

**BOARD OF TRUSTEES
MIAMI UNIVERSITY**

June 9, 2010

Minutes of the Academic/Student Affairs Committee Meeting

The Academic/Student Affairs Committee of the Miami University Board of Trustees met on June 9, 2010 in Room 104 Roudebush Hall on the Oxford campus, Oxford, Ohio. The meeting was called to order at 1:00 p.m. by Committee Chair Sue Henry. Trustees Dennis Lieberman and Jagdish Bhati were present, and Student Trustees Lindsey Bullinger and Matthew Shroder were also in attendance.

In addition to the Trustees, the following Miami staff members attended the meeting: Jeffrey Herbst, Provost and Executive Vice President for Academic Affairs; Barbara Jones, Vice President for Student Affairs; David Creamer, Vice President for Finance and Business Services; John Skillings, Special Assistant to the President for Enrollment Management; Mary Woodworth, Senior Associate Provost and Associate Vice President, Academic Affairs; Michael Dantley, Associate Provost and Associate Vice President, Academic Affairs; Susan Mosley-Howard, Associate Vice President, Student Affairs and Dean of Students; Robin Parker, General Counsel; Stephen Snyder, Secretary to the Board of Trustees; Claire Wagner, Associate Director, University Communications; Peter Miller, Associate Vice President for Auxiliaries; Larry Fink, Assistant Vice President for Housing & Auxiliaries; Lucinda Coveney, Director of Housing Contracts & Meal Plans; Lucille Hautau, Assistant to the Provost; Christopher Wilson, Associate General Counsel; Diane Delisio, Chair, Computer & Information Technology; and Susan Vaughn, Director of Ethics & Student Conflict Resolution.

Announcements

Provost Herbst announced that Laurie Koehler, Director of Admission, has resigned to become the Director of Admission at Bryn Mawr College. Vice President Jones reported that Summer Orientation for the fall's incoming class has begun and will run through the month of June. She also reported that a reception hosted by the President's Council for parents of Miami students in the Minneapolis, Minnesota area was held earlier in the week and President Hodge, Valerie Hodge (University Ambassador) and Sue Martin, Director of Career Services, attended.

Report on Admission

Dr. Skillings reported that the target for the fall class was 3,450 to 3,550 students. Applications were up modestly over last year with 167 additional applications – a new record of 16,942 (a one percent increase). He stated that the number of admitted students was about the same as last year. Currently 3,691 students have confirmed which is a 10.7 percent increase over last year. With the typical “summer melt,” Dr. Skillings predicts 3,575 to 3,600 first-year students in the fall.

Dr. Skillings reported that the yield rate increased by 2.5 points, likely due to the merit scholarship program, the improved communication flow and the improved on-campus visit programs. The quality of the class is similar to the previous year, with an

average ACT of 26.1, an average GPA of 3.6, and an average class rank of 18.6 percent. The diversity of the class is much improved with 12.57 percent of the class multicultural. Last year's class was 11.55 percent multicultural, and 9.02 percent in 2008. There are 78 more multicultural students this fall than last fall, which is a 20.8 percent increase. There is an increase in the number of Miami Access students from 203 to 228. One-third of the members of the class are out-of-state, an increase of 130 more than last year. Transfer student applications increased 15.6 percent, and about 30 more have confirmed for the fall, which is a 16 percent increase.

Dr. Skillings discussed the challenges for the year ahead. The search continues for the enrollment management person with interviews for finalists expected in July. A search for a new Director of Admission will commence later in the year. Regional recruiters have been hired for the Northeast and for California. International applications were up by 250, but did not translate into more confirmations. There is a need to advertise the new merit scholarship program which should result in the growth in numbers of applications. External consultants Scannell and Kurz will be retained again this year. The class goal for 2011 will be similar to this year, with the aim to increase the number of transfer students, grow the percentage of out-of-state students while still maintaining a commitment in Ohio, grow international confirmations and increase the percentage of multicultural confirmations.

Discussion of Class Sizes

Provost Herbst reviewed the trends in class sizes by division for Oxford undergraduate course sections for the past decade. His report is included as Attachment A. He commented that overall there has been a small increase in average class size from 2001 to 2009, while the increase in the median size of classes has been slightly less for the decade. In response to questions from Committee members, Dr. Herbst reported that there are approximately 800 tenured and tenure-track faculty members at Miami University, and approximately 100 full-time lecturers. He also noted that 60 percent of Miami classes are taught by tenure and tenure-track faculty which is a much higher percentage than the national norm.

