 1996 – MBA – Information Systems Management	16	Professional work experience in IT for 5 years as a Consultant	CIT 281 Enterprise Network Infrastructure CIT 284 Server Installation and Configuration CIT 286 Designing and Deploying Secure	8

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						Enterprise Networks	
Pam Seibold	Instructor	FT	Miami Univ.: M.B.A. – 1977 - Quantitative Analysis	32	Professional work experience in IT for 21 years (Contractor, Sr. Microcomputer Specialist, Programmer, Project Manager, Sr. Systems Engineer, Programmer Analyst)	CIT 154 Personal Computer Concepts and Applications CSE163 Introduction to Computer Concepts and Programming CIT 173 Multimedia Fundamentals	8
Laurena Werner	Associate Professor	PT	NYU Polytechnic Univ.: MS – 1978 - Bioengineering	34	Professional work experience in IT for 11 years (Project Manager & Developer, Programmer & Technical Writer)	CSE 174 Fundamentals of Programming and Problem Solving CSE 271 Object Oriented Programming CIT358 Information Technology Assurance and Security	4
David Woods	Assistant Professor	FT	University of Minnesota: Ph.D.-1995 - Physics	1	Professional work experience in IT for 17 years	CIT 276 Systems Analysis and Design CIT448 Global and Strategic Issues in Information Technology	8

SECTION 9: LIBRARY RESOURCES**9.1 Library resources**

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

As no additional library resources are anticipated for this program, a librarian was not consulted.

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).

The regional campuses have their own libraries. Additionally, students, faculty, and staff, have access to resources provided by Miami University Libraries at the Oxford campus. The regional campus libraries are also members of the Ohio LINK statewide consortium. These two affiliations and the local resources

available to the regional libraries provide a broad array of resources. They include over 180 periodical databases, over 80,000 full-text periodicals, 11.5 million unique books, DVDs, and related items, and over 55,000 e-books on a wide variety of topics.

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

The current collection, OhioLink, and other online resources currently available will adequately support the proposed program.

9.2 Information literacy

Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.

The regional libraries are committed to supporting the classroom mission of instructors in the program by helping students become self-sufficient information seekers. The instruction offered is based on the [Information Literacy Competency Standards for Higher Education](#) as established by the [Association for College and Research Libraries](#). The goal is to promote these professionally recognized standards as a foundation for all Miami University regional students.

Regional library staff members offer a range of instructional services to assist students and support courses: (1) classroom information literacy sessions that are specially tailored to fit the needs of students in the course, (2) the embedded librarian program, which involves placing a librarian (with links to databases, tutorials, and other course-specific resources) in the course management system to assist students at their point of need (both face-to-face and web-based courses can have embedded librarians); and (3) one-on-one research consultations in which students can confer with a librarian for assistance with search strategies and knowledge of useful resources.

Regional library staff members will also stay in touch with department chairs to see if faculty instruction sessions or workshops are needed.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

List the facilities/equipment currently available for the program. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

CIT courses are typically held in computer classrooms. All regional locations have full computer support services including computer classrooms, open labs where students can complete work, and laptops available for check-out. Should the program have the enrollment we anticipate, an additional computer classroom may be needed in the future. However, because of existing computer laboratories, this alone is not likely to require additional space.

10.2 Budget/financial planning:

Complete the table on the following page to describe the financial plan/budget for the first three years of program operation.

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
Projected Enrollment				
Headcount full time	25	50	75	100
Headcount part time	25	50	75	100
Full-time equivalent (FTE) enrollment	62	75	112	150
Projected Program Income				
Tuition (paid by student or sponsor)	295,740	357,750	534,240	715,500
Expected state subsidy	155,000	187,500	280,000	375,000
Externally funded stipends, as applicable	None	None	None	None
Other income (if applicable, describe in narrative section below)	None	None	None	None
Total Projected Program Income	450,740	545,250	814,240	1,090,500
Program Expenses (New Faculty)				
New Personnel				
Instruction (technical, professional, general education)				
Full time	0 FT	1 FT	1 FT	2 FT
Part time	0 PT	2 PT	2 PT	2 PT
Non-instruction (indicate roles in narrative section below)				
Full time				
Part time				
New facilities/building/space renovation (if applicable, describe in narrative section below)	None	None	None	None
Scholarship/stipend support (if applicable, describe in narrative section below)	None	None	None	None
Additional library resources (if applicable, describe in narrative section below)	None	None	None	None
Additional technology or equipment needs (if applicable, describe in narrative section below)	None	None	None	None
Other expenses (if applicable, describe in narrative section below)	None	None	None	None
Total Projected Expense	0	140,000	140,000	305,000

Budget Narrative:

Use narrative to provide additional information as needed based on responses above.

The BSIT will draw on existing faculty resources and courses, significantly reducing expenses. No new faculty will be required to launch the program. However, the CIT department currently has approval to search for a faculty member during the 2014-2015 academic year to replace a retiring member. The recruitment of a new full-time faculty member will be required in the second year and again in the fourth, assuming enrollment projections are met.

APPENDICES

Please note that the institution is required, at a minimum, to submit the following the items as part of the review:

Results of recent accreditation reviews	Course syllabi
Organizational Chart	Faculty CVs
Faculty/student handbooks (or link)	Current catalog (or link)

Appendix Description

A	Higher Learning Commission Accreditation Report
B	Letter of Intent
C	Organizational Chart
D	CV of department chair(s)
E	CIT course syllabi
F	CIT Faculty CV

Verification and Signature

Miami University is committed to continual support of the delivery of the *Bachelor of Science in Information Technology, major in Information Technology*. If Miami University decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

Miami University verifies that the information in the application is truthful and accurate.

Respectfully,

Dr. Ray Gorman
Interim Provost and Senior Vice President for Academic Affairs
Miami University

Department Chair/Program Director Approval and Forwarding:

Name: Marianne Murphey **Email:** murph103@miamioh.edu **Phone:** 513)785-3132

Date: 9/11/14

Department Chair/Program Director approval indicates that the major and its student learning outcomes will be assessed in accordance with the department's/program's overall assessment plan.

Divisional Dean approval indicates that the new program fits into the mission of the division, and that any overlap between the courses and other extant courses in the divisional curriculum has been identified and any related concerns resolved. By approving, the Dean (A) takes oversight responsibility for ensuring that the new program

meets divisional standards for rigor, (B) indicates a recognition and acceptance of the staffing model and implications, and (C) forwarding of other related resource issues, when approved.

When approved by the Dean, following the divisional curriculum approval, forward for Registrar action within the curriculum approval process.

Please submit completed approved forms (in Microsoft Word) via e-mail to:
courseapproval@MiamiOH.edu

NOTE: New Degrees: This form requires approval by the department/program, division, CUC or Graduate Council, COAD, a vote by University Senate plus ten (10) class days for review, the President, the Miami University Board of Trustees and the Ohio Board of Regents (see [MUPIM](#), Section 11). Upon submission of this form, the Office of the Registrar will verify the information and forward this request to the appropriate contact.

NOTE: New Majors: This form requires approval by the department/program, division, CUC or Graduate Council, COAD and a vote by University Senate plus ten (10) class days for review (see [MUPIM](#), Section 11). Upon submission of this form, the Office of the Registrar will verify the information and forward this request to the appropriate contact.



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February 20, 2015
Academic and Student Affairs

RESOLUTION R2015-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new bachelor degree program; the Bachelor of Arts and Bachelor of Science Degree in Liberal Studies, Department of Integrative Studies, College of Professional Studies and Applied Sciences.

REQUEST FOR APPROVAL

**SUBMITTED BY
MIAMI UNIVERSITY REGIONAL CAMPUSES**

**ESTABLISHMENT OF A BA/BS
DEGREE IN LIBERAL STUDIES**

September 17, 2014



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REQUEST

Date of submission: September 17, 2014

Name of institution: Miami University Regional Campuses

Degree/degree program title: BA/BS in Liberal Studies

Primary institutional contact for the request

Name: Whitney Womack Smith
Title: Faculty Director
Phone number: 513-785-3029
E-mail: womackwa@miamioh.edu

Department chair/program director

Name: H. Louise Davis
E-mail: louise.davis@miamioh.edu

Delivery sites:

Miami's regional campuses in Hamilton and Middletown, the Voice of America Learning Center in West Chester, and the Greentree Health Science Academy in Middletown.

Date that the request was approved by the institution's governing board:

Approved by the Miami University Senate on [date], and
the Board of Trustees on [date]

Proposed start date: Fall 2015

Date Institution established: 1809

Institution's programs: 12 associate, 120 bachelor, 62 master's, 1 educational specialist, 16 doctoral degrees (total 211 degree majors as of May 2014)

Educator Preparation Programs:

Indicate the program request leads to educator preparation licenses or endorsements.

Licensure	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Endorsement	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

SECTION 1: INTRODUCTION**1.1 Brief summary of the request**

The BA/BS of Liberal Studies builds on Miami University's strong liberal arts foundation and mission. This innovative degree is designed to provide students the opportunity to design a major that suits their educational and career goals while providing them essential skills highly desired by employers. The specific demands of the 21st-century job market require students to possess transferable skills that allow them to easily navigate career transitions and advancements in the workplace.

According to a study by the Association of American Colleges and Universities (AAC&U) entitled "It Takes More Than a Major: Employer Priorities for College Learning and Student Success,"

employers consistently rank “outcomes and practices that involve application of skills over acquisition of discrete bodies of knowledge.” In addition, employers “strongly endorse practices that require students to demonstrate both acquisition of knowledge and its application.” A study of post-graduation surveys of interdisciplinary bachelor degree students in Texas also indicates that most employers are not particular about candidates having specific degree majors. Rather, employers are “more interested in whether a candidate possessed relevant work experience and a transferable set of skills than the type of degree” (Green, et al). Repeated studies show that employers value most highly the skills that are at the heart of a liberal studies education.

Based on these studies, the Liberal Studies degree has been designed to provide students with the broad range of skills and depth of knowledge necessary to be engaged, life-long learners and achieve long-term career success. The curricular and co-curricular educational experiences that this major provides will enable students to develop and hone the following cross-cutting capacities:

- Critical Thinking
- Complex Problem Solving
- Written and Oral Communication
- Applied Knowledge in Real World Settings

Such cross-cutting capacities empower individuals and prepare them to deal innovatively with complexity, diversity, and change.

Not only are these skills valuable on the job, they are skills that help professionals adapt and navigate through multiple career paths over a lifetime. According to the Bureau of Labor Statistics, today’s workers will experience many career transitions:

- Today’s students will have 10-14 jobs by the time they are 38.
- 50 percent of workers have been with their companies less than five years.
- Every year, more than a third of the entire U.S. labor force changes jobs.
- Every year, more than 30 million Americans are working in jobs that did not exist in the previous quarter.

In addition to preparing students to enter the challenging 21st-century job market, this degree will enable more people in the southwest Ohio region to complete a bachelor degree, an important goal for the state of Ohio and its citizens. As a state, Ohio currently ranks 44th in the nation for residents over 25 holding a four-year degree. According to the 2013 *Chronicle’s Almanac of Higher Education*, 24.6% of Ohio’s adults have a bachelor degree, significantly lower than the national average of 28.5% (<http://chronicle.com/article/Compare-the-States-Almanac/140845/>). Statistics indicate an even greater need in our particular region: only 15.1% of Middletown residents and 14.4% of Hamilton residents hold bachelor degrees. This degree will help the Miami Regionals meet our broader mission of educating the citizens of our region.

To address these needs, the BA/BS in Liberal Studies has been designed as a completion degree that provides a clear, flexible pathway to a bachelor degree for students who have either earned an associate degree or completed a significant number of credit hours. Students have the flexibility to choose their own multidisciplinary cognates and courses within those cognates. In addition, students will complete two Liberal Studies courses. In Principles of Liberal Studies, students will learn more about liberal arts competencies and will gain an appreciation for one or more career fields through experiential learning; students will have the choice to shadow or interview professionals in an area of interest or intern in an institution of their choice. In the Capstone, students will apply liberal arts competencies to solve complex, real-world problems collaboratively.

We anticipate being able to offer most if not all of the degree online in order to make it accessible to the populations that we serve. The Liberal Studies degree will help Miami University achieve its goals of continuing to increase retention and graduation rates.

Miami University's regional campuses are well positioned to offer the BA/BS in Liberal Studies. The regional campuses have extensive experience with transfer, returning, and nontraditional students, to whom this degree will appeal. The degree will be housed in the Department of Integrative Studies, located in the newly formed College of Professional Studies and Applied Sciences. The College has the existing faculty, advising expertise, and e-Learning resources in place to offer this degree.

SECTION 2: ACCREDITATION

2.1 Regional accreditation

Original date of accreditation:	1913
Date of last review:	2005
Date of next review:	2015

2.2 Results of the last accreditation review

Miami University is accredited by the [Higher Learning Commission](#) (HLC) of the North Central Association of Colleges and Schools. HLC accredits degree-granting post-secondary educational institutions in the North Central region of the United States. Miami's most recent accreditation review was in 2005 (see [2005 Review.pdf](#), 4.3MB), while the next reaccreditation review will occur in 2015.

The full HLC Report and associated documents are in **Appendix A**.

2.3 Notification of appropriate agencies

Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program.

An initial inquiry was submitted to the Ohio Board of Regents on March 17, 2014. The acknowledgement that the inquiry was submitted can be found at the Ohio Board of Regents website: <https://www.ohiohighered.org/academic-program-approval/preliminary-requests>.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

The stated mission of Miami University Oxford is:

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.

— June 20, 2008 (<http://MiamiOH.edu/about-miami/leadership/president/mission-goals/>)

The regional campuses share the mission of the main campus with some distinctive differences. All Miami campuses emphasize the liberal arts and place a premium on academic quality. The regional campuses place additional emphasis on making higher education accessible through open admissions, low-cost tuition, the provision of academic and support services designed for returning as well as traditional-age students, and by striving specifically to serve the educational needs of the region's population and employers. The regional campuses fulfill their mission by:

- Offering select bachelor degree programs.
- Providing general and technical associate degrees.
- Offering the first two years of many bachelor degree programs for students who plan to relocate to the Oxford campus or transfer to another four-year institution.
- Providing student activities, athletics, intramurals, and organizations that enhance personal growth and provide opportunities for leadership development.
- Providing intellectual, informational, and cultural resources for the community.
- Providing services in counseling, cooperative education, academic advising, financial aid, and career planning and placement.
- Offering continuing education courses, community service activities, and training programs for businesses, industries, and organizations.

With the changes under the University System of Ohio's (USO) strategic plan, the primary mission of the regional campuses has recently expanded to include increased development of baccalaureate degree programs, especially those that provide employment opportunities for Ohioans and those that offer seamless transitions between Ohio's many institutions of higher education, high schools, and technical schools.

3.2 Organizational structure

Miami University is governed by a Board of Trustees which has 11 members appointed by the Governor with the consent of the Ohio Senate. The Board of Trustees delegates responsibility for administration of the university to the President. The President is advised by an Executive

Committee that includes the Provost and Executive Vice President for Academic Affairs, Vice President for Finance and Business Services, Vice President for Student Affairs, Vice President for University Advancement, Vice President for Information Technology, General Counsel, Secretary to the Board of Trustees, Senior Director of University Communications, and Director of Intercollegiate Athletics.

