



MIAMI
UNIVERSITY
OXFORD OHIO

ACCREDITATION

Self-Study Report

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Accreditation Steering Committee

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Gratefully,

Accreditation Steering Committee

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CHAPTER 1 INTRODUCTION



As it approaches its bicentennial, Miami University is a complex, state-assisted institution with a proud heritage, distinctive mission, substantial record of accomplishment, and vision for the future.





Miami University welcomes this opportunity to share the results of an intensive, two-year self-study project with the university community, as well as with Miami's friends and supporters, other constituencies, and the North Central Association's Higher Learning Commission.

The occasion for this self-study is Miami's decennial reaccreditation review by the Higher Learning Commission. Reaccreditation is necessary for the university to maintain the eligibility of its students for federal grants and loans, along with the recognition of its degrees by employers, other institutions of higher learning, government agencies, professional licensing boards, and similar organizations. Equally important, the reaccreditation review offers Miami an opportunity to celebrate its achievements, reflect on its challenges, and identify ways it can continue the upward trajectory that has marked the past several decades.

An Overview of Miami University

As it approaches its 200th birthday in 2009, Miami looks back at a long and distinguished history. Chartered by the Ohio General Assembly in 1809, the university offered its first classes in 1824 in the village of Oxford, located at the southwest corner of the state. By 1829, it had grown to 250 students, making it the fourth largest university in the nation, following Harvard, Yale, and Dartmouth. The Civil War depleted the student body, and Miami closed entirely as a result of the nationwide Panic of 1873. When it reopened 12 years later, Miami was still an all-male school. Miami admitted its first women students with the opening in 1902 of the Normal School, which became the present-day School of Education and Allied Professions. Other major additions to the curriculum occurred with the inauguration of the School of Business Administration (1927), School of Fine Arts (1929), School of Applied Science (1959), and School of Interdisciplinary Studies (1974).

Miami extended its offerings beyond Oxford during the 20th century. Having conducted extension classes for many years, it collaborated with Ohio State University to create a joint campus in Dayton in 1964. Three years later, that campus became Wright State University. Miami established its own regional campus in Middletown in 1966, adding a second in Hamilton in 1968. That same year, it opened a European Center in the Grand Duchy of Luxembourg.

After offering graduate courses and programs in various forms since the early 19th century, Miami opened a separate Graduate School in 1947.¹ In 1964 it received approval from the Ohio Board of Regents to inaugurate the Ph.D. in 10 fields. Currently offering doctoral programs in 11 fields that award a total of about 50 doctorates a year,² Miami is classified in the Carnegie system as a "Doctoral-Intensive University," distinguishing it from institutions that offer no doctoral studies and also from Doctoral-Extensive Universities, which

¹ Early History of Graduate Education at Miami University (Resource Room 1-1).

² Appendix 1-1: Current Doctoral Programs; Number of Doctorates Awarded 1995–2004.