Academic and Non-Academic Conduct

Susan Vaughn, Director of Ethics and Student Conflict Resolution, and Lucille Hautau, Assistant to the Provost, reported on the integrity initiative for both academic and non-academic student behaviors. Ms. Vaughn's report regarding non-academic conduct is included as Attachment B. Ms. Hautau reported that the database maintained in Academic Affairs for academic conduct issues and the database maintained in the Student Affairs division have been merged. Additionally, a manual designed for faculty to use in reporting cases of academic dishonesty was designed last year and has proven successful.

Student Housing Review

Larry Fink, Assistant Vice President for Housing and Auxiliaries, and Lucinda Coveney, Director of Housing Contracts and Meal Plans, presented an analysis of on-campus housing capacity and a forecast for housing assignments by student category for the 2010 fall semester. Their report is included as Attachment C.

Student Intellectual Property Rights

Robin Parker and Christopher Wilson reported on student copyright issues arising from intellectual property associated with classroom assignments and third-party classroom collaborations, (e.g., the Highwire Class). An increasing number of third-party classroom collaborations are taking place across campus with the objective of offering students “real world” and practical professional opportunities. Guidelines for corporate/class project collaborations are included as Attachment D.

Professor Rating Websites

Provost Herbst led a discussion about commercial websites that rate university professors, an alternative that has developed to institutional internal professor evaluation processes. He surmised that there is a cultural and generational gap between how professors and students view the commercial websites. He reported that very little analytic work has been done on commercial websites, while there has been extensive analytic work on course evaluations developed by universities. Committee members engaged in a lively conversation about the phenomenon.

Bachelor of Science in Information Technology, Major in Health Information Technology

Diane Delisio, Chair of Computer and Information Technology, reviewed the prospectus to establish a new bachelor’s degree on the Regional Campuses. A description of the degree is included as Attachment E. The preliminary prospectus will be sent to the Ohio Board of Regents for its review and initial approval. After the Regents’ review and approval, it will be returned to Miami for further amendment and revision and submission to the Board of Trustees for approval.

With no other business to come before the Committee, the meeting was adjourned at 3:20 p.m.



Stephen D. Snyder
Secretary to the Board of Trustees

Attachment A

Trend in Class Size by Division - Oxford Undergraduate Course Sections - Non-Independent Study
Fall 2001- Fall 2009

Division	All Course Sections									
	Average Course Section Size					Median Course Section Size				
	2001	2003	2005	2007	2009	2001	2003	2005	2007	2009
Arts & Science	32.2	33.7	31.5	32.6	33.2	24	23	23	23	24
Education, Health & Society	24.5	23.1	26.0	24.6	26.3	23	21	23	21	22
Engineering & Applied Science	22.8	22.1	21.0	22.2	22.5	24	23	23	24	23
Farmer School of Business	34.8	38.2	36.4	37.9	39.9	35	34	33	33	31
Fine Arts	25.8	23.2	26.2	27.9	28.2	16	14	16	16	17
OXFORD TOTAL	29.9	30.4	30.0	30.7	31.8	24	23	24	23	24

Division	100-200 Level Course Sections									
	Average Course Section Size					Median Course Section Size				
	2001	2003	2005	2007	2009	2001	2003	2005	2007	2009
Arts & Science	37.5	39.4	36.6	38.2	38.3	26	25	25	24	25
Education, Health & Society	26.2	24.1	28.9	26.5	29.5	24.5	23	25	21	24
Engineering & Applied Science	26.4	23.5	23.4	25.7	27.0	24	23	24	24	29
Farmer School of Business	40.4	46.6	45.7	51.1	43.8	38	38	39	39	32
Fine Arts	33.1	29.6	34.9	32.6	34.5	20	17	19	16	18
OXFORD TOTAL	34.3	34.9	34.8	35.6	36.4	25	24	24	24	25