The Division of Academic Affairs includes six academic divisions (College of Arts & Science, College of Creative Arts; College of Education, Health and Society; College of Engineering and Computing, Farmer School of Business; College of Professional Studies & Applied Sciences), the Graduate School, University Libraries, and the Miami University Dolibois European Center (MUDEC).

The Miami University organizational charts can be found in **Appendix B**.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.

The Bachelor of Arts/Bachelor of Science in Liberal Studies will be housed in the Department of Integrative Studies, which is solely located at Miami's regional campuses. The department, an academic unit with its own chair, reports to the Dean of the College of Professional Studies and Applied Sciences (CPSAS). The department's budget, workload assignments, annual evaluation, salary increments, and tenure and promotion review of faculty all occur through recommendation/ negotiation of the chair and faculty and the college dean. Tenure and promotion occurs through a process that involves evaluation by the Department of Integrative Studies faculty, the department chair, the CPSAS dean, the CPSAS promotion and tenure committee, the University promotion and tenure committee, provost, president, and Miami University Board of Trustees.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.

The Department of Integrative Studies is led by the director, Dr. H. Louise Davis, who is responsible for faculty evaluation and recruitment, curriculum, budget, student affairs, scheduling, representing the program both internally and externally, and all other administrative responsibilities. The director reports to the Dean of the College of Professional Studies and Applied Sciences. Dr. H. Louise Davis's CV is included in **Appendix C**.

Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.

- *Department of Integrative Studies Faculty* - The entire faculty meets regularly. The entire full-time faculty decides curriculum and other issues as a committee of the whole.
- *Department of Integrative Studies Curriculum Committee* – This committee, chaired by a faculty member in the Department of Integrative Studies, reviews and approves

curriculum in all degrees housed in the department. Departmental representatives are chosen and serve according to departmental governance and will include appropriate representation of faculty from all degrees.

- *Department of Integrative Studies Assessment Committee* – This committee, chaired by a faculty member from the Department of Integrative Studies, works with faculty members to assess learning outcomes and other programmatic elements, using that data to improve or change curricular elements such as assignments and other course components. This committee collects, analyzes, reports, implements, and archives assessment material.
- *College of Professional Studies and Applied Sciences Curriculum Committee* – This committee, which includes faculty from all departments within the college, reviews and approves curricular changes within the college. Departmental representatives are chosen and serve according to departmental policy. The committee is chaired by an associate dean or other designee of the dean.
- *College of Professional Studies and Applied Sciences Promotion and Tenure Advisory Committee* – This committee, which includes faculty from all departments within the college, serves in advisory capacity to the dean on promotion and tenure issues. Departmental representatives are chosen according to departmental policy and serve staggered three-year terms. The committee is chaired by an associate dean or other designee of the dean.
- *Miami University Council for Undergraduate Curriculum* - This committee is selected by the Executive Council of University Senate, Miami University. It is composed of six (6) faculty members, one (1) from each of five academic divisions and one (1) from either the Hamilton Campus or the Middletown Campus. At least one (1) of these faculty members shall be a member of University Senate and at least one (1) shall represent the graduate faculty. Additionally, there are two (2) undergraduate students and one (1) graduate student, and seven (7) ex-officio, nonvoting members also serve - one (1) representative of the Office of Academic Affairs, one (1) representative of the Office of the University Registrar, five (5) divisional representatives – one (1) from each of the divisional academic deans' office (typically, an associate dean). Meetings are held several times a semester depending on the quantity of curricular items to be reviewed. Terms of appointments are two (2) years (except for ex-officio members who may serve longer).
- *Miami University Council of Academic Deans* - The council consists of the Provost of Miami University, the deans of each of the five (5) academic divisions, the regional campus dean, dean of the graduate school and secretary of the university. Meetings are held twice a month (every-other-week). There are no terms of appointments as members serve during their administrative appointments.
- *Miami University Senate* - This body consists of elected and appointed faculty, staff and students who represent constituencies from the entire university. Term of appointment is typically two (2) years. Meetings are held twice a month (every other week). This body provides explicit final approval of new degrees and majors by vote.
- *Miami University Board of Trustees* - The members of this body are appointed by the Governor of the State of Ohio. They provide final Miami approval of new degree programs. There are nine (9) voting members, each of whom is nominated by the Governor of the State of Ohio with the advice and consent of the Senate. They serve

nine (9) year terms. In addition to the voting members, there are two (2) student representatives and national trustees.

4.2 Program development

Describe how the proposed program aligns with the institution's mission.

- **Offering select bachelor degree programs.**

The BA/BS in Liberal Studies advances the mission Miami University Regionals: providing residents of Southwest Ohio with access to open and affordable higher education and the opportunity to complete select bachelor degrees. As a bachelor completion degree, Liberal Studies allows students who obtain associate degrees from Miami's regional campuses and other institutions (Sinclair Community College, Cincinnati State Community and Technical College) to continue their education in the state of Ohio. The degree will also attract area residents with college credits seeking to complete a bachelor degree.

- **Providing academic programs to meet needs of the region.**

Graduates of this program will have employment opportunities in a variety of regional business, nonprofit, and government agencies. Residents of the region will benefit from having individuals who are well prepared to enter professional workplace environments.

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.

The BA/BS in Liberal Studies degree will offer a pathway for transfer and existing Miami students and help to improve Ohio's standing in educational attainment. As noted earlier, only 24.6% of Ohio's citizens hold a bachelor degree. In addition, 7.8% of Ohio's citizens hold an associate degree and 21.1% have some college credits but no degree. Yet according to a study by Complete College America, by the year 2020, 59% of jobs in Ohio will require a certificate or college degree. There is a clear need for programs that offer students in our region, many of whom are working adults, a flexible path toward bachelor degree completion.

Students pursuing a Liberal Studies degree will develop important applied skills that meet employer's needs for a 21st-century workforce. There is ample evidence that Liberal Studies majors do find employment opportunities. A January 2014 report by the AAC&U indicates that unemployment among recent liberal arts graduates stands at just 5.2 percent, declining to 3.5 percent over time. These figures represent a difference of only .04 percent higher than workers with professional or pre-professional degrees. The report likewise indicates workers at peak earning ages (56-60 years) whose undergraduate majors were in the humanities or social sciences "earn annually on average about \$2000 more than those who majored as undergraduates in professional or pre-professional fields." Additionally, the College Board's "Education Pays" report indicates that the 2011 median earnings for bachelor degree recipients were \$56,500, more than \$21,100 higher than high school graduates' median earnings.

Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

The Liberal Studies development team sought out meetings with external stakeholders. We met with the Miami University Hamilton Citizens Advisory Council and the Miami University Middletown Citizens Advisory Council. These Councils serve in an advisory capacity to the Dean of the College of Professional Studies and Applied Sciences and include representatives from regional business and industry, local government, public and private education, and

medicine. The members of these Councils noted the Liberal Studies degree would be a way to ensure that students who do not go into more specialized programs are prepared for the workforce. They noted that the sort of well-rounded, comprehensive education that the Liberal Studies degree provides would be an asset to regional businesses and organizations. More than one member of the Councils noted that they have employees whose dreams of a bachelor degree had been interrupted by life's circumstances, forcing them to leave after an associate degree or before they could earn enough credits to graduate with a bachelor. They believe there would be great interest in a program that creates a roadmap for people to complete their bachelor degrees, helping them fulfill both their personal and professional goals. Council members also noted that having a more highly educated workforce could help drive economic development in our region.

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

There is no accreditation or universally recognized curriculum standards for this degree.

4.3 Collaboration with other Ohio institutions

Indicate whether any USO institution within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program, and provide a rationale for offering an additional program at this site.

There are institutions in the region that offer similar degrees, including the University of Cincinnati and Xavier University. However, the proposed Liberal Studies degree will serve existing Miami Regionals students, allowing them to complete a Liberal Studies degree without transferring to another institution. Such a degree would also assist regional citizens with some college but no degree as well as community college students in our area. We currently have articulation agreements with Cincinnati State and Technical College and Sinclair Community College. In addition, the Miami University Liberal Studies degree can be completed largely online, while the programs at UC and Xavier do not currently have online options.

Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

The degree was not developed in collaboration with another institution.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

The proposed BA/BS in Liberal Arts will follow regional admissions requirements for students with the additional requirement that students have junior standing before declaring the major. Miami University's regional campuses have an open enrollment policy for first-time students who have never taken college courses at another accredited university and plan to seek a degree or

certification at Miami University. Detailed information about regional admissions can be found at the regional campuses website at <http://www.regionals.miamioh.edu/admission>.

Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT²) initiatives; and other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).

Transfer students applying to the proposed program are required to have earned a high school diploma and have a minimum of 2.0 g.p.a. in college courses in order to be eligible for transfer admission. Transfer students are responsible for meeting all requirements that are in effect when they first enroll as degree candidates. Students who attended another college after high school and registered for one or more courses must apply for admission to Miami as a transfer student. Credit earned at another college is subject to transfer regulations. (Adapted from <http://www.miamioh.edu/academics/bulletin/>).

Students who have successfully completed the Transfer Module at an Ohio college or university will be considered to have fulfilled the Transfer Module at Miami. Additional Miami Plan requirements that are not included in the Transfer Module, however, may be required.

Articulation tables and program information that can be found on u.select (accessed via <http://www.transfer.org/uselect/>) are maintained to assist students in reviewing / previewing transfer credit information. (Adapted from <http://www.units.muohio.edu/reg/transfercredits/apibclepscores/Index.php>)

5.2 Student administrative services

Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Miami's regional campuses are full-service, and the administrative resources are adequate to support the proposed program.

5.3 Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Miami's regional campuses are full-service, and the administrative resources are adequate to support the proposed program.

SECTION 6: CURRICULUM

6.1 Introduction

Provide a brief description of the proposed program as it would appear in the institution's catalog (General Bulletin). The description should be no more than 150 words.

The BA/BS in Liberal Studies program extends students' breadth of learning across multiple disciplines and develops their competencies in critical thinking, written and oral communication, problem solving, and collaboration. Through the selection of two cognate areas and the completion of two advanced Liberal Studies courses, students marshal their breadth of learning and competencies to address real-world challenges.

6.2 Program goals and learning objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

The Liberal Studies curriculum has been carefully developed to satisfy the following learning objectives:

1. Identify authentic problems and use creative and critical thinking skills to evaluate various possible solutions
2. Analyze information and ideas carefully and logically from multiple perspectives
3. Collaborate with others to solve problems
4. Communicate clearly for a diverse range of audiences and purposes
5. Apply knowledge and methods from different cognate areas

In their two chosen cognate areas, students acquire the knowledge of the content and methodology of multiple disciplines. In the course Principles of Liberal Studies, students explore the nature and purpose of a liberal studies education and, through experiential learning, examine how liberal studies skills function in the professional world. Finally the Liberal Studies Senior Capstone require student to apply their disciplinary knowledge and integrate their liberal studies skills to address real-world programs.

The degree will be fully assessed to determine how well it is fulfilling these objectives, as are all Miami degrees.

6.3 Course offerings/descriptions

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major, general education, elective) and indicate if they are new or existing courses.

Core Curriculum:

Liberal Studies majors will choose two Cognate areas from the following:

- **Fine arts**
- **Humanities**
- **Social sciences**
- **Natural sciences and mathematics**
- **Education**
- **Business**
- **Applied sciences**

*For interdisciplinary or cross-listed courses, students will have the opportunity to petition courses to count for a different Cognate area than listed above.

The Cognates mirror the focus areas used in Miami University's Associate of Arts General Studies degree, allowing for a seamless transition for those students. The Humanities, Social Science, and Natural Science/Mathematics cognates will adhere to the College of Arts and Science categories. Miami University Regionals offer a wide variety of courses in all of these Cognate areas.

The Cognate that the student chooses for Cognate 1, which has a greater number of hours than Cognate 2, will determine whether the student pursues a BA or BS degree. For example, a student with a Cognate 1 in Humanities will pursue a BA degree. A student with Cognate 1 in Applied Sciences will pursue a BS.

Cognate 1 (21 credit hours)

Take a minimum of 21 credit hours in at least two separate disciplines (with different subject codes) within the cognate.

At least 12 credit hours must be at the 300-level or above.

Courses cannot double count in Cognate 1 and 2.

Course cannot double count in Cognates and the Global Miami Plan.

Some service courses and physical education courses do not count toward Cognates.

Cognate 2 (15 credit hours)

Take a minimum of 15 credit hours in at least two separate disciplines (with different subject codes) within the cognate.

At least 6 credit hours must be at the 300-level or above.

Courses cannot double count in Cognate 1 and 2.

Course cannot double count in Cognates and the Global Miami Plan.

Some service courses and physical education courses do not count toward Cognates.

LST 3XX: Principles of Liberal Studies (3 credit hours, required)**LST 4XX: Capstone in Liberal Studies (3 credit hours, required)**

Total Hours Required: 42 hours

Minimum GPA: 2.0 GPA in the major and 2.0 overall GPA

There are two required courses that are being developed for this degree. All other courses are existing courses that can be chosen from a variety of disciplines within the cognates.

Course (number/name)	Cr hrs	Major	General Education (Miami Plan)	Elective	OTM TAG CTAG	New/Existing Course
MAJOR REQUIREMENTS						
LST 3XX: Principles of Liberal Studies	3	Major	Miami Plan			New
LST 4XX: Capstone in Liberal Studies	3	Major	Miami Plan			New

*Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. Course syllabi can be found **Appendix D**.*

LST 3XX: Principle of Liberal Studies (3): Focuses on exploring the nature and purpose of a liberal studies education and gaining an in-depth understanding of key liberal studies skills and competencies. Through experiential learning, examine how liberal studies skills function in the professional world.

LST 4XX: Capstone in Liberal Studies (3): Focuses on the application of knowledge from students cognate areas to develop solutions to real-world problems. As part of the Miami Plan, it emphasizes sharing of ideas, synthesis, and critical, informed action and reflection, and includes student initiative in defining and investigating problems. Culminates in an applied research project and oral presentation. *Prerequisite: 96 hours registered or earned (senior standing).*

6.4 Program sequence: *Provide the intended/ideal sequence to complete the program in the table below. Add additional time period as needed.*

Time period	Curriculum component	Time period	Curriculum component
Fall 1	ENG 111: College Composition (3)	Spring 1	ENG 112: College Composition (3)
	MPF Social Sciences (3)		MPF Fine Arts (3)
	MPF Humanities (3) (H)		MPF Global (3)
	MPF Global (3) (C)		MPF Science + Lab (4)
	Elective (4)		Elective (3)
Total	16 Hours		16 Hours
Time period	Curriculum component	Time period	Curriculum component
Fall 2	Cognate 1 (3)	Spring 2	Cognate 2 (3)
	Cognate 1 (3)		Cognate 2 (3)
	MPF Math and Formal Reasoning (4)		MPF Science (3)
	MPF Global (4)		Elective (4)
	Elective (3)		Elective (3)
Total	16 Hours		16 Hours
Time period	Curriculum component	Time period	Curriculum component

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Fall 3	Cognate 1 (3)	Spring 3	Cognate 2 (3)
	Cognate 1 (3, upper-division)		Cognate 2 (3, upper-division)
	MPT Course 1 (3)		MPT Course 2 (3)
	MPF Science (3)		LST 3XX (3): Principles of Liberal Studies
	Elective (4)		Elective (4)
Total	16 Hours		16 Hours
Time period	Curriculum component	Time period	Curriculum component
Fall 4	Cognate 1 (3, upper-division)	Spring 4	Cognate 1 (3, upper-division)
	Cognate 1 (3 upper-division)		Cognate 2 (3, upper-division)
	Elective (3)		LST 4XX (3): Capstone in Liberal Studies
	MPT Course 3 (3)		Elective (3)
	Elective (4)		Elective (4)
Total	16 Hours		16 Hours
Total	128 Hours		

Note: MPF refers to Miami Plan Foundation courses; MPT refers to Miami Plan Thematic Sequence, a 3-course sequence required of all students seeking a bachelor degree at Miami University.