Division	300-400 Level Course Sections									
	Average Course Section Size					Median Course Section Size				
	2001	2003	2005	2007	2009	2001	2003	2005	2007	2009
Arts & Science	19.9	21.1	21.3	20.7	21.9	18	19	19	19	20
Education, Health & Society	21.8	21.7	22.7	21.8	22.1	25	21	21	20	21
Engineering & Applied Science	16.4	19.2	17.0	17.1	17.0	21	16	15.5	17	16
Farmer School of Business	31.9	33.6	30.9	30.3	36.5	33	30	30	29	30
Fine Arts	14.1	12.1	12.5	18.0	16.5	12	10	11	16	14
OXFORD TOTAL	23.0	23.2	22.8	22.6	24.1	22	21	21	21	21



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Oxford, OH 45056-3629
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Miami University Integrity Initiatives 2005-2010

During the 2005-2006 academic year Miami's *integrity initiative* was begun. Over the course of the next five years action steps were taken toward increasing student integrity on campus. Much of the focus has been on student academic conduct, but the conversations have centered as well on student behavior outside the classroom. During the two-year period, 2006-2008 Miami participated in the Association of American College and Universities (AAC&U) Core Commitments Project: *Educating Students for Personal and Social Responsibility*. The purpose was to develop an "infrastructure for cultivating a responsible and intellectual college life" ultimately fostering a progressive education on integrity and its practice in students' academic lives as well as their lives outside the classroom. This approach to fostering student integrity is in keeping with Miami's tradition of student affairs, academic affairs collaboration in fostering student intellectual and personal development.

A comprehensive set of actions intended to raise student integrity have been implemented at Miami and these include:

- Greater emphasis on student honesty during summer orientation (2006-present)
- Discussion groups with first-year students during First Year Institute (2008-present)
- Revision of the academic dishonesty policy (implemented 2009-2010)
- Merger of academic and non-academic policy violations (2009-2010)
- On-line integrity seminar for academic and non-academic dishonesty violations
- Creation of an academic integrity website www.muohio.edu/integrity (2009)

University Senate has been overwhelmingly supportive of the university-wide initiatives. The Office of Ethics and Student Conflict Resolution and the Office of the Provost have established a collaborative working relationship. A shared database allows for the recordkeeping of both academic and non-academic dishonesty violations. Assessment of the integrity programs and policies will be ongoing and appropriate benchmark measures established in the coming academic year.

6/2010

Miami Housing is Comprised of:

- **7,310 Available Beds in 35 Residence Halls and 6 Apartment Buildings (temporary spaces not included)**
 - 3,545 beds for first year students
 - 3,765 beds for second, third, and fourth year students (including new Transfer students)
- **Hall Designations**
 - 13 First-year halls
 - 15 Upper-class halls
 - 7 Mixed First-year and Upper-class
 - 6 Apartment buildings for Upper-class students

Forecast Resident Percentages

- First year – 48.5% = 3540
- Second year – 35% = 2587
- Third & Fourth year – 13% = 930
- Transfer – 3.5% = 250

- **First-year Residents**
 - Female 55%
 - Male 45%

- **Upper-class Residents**
 - Female 58%
 - Male 42%

Current Count & Forecast for Fall 2010

Student Group	Current Count	Forecast Increase (Decrease)	Expected for Fall 2010 Move-in
First-Year	3,634	(94)	3,540
Second-Year	2,717	(130)	2,587
Third and Fourth-Year	995	(65)	930
Transfer (Includes Regional Campuses)	160	90	250
No Shows & Withdrawals		(50)	(50)
Total	7506	(249)	7,257
Available beds without the use of temporary space:			7,310

Temporary Accommodations

Type of Accommodation	Available Beds
Newly constructed Quads in Havighurst	12
Available suite-style rooms	12
Improved Hepburn space	14
Resident Assistants' accepting roommates	115 Potential / 44 Used Fall 2009

GUIDANCE FOR CORPORATE/CLASS PROJECT COLLABORATIONS

Miami University has been a leader in establishing educational collaborations with business entities (both profit and non-profit) where the business entity submits a “real-world” problem for a classroom analysis. These collaborations are very beneficial to all the parties involved:

- (a) the business entity receives a creative, professional quality analysis of the problem;
- (b) the students get practical experience working on a real issue; and
- (c) the department/program receives funding from the business entity for the class’ analysis.

However, these collaborations contain numerous legal issues which need to be considered and resolved *prior* to the start of the class project. **PLEASE NOTE THAT EACH OF THESE PROJECTS MUST RECEIVE CHAIR AND DEAN APPROVAL PRIOR TO A CONTRACT BEING SIGNED BY THE OFFICE OF THE VICE PRESIDENT FOR FINANCE AND BUSINESS SERVICES.**

Set forth below are a discussion of the key legal problems. In an effort to facilitate resolving these issues, we have attached a copy of a standard collaboration agreement which should be utilized for these types of projects:

- **Notice to the Students:** Because the students are individually required to sign a contract with the business entity, it is important to provide notice to the students about the terms of the agreement as early as possible. Practically speaking, a copy of the agreement should be attached to the class syllabus. Early notification allows the student to understand that the agreement is a class requirement and that he/she must opt-out of the class if the terms of the agreement are unacceptable.
- **Confidentiality:** Businesses commonly require their service providers to sign a confidentiality agreement (sometimes referred to as a Nondisclosure Agreement or an “NDA”). An NDA prohibits the service provider (*e.g.*, Miami) from disclosing any information received by it to any third-parties. An NDA presents two problems to Miami:
 - (1) As an Ohio state university, Miami is subject to the Ohio Public Records Act (the “Act”), which designates many of Miami’s records (including records received from third-parties) as public records available to anybody upon request. Miami can only agree to restrict access to those records which are exempt from disclosure from the Act. Miami can agree that “trade secrets” are exempt, but the definition of “trade secret” is typically narrower than the definition of “Confidential Information” in most NDAs.
 - (2) Miami is not responsible for the actions of its students. If Miami signs an NDA, the students are not bound to it. This may not be readily obvious to businesses, and may be resolved by having each student sign a confidentiality agreement. However, if a student signs an NDA, the student should understand that they are *individually* liable for breaching it.

- **Copyright:** Businesses typically want to own the copyright to material produced by a class project (*e.g.*, marketing designs, analysis, etc.) However, pursuant to MUPIM 15.6.B, each faculty, staff and student of Miami generally owns the copyright to their own work. This means that the students who are providing services through these class projects can argue that they own the copyright to their work-product. This issue is further complicated by the fact that these class projects typically involve student-teams which blurs the line between copyright ownership among the students. These issues may be resolved by having each student sign an agreement, at the beginning of the class, which transfers all ownership in the work-product to the business client.
- **Patent:** Pursuant to Section 3345.14 of the Ohio Revised Code, Miami owns all discoveries and inventions (including associated patents) resulting from research or investigation conducted in any facility of Miami. Pursuant to MUPIM 15.6.C.5, there is a royalty split between Miami and the inventor. However, the standard agreement attached to this guidance would give the patentable inventions to the business client. Therefore, if there is a possibility that a patentable invention may result from a project, then you should contact the General Counsel's Office to discuss options.
- **Warranties:** When businesses pay for services, they typically want to be assured that the deliverables are going to be of sufficient quality to justify the expenditure. However, because this is a student-project, Miami cannot provide any warranties regarding the quality of the work. Businesses need to be advised at the beginning of a classroom project that students are producing the project and that Miami will not be providing any warranties regarding the products.

Questions regarding these issues should be directed to the Office of General Counsel at 513-529-6734.

A copy of the standard corporate/classroom project agreement can be found here:

OHIO BOARD OF REGENTS

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APPENDIX "A"

GUIDELINES – PRELIMINARY PROSPECTUS

A. Indicate the title of the proposed program and indicate whether it is a new degree, a new degree program, or the modification of an existing program.

Title of proposed program: *Bachelor of Science in Information Technology, major in Health Information Technology.* This is a new degree program for Miami University. The BS in Information Technology does exist in the State of Ohio but no degree of this title has been previously offered at Miami.

This program would be a bachelor's completion degree delivered at Miami's regional campuses by the Computer and Information Technology (CIT) department and would provide upper level courses and a minimum of 64 credit hours for students who have earned an associate degree.

B. State the rationale for initiating this action.

There are three primary influences that serve as the rationale for initiating this new degree program.

First, The Computer and Information Technology Department is an educational partner in large regional collaborative project - a \$4.9 million grant led by Cincinnati State. The main goal of the grant is to fund the education and training of the unemployed, under-employed, and incumbent workers who need education in a healthcare career path. The role defined for Miami's regional campuses and the CIT department is to develop a bachelor's completion degree program in Health Care IT, which will provide an educational path to a bachelor's degree for Ohio residents with an associate degree in a health-related field or an associate degree in a technology-related field.