6.5 Alternative delivery options (please check all that apply):

- ☒ More than 50% of the program will be offered using a fully online delivery model
- ☐ More than 50% of the program will be offered using a hybrid/blended delivery model
- ☐ More than 50% of the program will be offered using a flexible or accelerated delivery model

For the purposes of this document, the following definitions are used:

- an **online course** is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings;
- a **hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;
- a **flexible or accelerated program** includes courses that do not meet during the institution's regular academic semester (fall or spring) as well as courses that meet during the regular academic term but are offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.

6.6 Off-site program components (please check all that apply):

- ☐ Co-op/Internship/Externship
- ☐ Field Placement
- ☐ Student Teaching
- ☐ Clinical Practicum
- ☐ Other

If one or more of the items is checked, please provide a brief description of the off-site component(s).

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

- *Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following:*
 - *Name of the unit/position responsible for directing assessment efforts;*
 - *Description of any committees or groups that assist the unit;*
 - *Description of the measurements used;*
 - *Frequency of data collection;*
 - *Frequency of data sharing; and*
 - *How the results are used to inform the institution and the program.*

Assessment efforts are directed by the Office of the Provost and the Center for the Enhancement of Learning, Teaching and University Assessment. Because of the accreditation standards of the Higher Learning Commission, each department and program at Miami University is required to implement a full cycle assessment program for each undergraduate major, general education, free-standing certificates, and all graduate programs.

Each major or degree program specifies at least three learning outcomes to assess. Each year, data is collected and analyzed related to the outcomes and used for program improvement. When beginning the process of assessment for the first time, departments and programs create an assessment plan for each degree program or major. Once each year, the assessment data for the three or more learning outcomes are analyzed and discussed and plans for improving teaching and learning based upon those findings should be put in place. The summary of the data collected, the analysis and the steps for improvement are recorded in an assessment report which is submitted each year as part of the online annual reporting system. Plans and reports are reviewed annually by the academic dean and Provost.

The following measurements will be used to assess learning outcomes at the course and program levels:

At the course level:

- Course syllabi will be evaluated by the Curriculum Committee
- Course syllabi and assignments will be evaluated by the Assessment Committee to ensure the explicit links between course activities and assignments and the learning outcomes.
- Student work will be evaluated according to rubrics developed to assess their meeting of the learning outcomes of the course, which are tied to the program outcomes
- Faculty will submit periodic reflections to the Assessment Committee about the ways the students are or are not meeting course goals.

At the program level:

- Final projects from the Capstone will be evaluated by the Assessment Committee according to rubrics designed to assess programmatic learning outcomes
- Students will complete a Final Reflection as the last assignment for the Capstone course in which they reflect on their learning, their skill development, and their own assessment of having met the degree program's learning outcomes. These Reflections will be assessed by the Assessment Committee

7.2 Other means of measuring student success

Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following:

- *Name of the unit/position responsible for directing these efforts;*
- *Description of any committees or groups that assist the unit;*
- *Description of the measurements used;*
- *Frequency of data collection;*
- *Frequency of data sharing;*
- *How the results are used to inform the student as they progress through the program; and*
- *Initiatives used to track student success after program completion.*

The Miami University Retention Committee with the support of The Office of the Provost and the Office of Institutional Research (OIR) guides and implements the university's student success evaluation and assessment. Student success is measured through national surveys and projects (e.g., the National Survey of Student Engagement, CIRP Freshman survey, Collegiate Learning Assessment, College Senior Survey, Your First College Year, HERI Faculty Survey, Faculty Survey of Student Engagement, and the Voluntary System of Accountability) as well as in-house graduate survey and alumni survey.

SECTION 8: FACULTY

8.1 Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.

Assistant professor, associate professor and professor are tenure eligible ranks. Instructor, visiting instructor/assistant professor, lecturer, clinically licensed, and part-time temporary faculty are not tenure eligible ranks. Information from this section can be found at <http://www.miamioh.edu/files/documents/secretary/MUPIM.pdf>. This document includes Miami University's version of a faculty handbook.

Part-Time Temporary Faculty

Individuals with considerable experience in the field will be employed to teach within their areas of competence. Part-time temporary faculty must hold at least a master's degree.

Lecturer

A Lecturer must hold a master's degree or higher from an accredited college or university or the equivalent thereof; and have documented superior teaching ability or extraordinary experience, talent, or abilities deemed critical to fulfilling the mission of the department or program; and be full time.

The rank of Lecturer carries with it the requirement of teaching and advising as well institutional and professional service.

Lecturers, by virtue of the prospect that they may be associated with departments/programs for extended periods of time, should be as fully enfranchised as possible in the day-to-day life of the departments/programs with which they are affiliated.

Clinically Licensed

A clinical/Professionally Licensed Faculty must hold a master's degree or higher from an accredited college or university or the equivalent thereof; and have documented superior

teaching ability or extraordinary experience, appropriate educational background, and significant professional experience including a professional license or professional certificate/degree; and be full time.

The rank of Clinical/Professionally Licensed Faculty carries with it the requirement of teaching and institutional service as well as the requirement to remain active professionally for accreditation purpose.

Clinical/Professionally Licensed Faculty, by virtue of the prospect that they may be associated with departments or programs for extended periods of time, should be as fully enfranchised as possible in the day-to-day life of the departments or programs with which they are affiliated.

Assistant Professor

An Assistant Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the equivalent of a doctor's degree may involve specialized training, study or experience that does not culminate in a doctorate.)

For appointment to this rank, a candidate must demonstrate:

1. ability to achieve effectiveness as a teacher and academic adviser;
2. ability to do research, scholarly and/or creative achievement;
3. ability to perform productive professional service; and
4. ability to meet standards of professional collegiality.

Associate Professor

An Associate Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the equivalent of a doctor's degree may involve specialized training, study, or experience that does not culminate in a doctorate.)

For appointment or promotion to this rank, a candidate must demonstrate:

1. high-quality teaching and academic advising;
2. research, scholarly and/or creative achievement of high quality and its prospective continuation;
3. productive professional service; and
4. professional collegiality within the department, division, campuses, and University community.

Professor

Appointment or promotion to the rank of Professor at Miami University will ordinarily be recommended to the Board of Trustees only for those members of the instructional staff who will enhance the excellence of this group and the academic standard of the University.

A Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the equivalent of a doctor's degree may involve specialized training, study, or experience that does not culminate in a doctorate.)

For appointment or promotion to this rank, a candidate must demonstrate excellence in teaching and either the second or third criteria listed below, as selected by the candidate at the time of hiring. The candidate must then demonstrate strength in the last of the three criteria below.

1. a cumulative record of high-quality teaching and academic advising;

2. a cumulative record of research, scholarly and/or creative achievement which has resulted in an established reputation within the discipline;
3. performance of productive professional service.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).

Tenure-track faculty must hold a terminal degree. Part-time, visiting, and lecturers must hold a master's degree.

Describe the institution's load/overload policy for faculty teaching in the proposed program.

Full-time faculty members on the regional campuses teach 24 hours during the academic year (12 hours each semester). Full-time faculty may teach one course overload for up to three consecutive semesters and then the faculty member may not teach an overload for one semester. Part-time faculty members are limited to teaching no more than three courses in a semester.

Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.

The university has committed to additional faculty as the program grows.

The search process begins with a departmental search committee. The committee determines the qualifications for the position, advertises the position, receives and reviews resumes of applicants, subject to administrative approvals. Subsequently, a candidate pool is selected and forwarded to the Chair and the Regional Campus Dean for approval. The Provost approves the final pool of candidates eligible for interviews. Several candidates are interviewed. Typically at the regional campuses, two or three candidates are ranked by the committee and approved by the Chair, and the names are forwarded to the Dean for further review and action.

8.2 Program faculty

Provide the number of existing faculty members available to teach in the proposed program.

Full-time: 12

Less than full-time: 0

Provide an estimate of the number of faculty members to be added during the first two years of program operation.

Full-time: 1

Less than full-time: 2

8.3 Expectations for professional development/scholarship

Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. Include a faculty handbook outlining the expectations and documenting support as an appendix item.

All tenured and tenure track faculty are expected to continue teaching and scholarly development throughout their careers. Lecturers are expected to engage in teaching development. All faculty members are evaluated annually for their assigned responsibilities.

Miami has a rich array of professional development resources. Through the Oxford Campus' Center for Enhancement of Teaching Learning and University Assessment, faculty members are offered considerable teaching and learning workshops, as well as small grants to support teaching improvement, every semester. The regional campuses each have a similar Centers for Teaching and Learning that bring these opportunities directly to the regional campuses. Most of these opportunities are open to part-time faculty.

Because the campuses are committed to serving Ohio and the communities in which they live, scholarly service and public scholarship are also supported. Each regional campus has a center focused on civic engagement and community service that offers support for faculty who are interested in this type of work by making connections between a faculty member's area of expertise and needs in the community, assisting faculty in understanding the place for the work in Miami's tenure, promotion, and evaluation system, and providing a venue for faculty led discussions and other work.

The University and campuses also provide support, through workshops, mentoring programs, start-up funds, and grants for traditional scholarship of discovery activities.

All tenured faculty have opportunities to periodically apply for and receive Assigned Research Appointments and Faculty Improvement Leaves, which provide opportunity for longer-term scholarship, service, and professional development projects. All faculty on the tenure track are guaranteed an improvement leave, often taken during the third year of the tenure track. The regional campuses also provide support for scholarly activities through departmental travel budgets.

The Miami University faculty handbook can be found here:
<http://www.miamioh.edu/files/documents/secretary/MUPIM.pdf>. **Appendix E.**

8.4 Faculty matrix

*Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member's CV must be included as an appendix item. Faculty CVs can be found in **Appendix F.***

The faculty members listed below have been selected due to their expertise in teaching interdisciplinary and integrative courses and/or their extensive advising experience. Most of the people listed are core faculty in the Department of Integrative Studies or have participated in the development of the Liberal Studies degree. We imagine that many other faculty members will contribute to the degree through the cognate areas and/or the teaching of the core Liberal Studies courses.

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Name of Instructor	Rank or Title	Full-Time or Part-Time	Degree Titles, Institution, Year Include the Discipline/Field as Listed on the Diploma	Years of Teaching Experience In the Discipline/Field	Additional Expertise in the Discipline/Field (e.g., licenses, certifications, if applicable)	Title of the Course(s) This Individual Will Teach in the Proposed Program Include the course prefix and number	Number of Courses this Individual will Teach Per Year at All Campus Locations
<i>H. Louise Davis</i>	<i>Assistant Professor</i>	<i>FT</i>	<i>Ph.D., American Studies, Michigan State University, 2008</i>	<i>18</i>		<i>LST 4XX: Capstone + courses for cognates</i>	<i>3</i>
<i>Madhu Sinha</i>	<i>Lecturer</i>	<i>FT</i>	<i>Ph.D., English, University of Cincinnati, 2009</i>	<i>12</i>		<i>LST 3XX: Principles of Liberal Studies, LST 4XX: Capstone + courses for cognates</i>	<i>8</i>
<i>Whitney Womack Smith</i>	<i>Associate Professor</i>	<i>FT</i>	<i>Ph.D., English, Purdue University, 1999</i>	<i>23</i>		<i>LST 3XX: Principles of Liberal Studies, LST 4XX: Capstone + courses for cognates</i>	<i>2</i>
<i>John Tassoni</i>	<i>Professor</i>	<i>FT</i>	<i>Ph.D. English, Indiana University of Pennsylvania, 1992</i>	<i>27</i>		<i>LST 3XX: Principles of Liberal Studies, LST 4XX: Capstone + courses for cognates</i>	<i>7</i>
<i>Susan Spellman</i>	<i>Assistant Professor</i>	<i>FT</i>	<i>Ph.D., History, Carnegie Mellon, 2009</i>	<i>14</i>		<i>LST 4XX: Capstone + courses for cognates</i>	<i>7</i>
<i>Kelly Brown</i>	<i>Instructor and Academic Advisor</i>	<i>FT</i>	<i>MEd, Curriculum and Instruction, University of Cincinnati, 1997</i>	<i>11</i>		<i>Course for cognates</i>	<i>4</i>
<i>Tom Mays</i>	<i>Assistant Professor</i>	<i>FT</i>	<i>ABD, Educational Leadership, U of Dayton; MS Social & Applied Economics, Wright State, 2004</i>	<i>7</i>		<i>Courses for cognates</i>	<i>7</i>

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Leland Spencer	Assistant Professor	FT	Ph.D., Communication Studies, University of Georgia, 2013	7		LST 3XX: Principles of Liberal Studies, LST 4XX: Capstone + courses for cognates	7
Jeff Kuznekoff	Assistant Professor	FT	Ph.D., Communication Studies, Ohio University, 2012	8		LST 3XX: Principles of Liberal Studies, LST 4XX: Capstone + courses for cognates	7
Caryn Neumann	Lecturer	FT	Ph.D., History, Ohio State University, 2006	20		Course for cognates	8
George Vascik	Associate Professor	FT	Ph.D., History, University of Michigan, 1988	29		Courses for cognates	8
Michelle Abraham	Assistant Professor	FT	Ph.D., Psychology, Kent State University, 2007	10		Courses for cognates	7

SECTION 9: LIBRARY RESOURCES**9.1 Library resources**

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

The Director of the Rentschler Library at Miami University Hamilton was consulted concerning the resources available for courses in the program.

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).

The regional campuses have their own libraries. Additionally, students, faculty, and staff, have access to resources provided by Miami University Libraries at the Oxford campus. The regional campus libraries are also members of the Ohio LINK statewide consortium. These two affiliations and the local resources available to the regional libraries provide a broad array of resources. They include over 180 periodical databases, over 80,000 full-text periodicals, 11.5 million unique books, DVDs, and related items, and over 55,000 e-books on a wide variety of topics.

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

The current collection, OhioLink, and other online resources currently available will adequately support the proposed program.

9.2 Information literacy

Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.

The regional libraries are committed to supporting the classroom mission of instructors in the program by helping students become self-sufficient information seekers. The instruction offered is based on the [Information Literacy Competency Standards for Higher Education](#) as established by the [Association for College and Research Libraries](#). The goal is to promote these professionally recognized standards as a foundation for all Miami University regional students.

Regional library staff members offer a range of instructional services to assist students and support courses: (1) classroom information literacy sessions that are specially tailored to fit the needs of students in the course, (2) the embedded librarian program, which involves placing a librarian (with links to databases, tutorials, and other course-specific resources) in the course management system to assist students at their point of need (both face-to-face and web-based courses can have embedded librarians); and (3) one-on-one research consultations in which students can confer with a librarian for assistance with search strategies and knowledge of useful resources.

Regional library staff members will also stay in touch with department chairs to see if faculty instruction sessions or workshops are needed.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

List the facilities/equipment currently available for the program. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

The only additional physical resources that will be needed to support the proposed program will be classrooms, and the regional campuses have adequate classroom space available.

10.2 Budget/financial planning:

Complete the table on the following page to describe the financial plan/budget for the first three years of program operation.