Second, the State of Ohio has recommended that regional campuses of state universities concentrate more on delivering upper division courses and bachelors degree programs, while community colleges offer the first two years of general education and specialized associate degrees. Institutions are encouraged to work cooperatively so that community college courses and programs articulate to university programs. The CIT Department and Miami's regional campuses plan to embrace and implement this approach by developing this bachelor's degree program in coordination with the grant led by Cincinnati State.

And third, a very significant force is the national focus on healthcare and technology that will only grow in future years to the point that technology to support health care will become the norm in all organizations. In the 21st century, technology is in almost every part of our lives and processes such as communication, banking, retail shopping, and many others are now infused with technology. Based on mandates from the federal government (including stimulus money), the next major area to undergo a transformation with technology will be health care. A quick scan of internet sites and traditional publications shows serious discussions around many issues related to Health Care and Technology including the extent to which technology will be needed in health care settings and predictions of the current and future need for Health IT professionals:

Health IT Jobs Outlook Bright

The health IT sector will spawn 50,000 to 200,000 jobs between now and 2015, survey says.

By Antone Gonsalves InformationWeek February 12, 2010 09:43 AM

Health IT Gets \$1 Billion In Federal Funding

The money will go toward health information exchanges, training, and support for health IT deployment.
By J. Nicholas Hoover InformationWeek February 12, 2010 12:50 PM

HHS preparing to award \$50M for Health IT Research Center

HITRC will work with regional extension centers to promote health IT
By Alice Lipowicz <http://fcw.com/Home.aspx> Jan 26, 2010

The importance of Health IT is strongly supported by the U.S. Government and one clear indicator is the creation of the Office of the National Coordinator for Health Information Technology. The following provides a description of the position and Health IT efforts:

The Office of the National Coordinator for Health Information Technology (ONC) is at the forefront of the administration's health IT efforts and is a resource to the entire health system to support the adoption of health information technology and the promotion of nationwide health information exchange to improve health care. ONC is organizationally located within the Office of the Secretary for the U.S. Department of Health and Human Services (HHS).

ONC is the principal Federal entity charged with coordination of nationwide efforts to implement and use the most advanced health information technology and the electronic exchange of health information. The position of National Coordinator was created in 2004, through an Executive Order, and legislatively mandated in the Health Information Technology for Economic and Clinical Health Act (HITECH Act) of 2009.

http://healthit.hhs.gov/portal/server.pt?open=512&objID=1200&parentname=CommunityPage&parentid=4&mode=2&in_hi_userid=10741&cached=true

In 2009, Dr. David Blumenthal was appointed as the National Coordinator for Health Information Technology. In August 2009, he described his role and the importance of the mission of Health IT.

Electronic Health Records and the 21st Century Health Care System

August 19, 2009

A Message from Dr. David Blumenthal, National Coordinator for Health Information Technology

In my role as National Coordinator for Health IT, I have the privilege to be part of a transformative change in health care that will help to extend the benefits of health information technology (HIT) to all Americans. With the passage earlier this year of the Health Information Technology for Economic and Clinical Health (HITECH) Act, we have the tools to begin a major transformation in American health care made possible through the creation of a secure, interoperable nationwide health information network. Of course, this system is not an end in itself. Rather, it will enable countless other improvements in the quality and efficiency of health care that will make Americans healthier and their economy stronger.

http://healthit.hhs.gov/portal/server.pt?open=512&objID=1327&parentname=CommunityPage&parentid=13&mode=2&in_hi_userid=11113&cached=true

C. Provide information regarding the relationship of the proposed program action to the overall mission of the institution. Indicate whether the program is part of an ongoing traditional mission, or related to current strategies for modifying or redirecting institutional objectives.

The proposed action to create a bachelor's completion program in Information Technology, major in Health Information Technology supports both the ongoing mission of Miami's regional campuses and current strategies that redirect our objectives at the state and university level. Miami's regional campuses serve the region and its citizens and we fulfill part of our mission by providing educational opportunities in selected areas. The area of Health Care IT fits into national needs (as described above) and will serve regional needs in the many hospitals, insurance companies, and doctor's offices in the area. In addition, this program redirects institutional objectives – encouraged by the State of Ohio – for

regional campuses of state universities to provide more upper division courses and bachelors degree opportunities.