Fiscal Impact Statement for New Degree Program

	Year 1	Year 2	Year 3	Year 4
Projected Enrollment				
Headcount full time	20	40	60	80
Headcount part time	15	20	25	30
Full-time equivalent (FTE) enrollment	28	50	72	95

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Projected Program Income				
Tuition (paid by student or sponsor)	133,560	238,500	343,440	453,150
Expected state subsidy	70,000	125,000	190,000	237,500
Externally funded stipends, as applicable	None	None	None	None
Other income (if applicable, describe in narrative section below)	None	None	None	None
Total Projected Program Income	203,560	363,500	523,440	690,650
Program Expenses (New Faculty)				
New Personnel				
Instruction (technical, professional, general education)				
Full time				
Part time	0 FT	1 FT	1 FT	2 FT
Non-instruction (indicate roles in narrative section below)	0 PT	2 PT	2 PT	5 PT
Full time				
Part time				
New facilities/building/space renovation (if applicable, describe in narrative section below)	None	None	None	None
Scholarship/stipend support (if applicable, describe in narrative section below)	None	None	None	None
Additional library resources (if applicable, describe in narrative section below)	None	None	None	None
Additional technology or equipment needs (if applicable, describe in narrative section below)	None	None	None	None
Other expenses (if applicable, describe in narrative section below)	None	None	None	None
Total Projected Expense	0	140,000	140,000	305,000

Budget Narrative:

Use narrative to provide additional information as needed based on responses above.

The BS/BA in Liberal Studies will draw on existing faculty resources and courses, significantly reducing expenses. No new faculty will be required to launch the program. The recruitment of a new full-time faculty member will be required in the second year and again in the fourth, assuming enrollment projections are met. The proposed program does not incur additional expenses or demands for new equipment, laboratories, or classroom space beyond what is currently available

APPENDICES

Please note that the institution is required, at a minimum, to submit the following the items as part of the review:

Results of recent accreditation reviews	Course syllabi
Organizational Chart	Faculty CVs
Faculty/student handbooks (or link)	Current catalog (or link)

Appendix	Description
A	Accreditation Documents
B	Organizational Chart
C	Dr. H. Louise Davis' CV
D	Course Syllabi
E	Link to Faculty Handbook: http://www.miamioh.edu/files/documents/secretary/MUPIM.pdf
F	Faculty CVs
G	Link to Course Bulletin: http://www.miamioh.edu/academics/bulletin/

Miami University is committed to continual support of the delivery of the BA/BS in Liberal Studies. If Miami University decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

Miami University verifies that the information in the application is truthful and accurate.

Respectfully,

Ray Gorman
Interim Provost and Senior Vice President for Academic Affairs
Miami University

Department Chair/Program Director Approval and Forwarding:
Name: H. Louise Davis Email: davishl3@miamioh.edu Phone: 513-785-1914

Date:

Department Chair/Program Director approval indicates that the major and its student learning outcomes will be assessed in accordance with the department's/program's overall assessment plan.

Divisional Dean Approval and Forwarding:
Name: G. Michael Pratt Email: prattgm@miamioh.edu Phone: 513-785-3200

Date:

Divisional Dean approval indicates that the new program fits into the mission of the division, and that any overlap between the courses and other extant courses in the divisional curriculum has been identified and any related concerns resolved. By approving, the Dean (A) takes oversight responsibility for ensuring that the new program meets divisional standards for rigor, (B) indicates a recognition and acceptance of the staffing model and implications, and (C) forwarding of other related resource issues, when approved.

When approved by the Dean, following the divisional curriculum approval, forward for Registrar action within the curriculum approval process.

Please submit completed approved forms (in Microsoft Word) via e-mail to:
courseapproval@MiamiOH.edu

NOTE: New Degrees: This form requires approval by the department/program, division, CUC or Graduate Council, COAD, a vote by University Senate plus ten (10) class days for review, the President, the Miami University Board of Trustees and the Ohio Board of Regents (see MUPIM, Section 11). Upon submission of this form, the Office of the Registrar will verify the information and forward this request to the appropriate contact.

NOTE: New Majors: This form requires approval by the department/program, division, CUC or Graduate Council, COAD and a vote by University Senate plus ten (10) class days for review (see MUPIM, Section 11). Upon submission of this form, the Office of the Registrar will verify the information and forward this request to the appropriate contact.



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WWW.MIAMIOH.EDU

February 20, 2015
Academic and Student Affairs

RESOLUTION R2015-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new academic Department, Global and Intercultural Studies (GIC), within the College of Arts and Science.

BE IT FURTHER RESOLVED: that the department of Global and Intercultural Studies (GIC) include existing programs in American Studies (AMS), Asian/Asian American Studies (AAS), Black World Studies (BWS), International Studies (ITS), Latin American Studies (LAS), and Women's, Gender and Sexuality Studies (WGS). Additionally, GIC will include East Asian Studies, European Area Studies, Jewish Studies, and Middle Eastern and Islamic Studies.

GLOBAL and INTERCULTURAL STUDIES IMPLEMENTATION

Relevant Documents

Academic and Student Affairs Committee

February 19, 2015

Submitted by Phyllis Callahan, Provost

Document 1: Original charge to Implementation Committee from Provost Gempesaw (June 16, 2014)

NB: Professor Gretchen Ziolkowski, Chair, GRAMELC, was a member of this committee; her name was mistakenly omitted from this memo.

Document 2: Elaboration and clarification of the charge to Implementation Committee from Interim Provost Gorman (August 19, 2014)

Document 3: Report of the 2014 GLOBAL STUDIES IMPLEMENTATION COMMITTEE (December 5, 2014)



ACADEMIC AFFAIRS
*Provost and Executive Vice President
for Academic Affairs*

Roudebush Hall
Oxford, OH 45056-3653
(513) 529-6721
MiamiOH.edu

Date: June 16, 2014

To: Ricardo Averbach, MUS, CCA
Todd Bailey, FIN, FSB & Process Coordinator
Tom Crist, IES, CAS & Committee Co-Chair
Richard Campbell, Chair, MJF, CAS
Sheila Croucher, AMS, CAS
Rebecca Luzadis, MGT, FSB & Committee Co-Chair
Tom Misco, EDT, EHS
Steve Norris, HST, Havighurst Center, CAS
Rob Schorman, HST, CPSAS
Allan Winkler, CAS (ex-officio)

From: Bobby Gempesaw *Bobby Gempesaw*
Provost and Executive Vice President for Academic Affairs

Re: Global Studies Implementation Committee

On behalf of President David Hodge and with the recommendation of Dean Phyllis Callahan, I am writing to invite you to serve on the Global Studies Implementation Committee. In this memo, I briefly outline the recent steps taken to create a global studies unit and articulate the charge of your committee.

During the 2012-13 academic year, Dean Callahan formed a committee to consult with College of Arts and Science faculty to identify curricula focusing on global, area, and world studies from a broad perspective. Committee members-- Len Mark (PSY); Sheila Croucher (AMS and University Distinguished Professor); Carl Dahlman (ITS); Anita Mannur (ENG/AAA/WGS); Eva Rodriguez-Gonzalez (SPN/POR); and Claudia Scott-Pavloff (CAS)--produced and submitted the "Preliminary Report of the Committee on Global Studies in the College of Arts and Science" to Dean Callahan on April 22, 2013. Dean Callahan then submitted this report to me.

The committee surveyed academic units within the College of Arts and Science, and the responses indicated that at least 23 majors, 23 minors and 34 thematic sequences have significant global content. Additionally, the committee report emphasized the importance of communicating the nature of global studies and the opportunities for pursuing it to prospective students and students who are undecided about their major.

Following the findings of the report and pursuant to Senate Resolution 14-01, *Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Departments, or Programs*, Dean Callahan presented a proposal to University Senate to develop a unit of global and cultural studies that would provide coherent, clear and integrated curricula for students and to develop an organizational structure that would house the unit. A committee was then appointed to initiate the process to consider

forming a global studies unit at Miami University. The committee composition was Todd Bailey (chair and process coordinator, FSB); Len Mark (PSY); Ann Frymier (Associate Dean, Graduate School); and Allan Winkler (Associate Dean CAS, University Distinguished Professor).

This committee initiated open discussions with department chairs, program directors, faculty students, alumni, and other interested parties to determine the value and viability of a global studies program and to generate suggestions for possible next steps. After collecting and analyzing the feedback, the committee reported, "The prospect of creating a new Global Studies program is both worthwhile and viable, and also identified issues to be considered by an implementation committee." On April 28, 2014, process coordinator, Todd Bailey, presented a summary of the committee's work to University Senate.

Upon the recommendation of the Council of Academic Deans and University Senate and since all academic divisions have globally-focused programs and course offerings, a Global Studies Implementation Committee that includes representatives from all divisions will be formed to oversee the process of creating a new global studies unit in the College of Arts and Science. Tom Crist and Rebecca Luzadis have kindly agreed to serve as co-chairs, and Todd Bailey will continue to serve as the process coordinator. He will ensure that the Senate guidelines and procedures are followed in consultation with Interim Provost-Designate Gorman, Dean Callahan, the University Senate Executive Committee, and the Implementation Committee. Allan Winkler, Associate Dean of the College of Arts & Science, will serve in an ex-officio role. The committee will begin work in early fall semester 2014.

The implementation committee is asked to address the following five interrelated tasks:

1. Using the input gained from key stakeholders, findings from previous committee reports, professional literature as well as best practice, develop the general goals for the proposed global studies unit. The general goals should guide consideration of the next four tasks.
2. Relying on the ideas generated in task #1, make a recommendation on the organizational structure of a global studies unit. While the unit will be housed within the College of Arts & Science, it should also foster inter-divisional collaboration.
3. Propose a process for faculty to be appointed in the global studies unit that allows for collaborative and cooperative interaction among faculty that advances an effective, coherent, and innovative academic program (rather than just a random selection of globally oriented courses).
4. Recommend a procedure for faculty to develop a streamlined, integrated and coherent global studies program in the College of Arts and Science.
5. Propose a six-month timeline for the implementation of the committee's recommendations and other factors to be considered.

I ask that you meet with Interim Provost-Designate Ray Gorman and Dean Phyllis Callahan as soon as feasible to discuss these tasks and how it can be addressed by forming sub-committees to facilitate your work in a timely manner. Dean Callahan's office will schedule the first meeting of the committee. You will be informed of your sub-committee assignment by Dean Callahan. A final and integrated report that addresses the five tasks listed above should be submitted to the Interim Provost and the CAS Dean by January 15, 2015. If you have any questions, please let Dean Callahan know.

I want to thank you in advance for your willingness to serve in this important role.

cc: Ray Gorman, Interim Provost-Designate
Phyllis Callahan, Dean, CAS



ACADEMIC AFFAIRS
Provost and Executive Vice President ¹
for Academic Affairs

Roudebush Hall
Oxford, OH 45056-3653
(513) 529-6721
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Date: August 19, 2014

To: Ricardo Averbach, MUS, CCA
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Tom Misco EDT, EHS
Allan Winkler, Associate Dean, CAS, University Distinguished Professor, Ex-Officio
Gretchen Ziolkowski, Chair, GREAL, CAS

From: Raymond Gorman, ^{RG} Interim Provost and Executive Vice President for Academic Affairs

Re: Charge to the Global Studies Implementation Committee

I am writing to elaborate on the charge given to you by Provost Gempesaw in his memo of June 16, 2014. The basic charge and timeline remain the same. However, while the original charge calls for a procedure for faculty to develop a streamlined, integrated and coherent global studies program in the College of Arts and Science, this should not be construed as a mandate for the reduction or elimination of any of our existing programs. Rather, the hoped for outcome is the identification of unnecessary duplication in our program offerings along with a plan to consolidate or combine programs so that the same learning outcomes can be achieved more efficiently and sustainably.

Essentially, your perspective should be one of program development that provides a vision and a pathway that leads to a global studies program that establishes Miami University as a center of excellence in this area.

CC: Phyllis Callahan, Dean, CAS

Report of the 2014 GLOBAL STUDIES IMPLEMENTATION COMMITTEE

5 December 2014

Introduction: Background, Process, and Charge

During the 2012-2013 year, Dean Phyllis Callahan formed a committee to identify Miami curricula related to global, area, and world studies. In consultation with College of Arts and Sciences faculty, the committee identified a large number of such programs and concluded that “Miami University and especially the College of Arts and Science offers a rich variety of curriculum with global content” (Preliminary Report, April 22, 2013, p. 14). The 2012-13 committee also considered global studies programs at peer and aspirational institutions and concluded that “a major in Global Studies is a standard offering at other institutions” (Preliminary Report, p. 3). Finally, the preliminary report noted “it is difficult to identify global content and curricula at Miami” (p. 7), indicating a clear need for better integration and visibility of our program offerings.

Following the preliminary findings of the 2012-2013 committee, Dean Callahan presented to University Senate a proposal to “develop a unit of global and cultural studies that will better integrate and coordinate the vast curricular offerings related to global and cultural studies” (University Senate Minutes, November 4, 2013). In fall 2013, the formal process began with a committee appointed by Provost Gempesaw and Dean Callahan with a charge to determine whether a single academic unit would enhance the visibility and viability of global and cultural studies programs at Miami. Consistent with Senate Resolution 14-01, this committee undertook extensive consultation with numerous stakeholders. The committee concluded “with no reservation that a Global Studies program at Miami University would be worthwhile and of value to students, their future employers, and their communities” (2013-2014 Global Studies Committee Report, p. 1).

Based on the findings of both committees, the Council of Academic Deans and University Senate recommended forming an implementation committee including broad representation across academic divisions. In the summer of 2014, Provost Gempesaw charged this latest committee to develop a detailed plan to implement a new Global Studies unit, asking that a final report detailing the committee’s work be submitted by January, 2015. After an initial meeting of the committee with Interim Provost Gorman and Dean Callahan in August 2014, the committee requested a clarification of charge #4, which was to provide recommendations for a streamlined, integrated, and coherent studies program. Interim Provost Gorman provided clarification that the charge was not a mandate to eliminate existing programs but to develop a plan to consolidate programs so that the same learning outcomes can be achieved more efficiently and sustainably. Before further deliberation, the committee voted to make available the minutes of all meeting to department chairs and program directors in the College of Arts and Sciences for distribution to faculty and staff.

Findings and Recommendations

We organize our report findings and recommendations according to the five charges given to the Global Studies Implementation Committee by Provost Gempesaw and as later clarified by Provost Gorman.

Charge #1 [General Goals] – The committee was asked to “*develop the general goals for the proposed global studies unit.*”

Our work began by digesting the reports of previous committees, including transcripts of open forums and written submissions from many interested parties, as well as appendices documenting results of efforts to gather information on Miami's curriculum and that of many other institutions. We supplemented the work of previous committees with our own investigation of other programs at over 20 universities and a review of academic literature on the topic. After this preparation, we focused on our first two tasks – to develop goals for a global studies unit and gather a working set of options for how a global studies unit might best be structured at Miami. We realized, as noted by the Preliminary Report of the 2012-2013 committee, that “consideration should be given to the use of the term *global*” (p. 3).

The term *global* and programs called *Global Studies* often employ a definition consistent with that offered by Professor Mark Juergensmeyer¹, director of the Orfalea Center for Global and International Studies at the University of California at Santa Barbara. UCSB and many universities around the globe have joined together to form the Global Studies Consortium, working to coordinate the development of programs in Global Studies. As these and other efforts ensue, scholars are coalescing around a common understanding of Global Studies. Central to the characterization of this emerging field is an emphasis on its *transnational*, *transdisciplinary*, and *socially-responsible* character. Global Studies focuses on processes that transcend national and cultural boundaries, and in doing so illuminates how ‘the global’ and ‘the local,’ are not oppositional, but interdependent. From this perspective, local and regional studies provide particularly valuable insight into global trends and transnational themes. Moreover, fully understanding socio-cultural, economic, and political trends and themes that transcend boundaries requires knowledge that transcends traditional academic boundaries. Work in global and intercultural studies combines many disciplinary points of view to examine complex transnational issues and, at its best, is not only multidisciplinary, but transdisciplinary – making space for new theoretical approaches, conceptual tools, and cognitions. Finally, scholars and academic programs focused on global studies typically advance both an *intellectual* commitment to critically examining how power shapes the production of knowledge, culture, and identity, and a *normative* commitment to fostering among students a strong intercultural awareness that will inform their citizenship practices, locally and globally, and contribute to solving global problems.

As summarized by Juergensmeyer¹, five characteristics of global studies were identified by the Global Studies Consortium: (1) transnational; (2) interdisciplinary, transdisciplinary, and problem-oriented; (3) contemporary and historical; (4) critical and multicultural; and (5) globally responsible.

- 1. We **recommend** that the mission and goals of Miami's new global studies unit be based on a broad definition that includes elements of global and intercultural studies identified by Juergensmeyer and the Global Studies Consortium.

The emphasis on transnational processes is often used to distinguish the emerging field of Global Studies from International Studies, which has traditionally examined cross-border interactions and relationships between nation states. As the field of International Studies has evolved over time,

¹ Juergensmeyer characterizes Global Studies as follows: “This emerging new field is deliberately multidisciplinary, but this does not mean that it is simply a collection of different kinds of studies and that people who are identified with it just go off on their own. In the best of global studies faculties, scholars share insights and often work together on common problems that are by their nature larger than one discipline's ability to tackle” (p. 765). Juergensmeyer, M. 2013. What is global studies? *Globalizations* 10: 765-769.

however, themes of globalization, language competence, and intercultural understanding have become shared areas of emphasis of both Global and International Studies.² While overlapping with global studies, international studies alone would not represent the intellectual breadth of global studies as we believe it is best constituted at Miami. In particular, intercultural studies emphasize the awareness, communication, and exchange among globally diverse cultures – the components of global studies that are well represented by our multicultural programs. Thus, the terms Global and Intercultural Studies reflect the strengths, interdisciplinary breadth, and academic traditions of our existing international and multicultural programs at Miami University. Recent events on campus, across the United States and the world demonstrate a continuing need for more intercultural respect and appreciation of diversity. The size and scope of the new GIC will better showcase the importance of diverse cultures as part of our campus community and the broader world, and will preserve and enhance the important role these programs play in building intercultural awareness and respect.

Based on this broad, interdisciplinary framework, several specific goals should be achievable:

- Enhance the visibility of Miami global and cultural courses and programs to students across the university
- Improve student navigation of global and cultural programs
- Foster cooperation and collaboration among faculty and student scholars
- Retain identity of several smaller programs currently offered at Miami
- Reduce overlap in the curriculum so as to increase the effective use of resources
- Create a structure to support coordination and innovation of interdisciplinary curricula and research

Charge #2 [Organizational Structure] – The committee was asked to “*make a recommendation on the organizational structure of a global studies unit. While the unit will be housed within the College of Arts and Sciences, it should also foster inter-divisional collaboration.*”

The committee strongly believes that a single academic unit is needed to integrate and coordinate Miami’s teaching and scholarship activities in global and intercultural studies. A single academic unit has many benefits, including:

- Increased sustainability and visibility of smaller programs
- Elevation of intercultural studies to more prominent position
- Enhanced collaboration through stronger curricular connections among programs and the hiring of faculty who bridge traditional programmatic and disciplinary boundaries

Considerable deliberation occurred over whether the committee preferred to recommend creation of a department or a school. A school would suggest a broader mission and scope, appropriate for the breadth of the field of study. In addition, a school will facilitate more effectively the collaboration among faculty, particularly across academic divisions. In the long run, the committee thinks a school of global studies is the best structure for coordination of academic programs and scholarship across a range of departments and divisions that currently work in areas closely related to Global and Intercultural Studies (examples include but are certainly not limited to the Department of

² Smallman, S.C. and K. Brown. 2011. *Introduction to International and Global Studies*. University of North Carolina Press. Pages 1-10.

Geography, the Institute for the Environment and Sustainability, the Havighurst Center, and the Center for American and World Cultures). Our research indicates that other universities and colleges with prominent global studies programs often have chosen to establish more significant administrative units than a single department (schools, institutes, centers), adding stature to the initiative and facilitating external funding.³ The challenges with a school, however, are that a new school would be housed within the College of Arts and Science (CAS), creating confusion as to the position of colleges and schools as the largest administrative divisions of the university, especially since one academic division still currently carries the designation of school. Changes in university governance would likely be required to accommodate this new structure, which would significantly prolong the implementation of a new global studies unit. We therefore expect that creation of a school, with the breadth of mission we have suggested, would take significantly longer than the six-month implementation timeline specified in the charge to the committee.

In the short term, therefore, the committee supports the immediate creation of an academic department, housed within CAS. While it may not reflect the interdisciplinary breadth of a school, immediate creation of a department has several benefits, not the least of which is having a well-defined and understood place in the larger organizational structure. This is relevant both in terms of access to resources as well as visibility to students. Therefore, we propose two efforts in parallel – one with near-term objectives and one focused on the longer-term.

- 2. We **recommend** the immediate creation of a new department called Global and Intercultural Studies (GIC) that will function as an interactive whole with a single department chair.
- 3. We **recommend** that the new department of Global and Intercultural Studies includes existing programs in American Studies (AMS), Asian/Asian American Studies (AAS), Black World Studies (BWS), International Studies (ITS), Latin American Studies (LAS), and Women's, Gender and Sexuality Studies (WGS). Additionally, the new department would include East Asian Studies, European Area Studies, Jewish Studies, and Middle Eastern and Islamic Studies.
- 4. Long-term, we **recommend** creation of a School of Global and Intercultural Studies.

The faculty and curriculum in the programs identified above already play a primary role in advancing the goals of global and intercultural studies. It is clear from their websites and submissions to the open forums held previously that these units have as their core mission understanding diverse cultures and global issues, and that their collective approach to achieving these goals is broadly interdisciplinary. The incorporation of these global and intercultural programs into one vibrant unit is likely to enhance the visibility and viability of these programs. The immediate creation of a department will foster the integration and connections among programs, and would streamline the workloads of the program directors.

As the transition to a new department is completed, the subsequent development of an Institute working in conjunction with the department would help facilitate cross-departmental and cross-

³ Global Studies centers and institutes funded by the US Department of Education Title VI programs include those at Columbia University, Duke University, Michigan State University, Penn State University, University of Illinois, University of Indiana, University of Minnesota, University of North Carolina, University of Washington, and the University of Wisconsin

divisional collaboration among faculty, particularly in areas other than curriculum, such as scholarship, external funding, and visiting scholars. For example, two centers that are not curricular units – the Havighurst Center and the Center for American and World Cultures – should not necessarily be subsumed within the new department but an institute would create a global studies umbrella for collaborative interactions among departments and centers both inside and outside of CAS.

- 5. We **recommend** the establishment of an Institute that serves as a university-wide umbrella for global and intercultural studies to promote innovative interdisciplinary scholarship and develop new opportunities for external funding, public-private partnerships, and community engagement.

Charge #3 [Faculty Appointments] – The committee was asked to “*propose a process for faculty to be appointed in the global studies unit that allows for innovative academic programs.*”

The committee believes that the new department will encompass a wealth of talent brought by the many women and men who currently hold faculty positions in the programs that have been recommended for inclusion in the new unit. There was also a strong consensus of the committee that the overall initiative would benefit from the addition of new faculty lines, used to hire global studies and intercultural scholars who will enhance the global and intercultural studies curriculum and bridge existing areas of expertise within the new department. These new faculty would not only teach new “core” global studies classes but also interdisciplinary courses that could be included in more than one major in the department.

Strong leadership is crucial to the success of this entire endeavor. The department chair of this new unit will face significant challenges in integrating several longstanding programs into one coherent department. The committee considers its work to directly address several of the challenges and create some infrastructure to support the work of the new leader. And, of course, the new unit will contain the passion, energy, and experience of its existing talented faculty members. A national search for a department chair will ensure that the best possible candidate is selected to develop and implement a shared vision for global and intercultural studies that is integrative and innovative. The candidate selected to lead the new Global and Intercultural Studies department would, over time, also lead an effort to explore the long-term plan to transform the department into a school, and she or he would have the credentials and experience needed to lead that process. Before that, however, the new leader would be focused on integrating the faculty and curricula into a vibrant and coherent whole.

- 6. We **recommend** that a national search for a Chair of the new Department of Global and Intercultural Studies be commenced as soon as possible.
- 7. We **recommend** the allocation of two additional new tenure-track faculty lines in the new Department of Global and Intercultural Studies, dedicated to the hiring of faculty who will bridge existing interdisciplinary programs and build expertise in emerging transdisciplinary themes.
- 8. We **recommend** that faculty be designated as having one of three types of relationships with the new unit: core, affiliate, or collaborating.

Borrowing from the language used to explain different types of involvement with the Comparative Media Studies program (a component of the department of Media, Journalism and Film, MJF), the three types of relationships faculty could have with the new unit include Core, Affiliate, and Collaborating.

- 9. We **recommend** that core faculty include all faculty members who currently have full or joint appointments within American Studies (AMS), Asian/Asian-American Studies (AAS), Black World Studies (BWS), International Studies (ITS), Latin American Studies (LAS), and Women's, Gender and Sexuality Studies (WGS).

Faculty would carry the existing terms of their appointments between one of the existing interdisciplinary programs and another department or unit into the new Department of Global and Intercultural Studies. For example, a faculty member with a 100% appointment in one of the programs would have a 100% appointment in the new Department of Global and Intercultural Studies; a faculty member with a joint 50/50% appointment in that program and an existing department would have a 50/50% joint appointment with the Department of Global and Intercultural Studies and the existing department. Core faculty with full or joint appointments would have primary responsibility for developing the Global and Intercultural Studies curriculum, as described in the section below (related to Committee Charge #4). Affiliated faculty members are those with appointments in other units who request and are approved for official affiliate status per CAS policy and procedure. Faculty affiliates would be expected to collaborate in significant ways that could include helping shape the vision and development of programs in the new unit, as well as participating on curriculum committees, advising, and promotion and tenure. In addition, we envision faculty affiliates having voting rights on the curriculum committee and others as appropriate. Faculty who wish to be involved with the new department without seeking official affiliate status could request to be connected with the new department in a collaborating role. Collaborating faculty would be those who are involved with the new unit in less central or sustained ways, such as offering of courses that might be of interest to students enrolled in Global and Intercultural Studies programs, attending and organizing events, or engaging in scholarly collaboration. Both affiliated and collaborating faculty roles would be entirely appropriate for faculty from other divisions, helping to build and maintain connections between the new unit and other academic divisions. Such relationships should be strongly encouraged so as to enhance the inter- and trans-disciplinary nature of our Global and Intercultural Studies initiatives.

After the approval of a new department of Global and Intercultural Studies, faculty representatives from each of the existing programs will be needed to facilitate a transition from the existing programs to a well-integrated whole. Crucial elements of achieving the desired integration will include some shared curriculum and departmental governance. The chair of the new unit would be responsible for reporting to the Dean, and representing the department on the CAS Council of Chairs. At the same time, we envision that each of the new department's degree programs, majors, and minors would operate with some autonomy within the Department's shared mission, headed by an area director charged with overseeing curriculum, scheduling, advising, and other GIC needs worked out among the chair and areas directors. However, we emphasize that this new initiative is unlikely to be successful without concerted attention being given to creating a shared, well-integrated whole.

- 10. We **recommend** that, following senate approval of the new department, the CAS Dean appoint a faculty committee to draft a preliminary governance document to address the shared work of the

programs and various stakeholders, including but not limited to the formation of department-wide committees to address curriculum, tenure and promotion, awards and scholarships, etc.

Charge #4 [Curriculum] – The committee was asked to “*recommend a procedure for faculty to develop a streamlined, integrated and coherent global studies program in the College of Arts and Sciences.*”

The long-term goal of the new unit is for curricular offerings related to Global and Intercultural Studies to be integrated and coherent, while retaining the unique and historical identities of the many programs. To begin, we envision the new unit continuing to offer existing majors and minors taught primarily by the program faculty who will be colleagues in the new department. Over time, faculty discussions on the existing curricula would provide the opportunity to identify those core or elective courses - or even concentrations - that have significant overlap in content, thereby streamlining the existing program curricula.

To complement existing programs, the committee believes a new co-major in Global and Intercultural Studies should be created as soon as possible. A co-major would serve many purposes, including the recruitment of students into the existing majors within the new Global and Cultural Studies department, and increased enrollments in existing courses by students from other majors outside of the department.

- 11. We **recommend** that faculty in the new Department of Global and Intercultural Studies work together, beginning in Spring 2015, to develop a formal proposal for a co-major in Global and Intercultural Studies.

As with other co-majors on campus, a small set of core courses for the co-major could be developed using existing or newly developed courses, such as an Introduction to Global and Intercultural Studies, which would provide a foundation course to the co-major as well as entry points to the existing majors. Tracks within the co-major could consist of thematic and regional emphases that complement the existing majors in the various programs. Examples of themes might include global poverty and inequality, global health, sustainability, diaspora and migration, among others.

Additional benefits of the co-major include providing interdisciplinary breadth to existing majors and fostering cross-fertilization among majors. We would anticipate that many students choosing to major, say in Latin American Studies or Black World Studies, might also choose to pursue the Global and Intercultural Studies co-major. A double major or two-minor option could even be required, if department faculty were so inclined, especially given the known benefits of double majoring, including adding value to a Miami degree. The double major drives students to seek out other areas of interest that either complement the new co-major or take them in new directions. A co-major would also attract students from majors in other CAS departments (history, geography, MJF, for example) or divisions (creative arts, business, etc). Yet another expected benefit lies in attracting students to major or minor in existing areas, as they are more likely to discover the offerings of smaller programs in the new department as they are investigating the Global and Intercultural Studies co-major. These programs will all be organized and advertised in one place, and will share a curriculum committee.

In some ways, more challenging are current programs offered in existing departments that, with our recommendations, will become part of a new Department of Global and Intercultural Studies. Perhaps as a reflection of our programs at Miami becoming more globally focused, there has been a

proliferation of majors and minors having substantial global content or at least signaling as much by the use of the word Global in the title. This creates two challenges: the difficulty of students navigating an increasingly varied and complex set of global offerings, and the potential for unintended duplication of courses and programs, resulting in inefficient use of scarce resources. To address both concerns, the committee carefully considered various ways of connecting those majors and minors into the new unit. For a prospective or current student, all majors and minors having significant global content should be housed and administered under one roof to provide clearer navigation of our curricula with global content. This would enable maximum coordination, beneficial both in terms of intellectual synergies and innovation, as well as stewardship of resources.