D. Indicate the proposed implementation date for this action.

Our proposed implementation date (first students admitted) is Fall 2011.

E. Indicate the department(s) or other organizational unit(s) responsible for the specific changes.

The Computer and Information Technology Department (CIT) is directly responsible for the development and implementation of this program. This department is located exclusively on the regional campuses of Miami University in Hamilton and Middletown, Ohio. The campus Deans and Associate Deans at each regional campus are involved in the review of this program. In addition, the CIT department is academically located within the School of Engineering and Applied Science (SEAS), and this group is responsible for review and approval of the proposed curriculum. Ultimately, the Council of Academic Deans, the Provost, and Miami University Senate (representing the entire university) will also evaluate this proposal and decide on approval.

In addition to the approval process mentioned, the Nursing Department at Miami is assisting us. This department is also located at the regional campuses and within SEAS and as such, is a natural partner. They are currently providing advice and input as we design the curriculum, and may be developing a new course for the degree program.

F. Describe the program in catalog style, including each concentration or option. (If this program is a modification of an existing program, indicate the specific changes).

Catalog Description: The Health Information Technology (HIT) program is a bachelor’s completion degree that addresses the technology and processes used by health care providers and related organizations. The program includes instruction in the technology used to acquire and direct the flow of information between the clinical, administrative, and financial systems in the healthcare industry as well as general principles of information technology. Students will obtain a strong background in technology including database, problem-solving, systems analysis, and project management skills. The bachelor’s completion degree in Health Information Technology is designed for students with an associate degree in a health-related or a technology-related program.

The curriculum is still in development and we are continuing discussions with both health care professionals and health IT professionals on specific courses. As indicated below, we will design two paths based on the type of background education, with a core set of courses that all students will take.

Courses for students with a “healthcare” background	Courses for students with a “technology” background
<p>Foundational IT courses – approx 24 hours May include: IT fundamentals I and II, Intro to programming, database development, IT ethics, HCI, systems analysis and design.</p>	<p>Foundational health related courses – approx 24 hrs May include: anatomy and physiology, medical terminology, medical coding, chemistry, elementary microbiology, human heredity , epidemiology.</p>
<p>Courses for ALL students – approximately 39 hours</p>	
<p>May include: Technical writing, statistics, project management, network assurance and security, “advanced” database, organizational communication, research methods, health-care systems and culture, health care informatics, global and strategic issues in IT, health IT I, health IT II, collaborative system development and integration (capstone).</p>	

G. Provide details regarding the source of students. Provide estimates of the numbers of students (FTE) expected to enroll in the proposed program over the next four year period. Indicate whether these will be current students or new students, and how many are estimated to be full-time and/or part-time.

We developed a survey that was sent to current students to determine the level of interest in a program focused on health care and technology. We sent out approximately 1600 surveys to Miami University regional campus students in associate degree programs in Computer and Information Technology, Computer Technology, Nursing, Business Technology, Engineering Technology, and those that were undeclared. We recently sent the survey to Sinclair Community College and Cincinnati State, asking them to distribute it to their students. The majority of the responses below (total as of 4/1/10 was 68) are from Miami regional campus students.

Selected questions - 68 responses

	No interest	Some interest	Strong interest
I would like to pursue a career in Health Information Technology.	12 (17.65%)	32 (47.06%)	24 (35.29%)
I would like to pursue a career in any kind of Information Technology.	14 (20.59%)	33 (48.53%)	20 (29.41%)
I would be interested in a Bachelor's degree in Health Information Technology.	13 (19.12%)	28 (41.18%)	27 (39.71%)
I would pursue a Bachelor's degree in Health Information Technology if one were offered on the Miami University Hamilton and Middletown regional campuses	14 (20.59%)	28 (41.18%)	26 (38.24%)

Based on the survey results and expectations of attracting students from Cincinnati State through the grant and additional students from Sinclair, we conservatively estimate the following enrollment.

NOTES:

- Numbers in each year are **not** cumulative, but represent newly enrolled students each year.
- Most regional campus students are part-time students. It is very difficult to accurately predict full and part time students.