The committee examined the university curriculum for majors and minors that fall into this category based on program mission statements and requirements. The major and minors in question are currently administered within departments outside the scope of the new unit being recommended. We have identified these as the Diplomacy and Global Politics major in Political Science, the Global Health minor in Anthropology, and the Global Perspectives in Sustainability minor in IES.

- 12. We **recommend** that majors and minors currently falling outside the new Department of Global and Intercultural Studies as it has been defined herein formally be incorporated into the new unit.

The committee believes the benefits of integrating these programs into one coherent whole make the potential challenges worth undertaking. To facilitate the process, we envision establishment of a curriculum committee comprised of faculty from the new Global and Intercultural Studies Department *and* relevant faculty from other departments, such as a Chief Departmental Advisors or other program advisors, for any major or minor with substantial global studies content. This membership seems essential as these are the individuals who have the best sense of the central curricular issues. Should a major or minor not be deemed to have “substantial” global studies content, then it would make sense that such a program need not be housed in or administered by the Global and Intercultural Studies department. In such cases, we think it appropriate that such programs NOT use the word global in their titles, so as to reduce confusion for students. Following this logic, students will find all programs with substantial global studies content being housed in and coordinated by a single department.

- 13. We **recommend** the creation of a curriculum committee to have primary responsibility for administering majors and minors that include significant global content from outside the new Department of Global and Intercultural Studies.

Due to the inter- and multi-disciplinary nature of many of the Global and Intercultural Studies programs, collaboration with faculty from many departments will be required. One of the first things we would envision this new curriculum committee doing is to review the overlap between the DGP major and the Conflict, Peace, and Diplomacy concentration within the International Studies major.

In addition to overseeing the complex curricula for Global and Intercultural Studies majors and minors and the appropriate integration of these “outside” programs, the curriculum committee will have at least one additional sizable responsibility – namely, coordinating Global and Intercultural Studies programs with related language departments. We envision this coordination to be significant, as many students will undoubtedly be combining language study with global and intercultural programs.

Therefore, we think it will be necessary for the curriculum committee to identify a sub-committee specifically charged to focus on collaboration and coordination with language courses and departments.

- 14. We **recommend** the creation of an interdepartmental sub-committee with broad faculty representation from the language departments and the new Global and Intercultural Studies department to coordinate language electives and requirements for the new and existing programs.

Charge 5 [Timeline] – The committee was asked to “*propose a six-month timeline for the implementation of the committee’s recommendations and other factors to be considered.*”

A project of this magnitude is extremely challenging to implement in a six month time frame and consequently the timeline proposed below is ambitious. A primary driver of the timeline is the goal of having a new chair in place by Fall of 2015. The committee feels strongly that success in attracting the best candidate to accept the position hinges on beginning the transition immediately so that some infrastructure will be in place for the new leader when s/he assumes the position.

Significant progress can be made in the Spring of 2015 with the appointment of four committees. While this may seem excessive for a department that does not yet exist, three of these committees would be doing exactly the kind of work done by similar committees in existing departments (curriculum, governance, and search). The proposed transition committee can oversee and coordinate the work of the three temporary committees, allowing significant progress to be made toward launching the new unit before a new chair can be in place. This then would set the stage for the new department and chair to be off to a strong start by Fall of 2015.

December 2014

1. The Provost and CAS Dean accept, reject, or revise the 14 recommendations of the Global Studies Implementation Committee.
2. The Provost and CAS Dean recommend to the Senate, according to Senate rules and procedures, that a new department of Global and Intercultural Studies be created, effective July 1, 2015.

January 2015

3. The CAS Dean appoints a transition team to facilitate the establishment of the new department.
 - a. Responsibilities of the transition team will include:
 - i. Overseeing the plan for a new department of Global and Intercultural Studies.
 - ii. Writing a job ad for the position of chair of the new department, with input from faculty in the current programs.
 - iii. Soliciting nominations of possible applicants for the position of chair of the new department, with the help of faculty in the current programs.
 - iv. Developing a plan to conduct an external search for a new department chair.
 - v. Coordinating work of the search committee to recommend a candidate for chair of the new department.
 - vi. Coordinating work of the curriculum committee recommended to begin work on creating a GIC co-major immediately.
 - vii. Coordinating work of the committee working on developing a preliminary governance document for the new GIC department.

- viii. While these committees provide significant opportunities for faculty to be involved in implementing the transition, we envision there being significant overlap in membership between all these committees, including the transition committee so that all the work will be effectively coordinated.

4. The CAS Dean appoints a search committee to identify a candidate to recommend for department chair.
5. The CAS Dean appoints the curriculum committee to develop a proposal for a new co-major in Global and Intercultural Studies.
6. The CAS Dean appoints an ad hoc committee to develop a preliminary governance document for the new department.

February 2015

7. Search committee develops a strong pool of applicants for position of department chair.

March 2015

8. Curriculum committee submits a proposal for a new co-major in Global and Intercultural Studies.
9. Ad hoc governance committee submits to the Dean and the transition committee a draft of a preliminary governance document.

April 2015

10. Candidates are invited to campus to interview for the position of department chair.

May 2015

11. A recommendation is made to the Dean and Provost to hire an external chair for the new department.

Committee Members

Ricardo Averbach
Todd Bailey, Process Coordinator
Richard Campbell
Tom Crist, Co-Chair
Sheila Croucher
Rebecca Luzadis, Co-Chair
Tom Misco
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February 20, 2015
Academic and Student Affairs

RESOLUTION R2015-xx

BE IT RESOLVED: that the Board of Trustees hereby approves appointment as professor,
and the award of tenure to:

Steven Conn
W.E. Smith Professor of History
Department of History
with tenure

Effective August 17, 2015.

Academic/Student Affairs Committee

Academic Affairs – Provost's Update
February 19, 2015



MIAMI UNIVERSITY

Bachelor of Science Information Technology (IT)

College of Professional Studies and Applied Sciences (CPSAS)

- Department of Computer and Information Technology (CIT)
 - Information Technology (IT) Major (currently offers Health Information Technology major)
 - IT programs are eligible for accreditation by ABET (will evaluate feasibility)
- Available as **4 year degree AND completion degree**
- Opportunities for working professionals – strong employment predictions
 - Option for admission as pre-BSIT major (ensures competencies)
- Qualified faculty - current:
 - 9 full time (2 Assistant, 2 Associate, 1 Full Professor; 2 Lecturers, 1 Instructor, 1 VAP)
 - 2 part time (1 Associate and 1 Full Professor)
 - Will hire 1 new, full time and 2 part time
- Facilities – currently available to support this major
- Launch Date – Fall, 2015



Bachelor of Arts and Bachelor of Science Liberal Studies

College of Professional Studies and Applied Sciences (CPSAS)

- Department of Integrated Studies
- Stresses development of important *transferable skills* acquired through the liberal arts
 - Critical thinking, complex problem solving, communication and applied knowledge
- Designed as a **completion degree** – with **most available online**
 - Students choose multidisciplinary cognates (n=2) and courses within cognates
 - Choice of first cognate determines BA or BS
 - Experiential learning AND Capstone
- Provide opportunities for employment
 - Produce well – rounded graduates (liberal arts grads have high employment rates)
- Qualified faculty - current:
 - 12 full time (6 Assistant, 2 Associate, 1 Full Professor; 2 Lecturers, 1 Instructor)
 - Will hire 1 new, full time and 2 part time
- Facilities – currently available to support this major
- Launch – Fall, 2015



Global and Intercultural Studies

College of Arts and Science (CAS)

- Create a **new Department** of ***Global and Intercultural Studies (GIC)***
 - Commence search for a chair as soon as possible
 - Add faculty (n=2)
- Consolidate many of the existing programs in CAS into the new department
 - Uses current expertise and resources
- Establish ***co-major***, governance and faculty affiliation - subcommittee structure

Recommended Timeline:

January 2015	The CAS Dean appoints subcommittees (Curriculum, Governance, Search)
February 2015	Search committee develops a strong pool of applicants for department chair
March 2015	Proposal for new GIS co-major AND preliminary governance document submitted to dean
April 2015	Conduct interviews for the position of department chair
May 2015	Select new chair
Fall 2015	Department established

- ***Senate Resolution and Director Feedback***



Executive Summary for the Miami eLearning (Oxford)
Beth Rubin, Ph.D.
Assistant Provost for eLearning

eLearning Miami (Oxford) has made strong progress, by not only creating an identity on the Oxford campus, but also by building the infrastructure to support success. Canvas, the new learning management system (LMS), was purchased and implementation is under way; more than 400 courses are being offered in the new system and another nearly 2000 are in the process of being transferred into Canvas. Faculty, staff and students have indicated high levels of satisfaction with the functionality and ease within the system, as well as with the faculty development workshops and re-boot sessions which allow for training that promotes best practices.

The transition to Canvas and the availability of a more fully staffed eLearning office have both played significant roles in the success in our four pronged eLearning effort.

1. **Undergraduate:** As planned, we identified those courses that a large number of MU students were taking at other institutions and transferring that credit to MU. We focused on converting those courses into high-quality online offerings. Between summer of 2013 and summer of 2014, we recognized a 12% decrease in the number of hours being transferred back to Miami and a 26% increase of students taking those same courses at Miami in an online version (Slide 9). In addition, the efforts to convert undergraduate courses to online versions for non-matriculating students also proved successful; our non-matriculating credit hour production rose to 192, which is 162 more than the previous year's 30 credit hours (Slide 8).
2. **Graduate Certificates:** Consistent with the online graduate initiative, three new certificate programs (Analytics, Special Education Licensure and Interactive Media) are under way or development (Slide 10), allowing marketing and recruiting both domestically and potentially internationally. Two other online programs are currently in the planning stages.
3. **Graduate Degrees:** Five new graduate degree programs are in development or expanding: (i) Creative Writing (MA); (ii) Instructional Design/Technology (MA or MEd) and (iii) Advanced Inquiry (MA or MAT) (Slide 11).
4. **International eLearning:** Six pilot offerings with Renmin University and Sanya University. These courses for international students identified the challenges and some creative solutions for this initiative (Slide 12).

While the above four areas were specific in new development, eLearning in Oxford has continued to grow on the main campus for our traditional students who take online courses in the semesters as well as the summer and winter terms (Slides 13-15), resulting in a growth in gross instructional revenue (Slide 16).

	2012-13	2013-14	2014-15 (To Date)
Course section count	143	256	348
Enrollment count	2,348	3,932	4,521
Credit hour production	8,790	15,852	17,856
Gross Instructional Revenue	\$5.56M	\$10.36M	\$9.69M

eLearning Miami (ELM) will continue to transition the Top 25 courses and expand the online graduate certificates and degree programs, develop systems for ensuring high quality, and modify the global strategy to achieve our goals. eLearning was and will continue to be a major component of the winter term success, and eLearning Miami provides expertise and support to the faculty and staff who deliver the offerings (Slide 17).



MIAMI UNIVERSITY

Beth Rubin
Assistant Provost for eLearning Miami

eLearning @ MU: An Update

Overview of Presentation

eLearning
Miami on
Oxford's
Campus

- ❑ Infrastructure
- ❑ eLearning Strategy and Targeted Markets
- ❑ Progress in eLearning Initiatives

Building the Infrastructure

Creating an infrastructure for eLearning

- IT
- Personnel
- Brand identity: eLearningMiami (ELM)

Incorporating IT tools

- Video, proctoring, asynchronous video and oral exams

Learning Management System

- Canvas

IT Infrastructure: LMS



[Video of Miami Faculty](#)

Faculty Development



Building faculty development programs and collaborations

- ❑ Faculty development workshops and “Plug-in + Reboot” events





eLearning Strategy

Four e-Learning Market Strategies

□ Undergraduate Courses

- Conversion of current courses to retain transfer hours and recruit new students

□ Certificate Programs

- Analytics
- Instructional Design & Technology
- Social Media Marketing
- Mental Health
- Teacher Education (Science and Math)

□ Graduate Programs

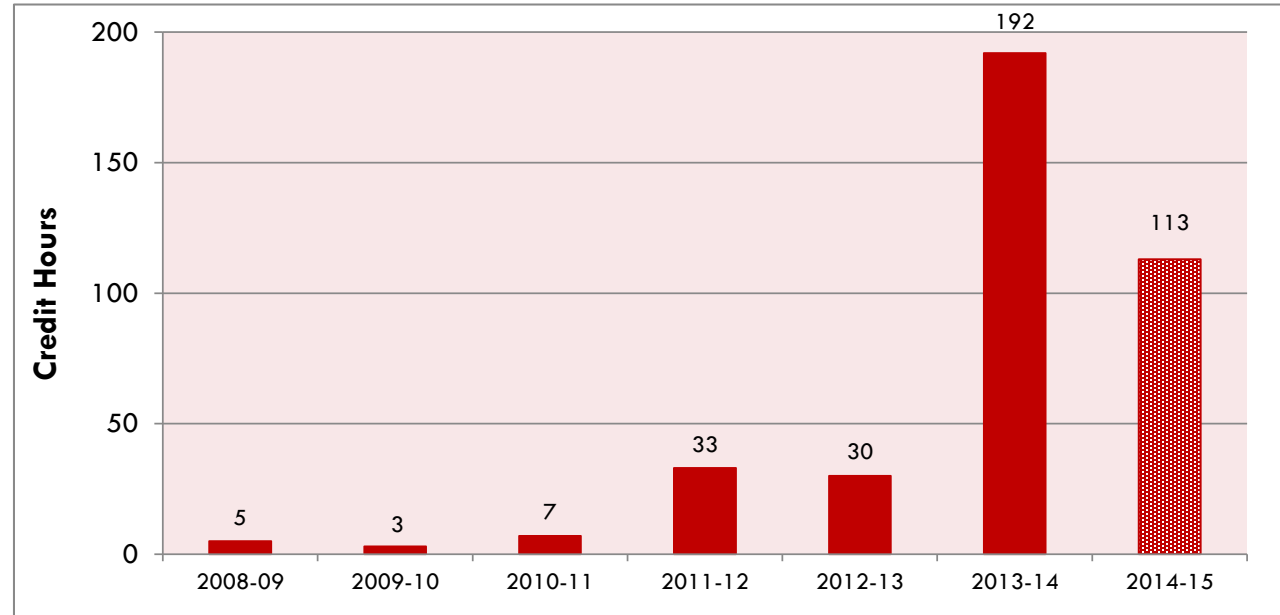
- Professional Gerontology
- Speech Pathology
- Analytics
- Professional Writing
- Instructional Design & Technology

□ e-Learning Centers

- Partnerships with international institutions

Undergraduate Courses – Increased non-matriculating credit hours

Increase in non-matriculated student credit hours generated from online undergraduate courses (Oxford)



Undergraduate Courses – Reduce transfer credit hours

Offered courses *online* that were identified as those that generated the highest transferred credit hours -> lowered the credit hours being taken at other institutions

	Summer 2013*			Summer 2014*	
	Transferred back	MU online		Transferred back	MU online
Economics 201	151 students			92 students	18
Mathematics 151	224			195	27
Spanish 202	44			32	59
Finance 301	40			20	21
Theater 191	14			6	17
Total	473	0		345	142

**Sample* of courses that have been converted to online

eLearning Certificate Programs

Goal - develop 3 to 5 new certificate programs

In development or developed

- ☐ Developed Analytics
- ☐ Interactive Media
- ☐ Special Education Licensure

On deck

- ☐ Gerontology
- ☐ Environmental Sustainability

eLearning Graduate Programs

Goal - develop 5 new graduate programs

In development or developed

- ☐ Creative Writing (“Low residency MFA”)
- ☐ Project Dragonfly “Advanced Inquiry” (M.A., M.A.T. – program expansion)
- ☐ Instructional Design (M.A., M.Ed Tech)