Estimates of number of students expected to enroll – 4 year span

	2011-2012	2012-2013	2013-2014	2014-2015
Current students (currently at Miami)	15	10	10	10
New Students (non-Miami students)	20	30	40	50
Total estimated headcount	35	40	50	60
Estimated FTE	20-24	23-27	29-33	35-39

H. Indicate the availability of other such programs within a fifty mile radius.

In our survey of our programs, we have only found one other related bachelor's degree program in the region: **University of Cincinnati, College of Applied Science** offers a Health Informatics option within the Information Technology Degree Program. It consists of 27 quarter hours in nine courses that are outside of Information Technology. Besides nine credits of Anatomy and Physiology, which Information

Technology majors would not typically be required to take, the Healthcare Informatics courses are taught by faculty in the College of Allied Health Sciences. From the curriculum perspective, the Healthcare Informatics courses use all of the free electives in the Information Technology major. This major *would not be at all possible for those possessing an associate degree in a health-related area* to complete a bachelor's program in 2 years, 64 semester hours, or 80 quarter hours. There is no provision in this program for those educated in health care to add on the Information Technology knowledge. Rather, this program adds a specialty to the Information Technology major only.

A related program that sounds similar but is quite different from what is proposed here is also offered by **University of Cincinnati, College of Allied Health Sciences**. This division offers a B. S. in Health Information Management completion program, totally on-line. Students must possess a Health Information Technician degree from a program accredited by the Commission on Accreditation for Health Informatics and Information Management Education to enroll in this program at UC. The only programs in this area are at Sinclair Community College (on-line), Cincinnati State and Technical College, and National College in Kettering, OH. None of these programs described an Information Technology component or any technical skills beyond that of an end-user of specialized software.

I. Describe the impact this proposed program will have on facilities, faculty, and support services.

Facilities: Miami University Hamilton and Miami University Middletown regional campuses have full computer support services including computer classrooms, open labs where student can complete work, and laptops available for check-out. Should the program have the enrollment we anticipate, an additional computer classroom may need to be created. However, this program alone is not likely to require additional space. Rather additional computer classrooms would be identified by increased campus need.

Faculty: This program will have a major impact on the faculty teaching in the department. The faculty members in the CIT department have a background in computer technology, but not healthcare. Health Information Technology represents a new area of expertise. While not all faculty need to become experts in Health Information Technology, several will be responsible for offering the courses related to the new curriculum, or updating existing courses to include some healthcare applications. For several faculty members within the department, retooling will be essential. This will be accomplished initially by funding from the grant with Cincinnati State, and as we move forward, through selected course release time and applications for internal Miami grants.

The Computer and Information Technology department is uniquely positioned to succeed in this endeavor. The CIT department is located in the School of Engineering and Applied Science (SEAS) and the department of Nursing is in the same division. Nursing and CIT have been working together since the Fall of 2009 to design this Health Information Technology program. Synergy between nursing and computing is present, courses such as Health Care Informatics already exist, and cooperation and collegiality has been and will continue to be the prevailing approach.

Support Services: Both regional campuses have support services (admissions, records and registration, student services, disability services, etc) in place for their existing academic programs. Unless the increased enrollment is very substantial, the services currently in place for each regional campus are sufficient.

J. Estimate total costs, over and above current levels of operation, associated with this proposed program during the next four years.

The additional associated costs for this program fall into two different categories: start-up funds and the hiring of a new faculty member. Miami University is one of the twelve sub-partners of a \$4.9 million

Department of Labor grant led by Cincinnati State. **Each item shown below with ‘*’ is a cost that will be paid with grant dollars.** Year one and two represents the bulk of the development work for the new program. New curriculum and courses will need to be designed well in advance so that the appropriate paperwork can be routed through the university and state system. The bulk of the dollars spent will be focused on stipends and release time for faculty to both develop the program and gain expertise in this new area. All dollars spent in 2010 and 2011 are supported through the grant. We included the hiring of a new faculty member to occur in year three. We expect that by year three, the program will have achieved a high enough enrollment that the expenses incurred by the hiring of a new faculty member would be off-set by the increased enrollment. We expect that the first year the program is offered (2011-2012) we could offer the necessary courses with existing CIT faculty and selected part-time faculty working as Health IT professionals. If funds permit, we would like to move up the hiring of the new faculty member to year 2 (2011).