On deck

- ☐ Analytics
- ☐ Interactive Media

International eLearning

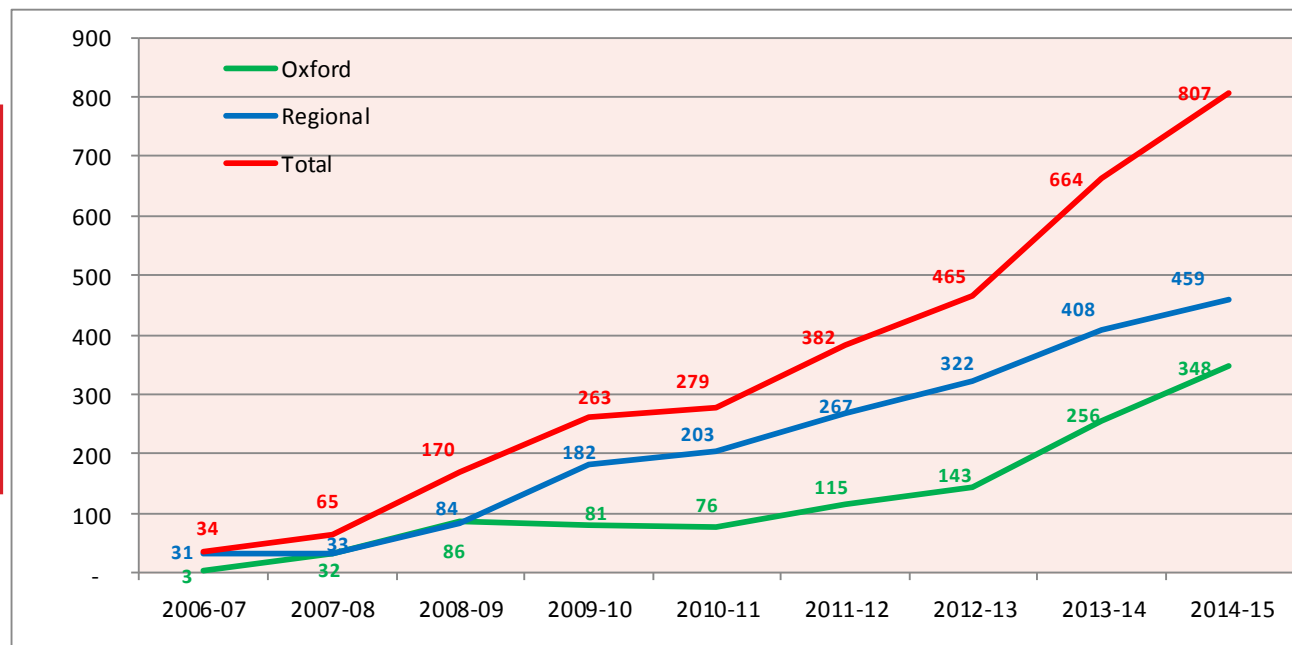
Completed 4 e-Learning pilot courses, with 2 more this spring

- ❑ Cultural Expectations
- ❑ Technology Limitations
- ❑ Developing hybrid teacher workshops



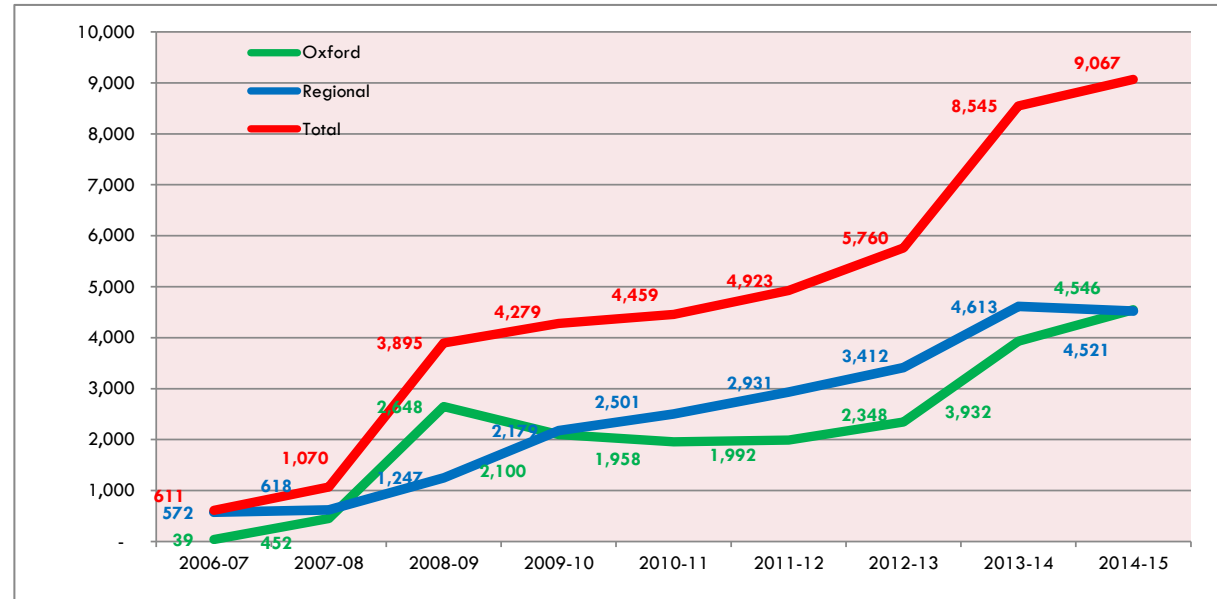
Growth in number of online course sections (2006-2015)

Courses are increasing in number and scope of offerings at Oxford and Regional Campuses



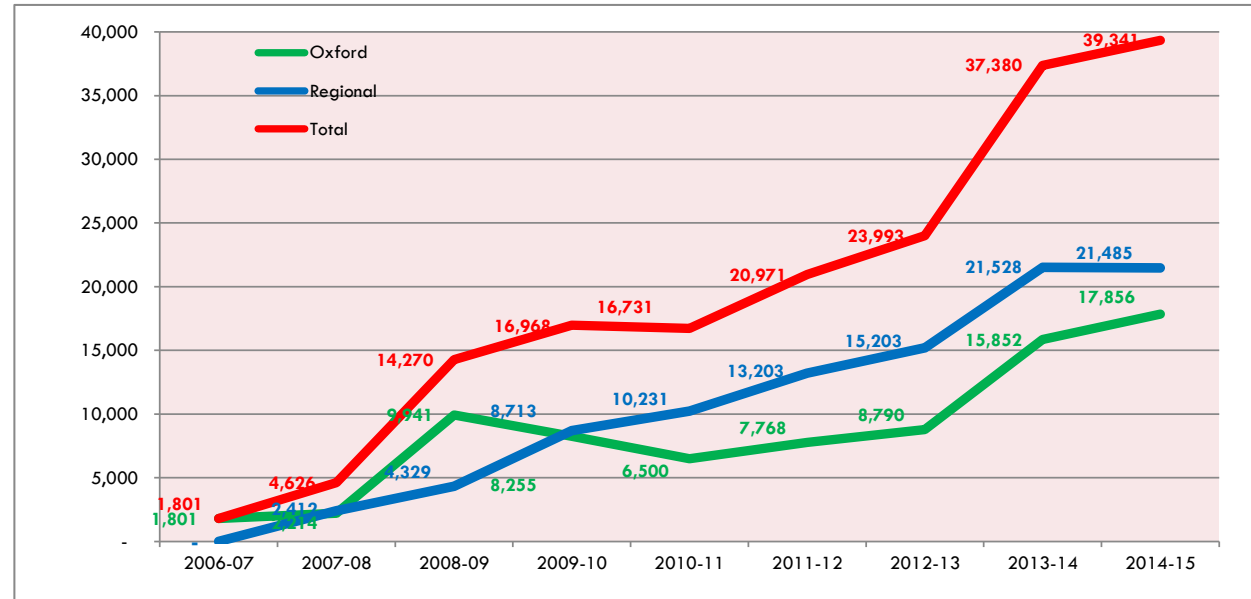
Growth in student enrollment in online courses (2006 – 2015)

Students are enrolling in online courses at Oxford and Regional Campuses



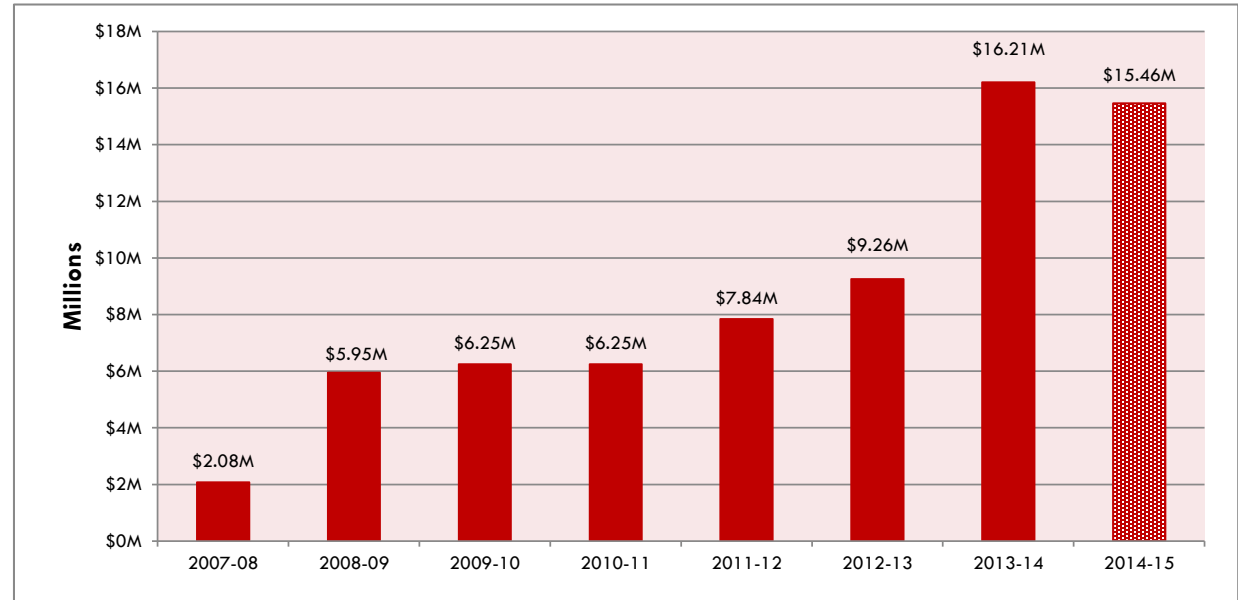
Growth in student credit hours (2006-2015)

Student credit hours generated by enrollments at Oxford and Regional Campuses are increasing



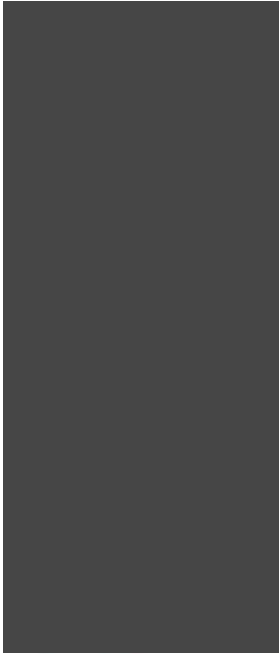
Gross Instructional Revenue (2006- 2015)

Online gross instructional revenue at Oxford and Regional Campuses



Next Steps

- ❑ Complete Top 25 Conversion
- ❑ Market and expand fully-online graduate programs
- ❑ Quality control mechanisms
- ❑ Enhance faculty training
- ❑ Open online courses (OOCs) and “tasters” for winter term



eMiami

eLearning @ Miami University



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GOOD NEWS FROM ACADEMIC AFFAIRS

December 2014 – February 2014

Miami ranks No. 1 in U.S. News and World Report for most efficient college

1/20 Miami University in Oxford tops U.S. News & World Report's list of the most efficient colleges. The list looks at public and private universities that scored highest overall in undergraduate academic educational quality in its 2015 Best Colleges rankings but did so by spending relatively less money to achieve that success. Miami was ranked 76th in U.S. News' Best Colleges list, but it spent only \$383.66 per student for each point in its overall score. By contrast, Florida State University, second place on the most-efficient list, was ranked 95th overall on the Best Colleges list and spent \$392.77 per student per point on that ranking.

Miami Downtown Center to host Martin Luther King Jr. tribute

1/5 Luther King Jr. Day tribute, "Memorializing MLK, Jr." at 7 p.m. Monday, Jan. 19. The Cincinnati-based Phelan-Hagee Duo, featuring Vincent Phelan on violin, and Rick Hagee on piano, will present a wide variety of music – from the gospel selections that Dr. King appreciated to the more contemporary offerings from Duke Ellington, and others. "In this particular program they are going to be doing some music that would be true to the memory of Dr. King in a memorial type of manner, from those songs that are gospel in nature to tunes that would represent the period, the Civil Rights Era," said John Vaughn, coordinator of community outreach for the Hamilton Campus and coordinator of the Hamilton Downtown Center. The group will pay tribute throughout the evening and will also move on to play some numbers by African American composers from the jazz age on to the popular era that will showcase other successful African Americans who followed King. The program is expected to last about 90 minutes.

Miami ranked among best college values

1/5 Miami University has been named the country's 100 best college values list. The Kip Linger report says it delivers a quality education at an affordable price. It placed 55th for in best values and 44th for out of state universities.

Oxford, home of Miami University ranked top college town in nation

12/18 The city of Oxford, home to Miami University, is the best college town in the country, according to a new study by Wallet-Hub. The personal finance website ranked 280 college cities based on things like quality of higher education, crime rates and cost of living. Other Ohio cities making the list: Bowling Green is number 28. Columbus is 32nd. Kent and Cincinnati ranked in the 40s... Dayton came in at 92nd. Cleveland, Akron, and Toledo landed in the bottom half of the list.

Miami among organizations to receive Duke Energy Environmental Grant award

12/17 Duke Energy officials presented the 2014 Environmental Grant awards to recipients during a ceremony at Cincinnati Nature Center's Rowe Woods in Union Township Dec. 4. Thirteen Greater-Cincinnati organizations were presented various grants to help with their environmental initiatives in the

GOOD NEWS FROM ACADEMIC AFFAIRS

December 2014 – February 2014

community. Award recipients included Boy Scouts of America, Children Inc., Cincinnati Museum Center, Cincinnati Nature Center, Cincinnati Park Foundation, Cincy Bike Share, Foundation for Ohio River Education, Green Umbrella, Groundwork Cincinnati-Mill Creek, Keep Cincinnati Beautiful, Miami University, Mill Creek Watershed Council of Communities, and the Zoological Society of Cincinnati. Grant amounts ranged from \$6,500 to \$50,000, and the total amount Duke awarded to the organizations was **\$256,500**. “We are here today to celebrate 13 organizations in our community that support a sustainable environment,” said Jim Henning, president of Duke Energy Ohio and Kentucky. “All rally around a common goal of living more sustainably.”