DRAFT PROPOSED BUDGET

Year 1 (2010)

*Hire part-timers to allow full-time faculty to develop new courses	15K
*Summer salaries, wages, fringe benefits for course & program development	15K
*Health IT Consultants	15K
*Travel	5K

Year 2 (2011) – Implementation of the program – first students enrolled:

*New software	50K
Software maintenance	~5K
*Hire part-timers to allow full-time faculty to develop new courses	15K
*Summer salaries, wages, fringe benefits for course & program development	15K
*Marketing	5K

Year 3 (2012):

*Hire part-timers to allow full-time faculty to develop new courses	15K
*Summer salaries, wages, fringe benefits for course & program development	15K
*Marketing	5K
Software maintenance	~5K
New full-time faculty member (first year)	100K

Year 4 (2013)

Full-time faculty member (same person as in year 3; continuing)	100K
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(Each item shown with ‘’ is a cost that will be paid with grant dollars.)*

OTHER COMMENTS:

In researching information on health IT programs we have come across many that are labeled as Health Informatics programs. We have consciously chosen not to use that term as we feel it does not apply to the goals, purpose, and content of the program we are pursuing. We designing a program that combines the traditional characteristics of Information Technology (select, create, apply, integrate and administer computing technologies and systems), but grounds this knowledge in health care settings. From our discussions with Health IT professionals, they want IT professionals that truly understand the content area and culture of health care very deeply, and do not want to hire “generic” IT professionals and train them as other types of organizations do. Some have told us it is more effective to educate a healthcare-trained person in IT while others prefer to educate an IT person in healthcare. The program we are pursuing provides a path for each background.

Health Informatics programs do have some overlap with what we are proposing, but also seem to move beyond the topics of Health IT to address more complex health-related areas in Health Informatics Policy, Knowledge and Data Management, Business Process Administration, Research into specific areas (such as the genome) or Management in health care organizations. Many informatics programs are also at the master's level.

ADDITIONAL COMMENTS

The following comments were provided by two Health IT Professionals who have worked with our department as we developed this degree program and informed much of our work. They are both new and valuable members of the Business and Industry Advisory Council for the Computer and Information Technology Department.

- D. David Morgan, Chief Security Architect, Information Technology, Premier Health Partners
- Susan Melton, IT Director, McCullough-Hyde Memorial Hospital

What skills do you think will be needed by IT professionals working in organizations that deal with health care?

DM: IT skills in the area of systems design, database design, business intelligence, are still very important as we look beyond just the fundamentals of programming. In addition to the IT skills, however, the understanding of healthcare as a business, including a fundamental knowledge of the medical jargon provides individuals with the ability to discuss the how technology can make the healthcare professional's job easier.

SM: Ability to communicate across the various disciplines (radiology, lab, financial, clinical, building services, etc.). Strong database knowledge - Healthcare is about capturing patient data to ensure the best outcome.

What do you see as the demand for professionals educated in healthcare and technology?

DM: With the current incentive and requirement to automate and improve patient safety over the course of the next 3-4 years, the demand will remain high for skilled and knowledgeable individuals.

SM: If we want to further develop applications and continue to improve processes, then the builders and maintainers of these systems need to have a thorough understanding of the clinical disciplines, as well as IT. Without the complementary knowledge, you have processes and systems which are only half as efficient as they could be. These new professionals could seek positions as: Clinical Analysts, Informaticists, Systems Analysts, Health Information Systems Administrators, System Designers, HealthCare IT Management, Electronic Medical Records implementation Specialists, Consultants, in settings such as Hospitals, Clinics, and Corporations which develop applications for use in Healthcare environments.

Can you identify your organization's greatest need in IT?

DM: Our organization continues to have a need to fill IT positions as the marketplace scrambles looking for skilled IT professionals to implement Electronic Medical Record systems. We also look to other IT service providers to meet our organization's needs for staff and/or to help reduce the cost of IT to the organization. Highly specialized resources in database, analytics, and the combined business process improvements and IT knowledge are some key areas that we look to outside resources to augment existing staff.

SM: I would say our greatest need is thorough understanding of clinical processes to enable us to align our goals and plans to fit the business needs of the HealthCare institution.