Miami student organizes fundraiser for Fairfield family

12/12 A Miami University student is using his birthday to raise money for the son of a man who died while working at a bowling alley. Matthew Beckman will celebrate his 22nd birthday December 2014. But instead of gifts, he wants people to donate money to a fund for Dave Geiger's 12-year-old son. Geiger worked at Northwest Lanes in Fairfield. Last month, Geiger was repairing a pinsetter when he was dragged into the machine by his clothing. Beckman will be gathering with family and friends at the LaRosa's in Fairfield Saturday, Dec. 13th, 2014, from 5p.m. until 7p.m. Beckman will be approaching local businesses Friday, Dec. 12, to see if they also want to contribute.

Miami University names new provost

12/5 Miami University's dean of the College of Arts and Science will be moving to a new office in the coming months. Phyllis Callahan will become provost and executive vice president for academic affairs effective Feb. 1. She will replace current provost Bobby Gempesaw, who was named president of St. John's University in New York in July. Callahan was chosen from among three candidates who were part of forums and interviews last month. She has been dean of the College of Arts and Science since 2012 following one year as interim dean. She also served on numerous committees at the university, including the 2020 Plan, career services and student retention.

Miami Faculty and Students hold conference with University of Gambia

12/4 The University of The Gambia and Miami University held an online conference on December 1st. Students of the Law Faculty, Political Science students and lectures attended the conference. Speaking at the event, Jimmy Hendry Nzally, a staff of the university and initiator of the conference, revealed that the idea of organizing an online conference was initiated by him with Professor Mel Cohen of Miami University. He intimated that it has been a great initiative linking other universities to share cultures, ideas, knowledge and wealth of experience with Gambian students on a wide range of issues or topics of interest to both parties.

Daryl Baldwin helps restore Myaamia Language

12/1 Daryl Baldwin is a member of the Miami Tribe of Oklahoma. There were no fluent speakers when Daryl set out to learn his language. **Among his grandfather's belongings there was a word list of Miami**

GOOD NEWS FROM ACADEMIC AFFAIRS

December 2014 – February 2014

words. Words led to more, learning linguistics (and a master's degree) to learn his language, partnering with linguist David Costa to draw from documents in archives and knowledge of related language. Now, once again, the Miami language is spoken, revitalizing traditions, culture and language. And Daryl helps those from other tribes who rely on archival documents to restore their languages and to wake them up from their hibernation, bringing language home.

Miami Partners with Women Helping Women

11/25 Women Helping Women is an agency that offers a myriad of social service and advocacy programs to those throughout Butler County who are at-risk of or who have experienced sexual assault. The agency has an on-going partnership with Miami University to provide outreach to classes as well as to utilize as many as nine student interns each semester.

Miami Students using new ultrafast laser technology

11/24 Miami University students are mapping out molecular properties with the help of new ultrafast laser technology to better understand energy transfer for processes in collisions between atoms and molecules. A grant from the National Science Foundation helps support Assistant Physics professor Burcin Bayram's "Polarization Quantum Beat Spectroscopy in Diatomic Molecules." What she discovers could help biology, medicine, engineering and quantum physics.

Miami Ranks among Top in Alumni Salaries

11/24 A new list out by Pay-Scale dot com ranks the top alumni salaries. Miami University is the highest ranked local school, in 6th place overall. Alums make about \$87,800.

Successful Weekend of Music at Miami

11/21-23 This was a great weekend for music at Miami. It included a faculty recital on Friday and ended Monday with the MU Symphony Orchestra. Sandwiched in between these was a weekend of holiday swing.

Friday and Saturday held it's a "Grand Night: A Swingin' Holiday." The faculty recital at Souers Recital Hall on Friday was by violinist Harvey Thurmer, who performed with Richmond Symphony Orchestra, and pianist Heather MacPhail.

University Honors Program

Report for Board of Trustees, February 2015

Dr. Linda F. Marchant, Director

Honors: State of the Program

Dr. Linda F. Marchant began a five year appointment as Director of the University Honors Program on July 1, 2014. Current staffing includes:

- Associate Director, Zeb Baker, PhD, Emory 2009;
- Senior Assistant Director, David Sheehan, BA 2008, MS Ed Miami 2014;
- Assistant Directors, Annie Kafoure, BA Miami 2001, MA University of Oxford 2005 ;
- David Rogers, MS Ed Southern Illinois 1993;
- Elise Yuhas, BA Miami 2012, MS Ed Baylor 2014;
- Administrative Assistant, Pam Engel, B.I.S. Miami 2012, MS Miami 2014.

It is noteworthy that all members of the staff have graduate degrees and four individuals have one or more degrees from Miami University. This level of professional expertise and connection to Miami provides Honors students with exceptional and tailored support. At present the UHP staff serves 1565 students.

Starting with the entering class of 2018, all Honors students will complete the Global Miami Plan for Liberal Education. In Fall 2014 we implemented a new Honors Program that is detailed in the table below. In their first semester small cohorts of Honors students are enrolled in a cluster of two courses that promotes integrative learning across disciplines. This new program is easier to navigate, provides increased flexibility in student scheduling, and scaffolds the curriculum so that students can choose to undertake the optional Advanced University Honors for thesis writing or applied pre-professional research projects.

University Honors Plan of Study (Years 1-2)	Advanced University Honors Plan of Study (Years 3-4)
Honors Experience #1: A student completes this requirement by taking a cluster course	Advanced Honors Experience #1: A student completes this requirement by taking an Advanced Honors courses
Honors Experience #2: A student completes this requirement by taking a cluster course	Advanced Honors Experience #2: A student completes this requirement by taking an Advanced Honors courses
Honors Experience #3: A student can complete this requirement by taking an Honors course or by successfully petitioning a co-curricular activity (study abroad, internship, campus leadership, etc.)	Advanced Honors Experience #3: A student completes this requirement by enrolling in a research methods course; or by engaging in a rigorous internship, practicum, or student teaching experience
Honors Experience #4: A student can complete this requirement by taking an Honors course or by successfully petitioning a co-curricular activity (study abroad, internship, campus leadership, etc.)	Advanced Honors Experience #4: A student completes this requirement by enrolling in a thesis-writing course; or by engaging in a rigorous internship, practicum, or student teaching experience
<i>Once a student has finished these four experiences, they can choose to complete the program; or they may elect to proceed to Advanced University Honors</i>	<i>To complete this plan of study, a student will write an Honors thesis or participate in a rigorous and integrative pre-professional experience</i>

Honors Admission

The UHP partnered closely with the Office of Admission for the Fall 2014 first-year Honors admission cycle. This included revising the application process to be administered through Admission, using only existing Miami application materials, and maintaining a highly competitive and selective process. These changes closely align with wider enrollment management and admission strategies for high-ability recruitment. The Fall 2014 first-year Honors cohort included 372 students, a 19% yield rate, and a strong academic profile: top 6% (avg. class rank), 4.29 (avg. GPA), 32.8 (avg. ACT score). The cohort is 52% female, 45% out-of-state, 5% first-generation, 15% multicultural, and distributed across divisions: 16% CEC, 6% CEHS, 3% CCA, 27% FSB, and 47% CAS. Of enrolled students, 29% indicated pre-medical intent and 16% indicated pre-law intent. Additionally, in partnership with Admission, the UHP developed and implemented a reconsideration process as well as admission processes for first-year Miami students and for students transferring to Miami in their first- or second-years. In Fall 2014, 13 first-year and 12 transfer students enrolled in the UHP.

Honors Student Progress

Through intensive advising designed to assist them to meet their Honors-related academic requirements, Honors students are making consistent progress toward degree completion. The graduating class of 2014, for example, posted a 71% four-year graduation rate (512 students entered the program in Fall 2010; 365 graduated in Spring 2014). This figure matched the four-year graduation rate for the class of 2013, which was also 71%. This progress toward graduation begins with our successful retention of students in their first year. Indeed, our first-year retention rate for the graduating class of 2017 was 100%, giving the program a four-year average of 97% first-year retention for the graduating classes of 2014, 2015, 2016, and 2017. This high retention rate suggests that the academic support that the program provides Honors students is effective at helping students to develop a sense of purpose and belonging that sustains their academic progress through to Commencement Day.

Honors Curriculum

In the 2013-14 academic year the UHP offered 203 Honors courses, more than at any time since the implementation of the Honors Plan for Liberal Education in 2010-11. The Honors curriculum continues to grow in ways that strategically enhance the needs of the program's new framework, aligned with the Global Miami Plan. In advance of the implementation of this new framework in Fall 2014, 50% of the new courses approved by the Honors Program Advisory Committee (HPAC) in 2013-14 were designed for inclusion in the Honors Clusters, which represent one-half of the total Honors experiences that students complete in the University Honors plan of study (see Table 1). The program is also conducting a review of its existing upper-level curriculum, and planning for new upper-division Honors courses, to meet the needs of those Honors students who choose to pursue Advanced University Honors.

Honors Community

National Fellowships & Awards Advising

The University Honors Program supports Honors and non-Honors students in seeking prestigious fellowships. We have a website of fellowship information and a directory. Our National Fellowship Committee reviews applications and nominates students. We recruit students directly, and via faculty and chair referrals. The Director, Associate Director Zeb Baker and Assistant Director Annie Kafoure provide advising and support as applications are drafted. We invest heavily in preparing students for Skype or in-person interviews. UHP collects, organizes and provides letters of nomination, and, depending on the

fellowship, does the final submission. We host a National Fellowships Breakfast to recognize student achievement and inform the university community of such opportunities.

Community Engagement

The UHP continued to increase its co-curricular efforts to promote engagement within the Honors community. For the first time, the UHP held an Honors Convocation, achieving an attendance rate of over 95%. This event welcomed the new Honors student cohort to the UHP; introduced UHP Staff; and provided an overview of program requirements and offerings. Within Old Manse, UHP staff collaborated with Honors students to develop a new student community room and designated office and conference rooms for Honors Student Advisory Board (HSAB). This has resulted in an increased ability for Honors students to gather, study, and socialize alongside UHP staff. Weekly, UHP staff and HSAB members invite the Honors community to meet in Old Manse for a Friday “Round-Up” event, at which intellectual and social activities take place.

Honors Student Advisory Board

UHP staff worked closely with HSAB to organize service, leadership, and social activities for Honors students. HSAB’s accomplishments include changes to its organizational structure; recruiting and retaining more than quadruple its previous membership; and offering advisory and programming activities to the Honors community, such as an Honors Formal, Geek Week, and a kick-off event at Old Manse. HSAB’s philanthropic successes include a 5K benefit run that yielded over \$1900 in donations to the Wounded Warrior Project.

Alumni Relations

The UHP has continued its past efforts to maintain an active, engaged alumni base through regular issues of its Honors alumni e-newsletter, *Honorably Speaking*, which has consistently held a 30% open rate. Several alumni have donated or asked to participate in Honors events in response.

Future Directions

Articulation Agreements

In concert with the Office of Admission, the UHP is developing articulation agreements with honors programs at community colleges throughout Ohio to increase opportunity for, and representation of, high-ability students from underrepresented groups. The first such agreement will be with Columbus State Community College, which sent nine prospective students to visit the UHP in October, for potential admission in Fall 2015. Similar agreements are being explored with Sinclair and Cincinnati State Community Colleges. The intended yield would be no more than five students from each institution every semester, for a maximum of 30 students per academic year.

Advanced University Honors

Initially, the implementation plan for Advanced University Honors will rely on existing upper-division Honors course offerings. We will create faculty development incentives for curricula that reflect interdisciplinary approaches and also work to increase faculty commitment to thesis supervision and applied pre-professional projects.

Program Review

The UHP is scheduled for Program Review with a site visit in Fall 2016. We will begin preparing the self-study in late Spring 2015 and focus on developing and refining a Strategic Plan.

BOT Student Affairs/Academic Affairs												
Forward Twenty-Four Month Agenda as of January 2015												
Agenda Item	FY2015						FY2016					
	Sep	Dec	Feb	Apr	Jun	Retreat	Sep	Dec	Feb	Apr	Jun	Retreat
Executive Sessions												
Appropriate topics, as required	x	x	x	x	x		x	x	x	x	x	
Public Business Session - Announcements												
Chair	x	x	x	x	x		x	x	x	x	x	
Student Trustees	x	x	x	x	x		x	x	x	x	x	
ASG Updates	x	x	x	x	x		x	x	x	x	x	
University Senate Updates - Executive Committee Chair	x	x	x	x	x		x	x	x	x	x	
Student Affairs Reports - Vice President for Student Affairs												
Presentations and Reports:												
VP Update - As Necessary	x	x	x	x	x		x	x	x	x	x	
Career Services and Placement				x						x		
Student Counseling and Mental Health (every two years)		x										
Student Engagement and Retention (every two years)							x					
Serving Diverse populations	x						x					
Fraternity/Sorority/Greek Affairs					x						x	
Student Wellness					x						x	
Sexual Assault Prevention			x						x			
Annual Report on Initiatives and 2020						x						x
Written Report Only:												
Student Affairs "Good News"	x	x	x	x	x		x	x	x	x	x	
Program Review/Assessment					x						x	
Academic Intervention (Rinella Learning Center Update)			x						x			
Campus Safety Data (Office of Ethics and Student Conflict Resolution)	x						x					
Student Housing Occupancy Update (HOME Office Update)	x		x				x		x			
Integrity (Joint with Academic Affairs)				x						x		
Miami Tribe/Myaamia Center (joint with Academic Affairs)					x						x	
Leadership Initiatives				x						x		
Student Engagement and Service		x						x				
Orientation and New School Year Activities		x						x				
Living Learning Communities			x						x			
Student Activities and Programming	x						x					
Year end 2020 Scorecard						x						x
Enrollment Management and Student Success - VP for EMSS												
Presentations and Reports:												
VP Update - As Necessary	x	x	x	x	x		x	x	x	x	x	
Enrollment/Scholarships Update	x	x	x	x	x		x	x	x	x	x	
Student Success/Retention Update		x						x				
Annual Report on Initiatives and 2020						x						x
Winter Term Update (EMSS, with assistance from Academic Affairs)			x							x		
Update on US President's Plan and the Ohio "Gee Report" (with Randi Thomas)	One Time Topic											
Written Report Only:												
EMSS "Good News"	x	x	x	x	x		x	x	x	x	x	
Student Debt					x						x	
Year end 2020 Scorecard						x						x
Academic Affairs Reports - Provost												
Presentations and Reports:												
Provost Update - As Necessary	x	x	x	x	x		x	x	x	x	x	
Faculty Composition and Hiring				x					x			
Academic Advising		x						x				
E-learning			x							x		
Annual Report on Initiatives and 2020						x						x
Winter Term Update (EMSS, with assistance from Academic Affairs)			x							x		
Written Report Only:												
Academic Affairs "Good News"	x	x	x	x	x		x	x	x	x	x	
International Education and Study Abroad		x						x				
Honors Program			x						x			
Accreditation Updates	x						x					
Integrity (Joint with Student Affairs)				x						x		
Miami Tribe/Myaamia Center (joint with Academic Affairs)					x						x	
Year end 2020 Scorecard						x						x
Academic Dean's/Program Director's Reports - All (except MUDEC) typically include a tour												
College of Professional Studies and Applied Sciences							x					
College of Engineering and Computing								x				
College of Arts and Science										x		
Research/Graduate School (to include Contracts and Grants)											x	
Libraries	x											
College of Education, Health & Society		x										
College of Creative Arts				x								
Farmer School of Business					x							
Luxembourg Campus (Add as appropriate, based on Dean's travel schedule)												
Other Areas												
Presentations and Report:												
Diversity Update	x						x					