Figure 1-1 Oxford Headcount Enrollment for 1995-2004

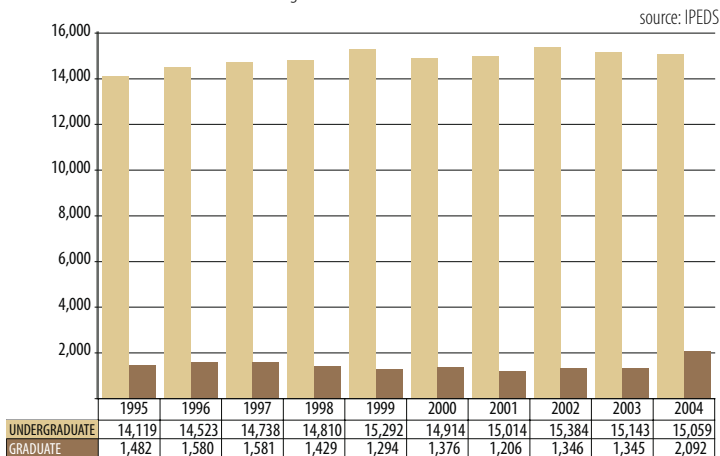


Figure 1-2 Middletown Headcount Enrollment for 1995-2004*

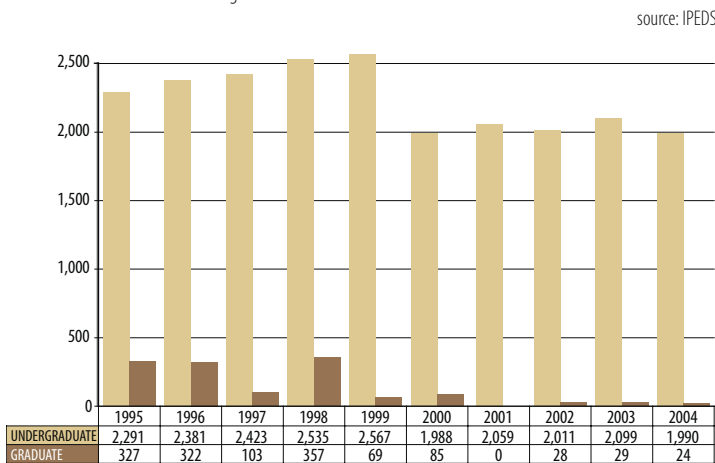
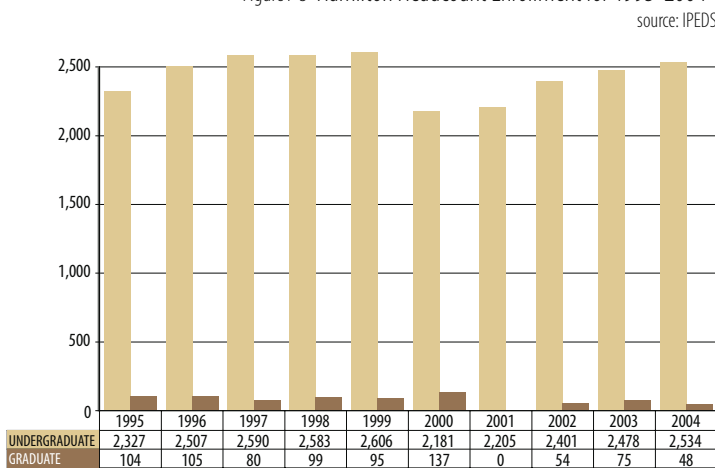


Figure 1-3 Hamilton Headcount Enrollment for 1995-2004*



*The apparent enrollment drop in 2000 does not reflect a reduction in the number of students served. In 2001 we began counting students taking classes at both regional campuses in the headcount of only one.

include such institutions as Harvard, the Ohio State University, and the University of California at Berkeley.

Since the 1980s, Miami has chosen to maintain enrollment at the Oxford campus at about 16,000 students. At present, approximately 14,500 are undergraduates and 1,500 are graduate students (Figure 1-1). At the regional campuses, enrollment increased steadily for most of the past decade, leveling off in the past three years at a total of approximately 4,000 (Figures 1-2, 1-3). In addition to the university's 11 doctoral programs, the Oxford campus offers 107 bachelor's and 52 master's degrees. The regional campuses offer two bachelor's degrees, 12 associate degrees, and eight certificate programs.³

Extending its long history of offering undergraduates a liberal education, Miami put its current liberal education requirement, called the Miami Plan for Liberal Education, into effect for the entering class of 1993.⁴ Described more fully in Chapter 6, the plan has three elements: a foundation requirement involving 12 courses that foster a breadth of learning by introducing students to ways of thinking in five major domains of knowledge, a thematic sequence designed to provide students with both introductory and advanced work in a field outside their major, and a capstone course that enables them to integrate significant elements of their baccalaureate studies. All Miami Plan courses are guided by four principles, which are also incorporated in many courses outside the plan: thinking critically, understanding contexts, engaging with other learners, and reflecting and acting. Commitment to the Miami Plan extends across the full range of the university's programs, from those in the traditional liberal arts areas of the Humanities, Social Sciences, and Natural Sciences to professional studies in Business, Education, and Fine Arts. The plan's elements are included not only in all bachelor's programs, but also in appropriate ways in all associate degree and certificate programs.

Miami's selective bachelor's degree programs attract a highly talented student body. In fall 2004, 37% of Oxford's 3,492 first-year students were in the top 10% of their high school class. Sixty-two percent scored 26 or above on the ACT (SAT equivalent: 1180), well above the national average. While in high school, 91% performed community service, 78% participated in Advanced Placement or International Baccalaureate Classes, and 50%

³ Appendix 1-2: Current Associate, Bachelor's and Master's Degrees, Plus Certificate Programs.

⁴ www.units.muohio.edu/led.

joined the National Honor Society. Miami drew two-thirds of the incoming class from Ohio. The other one-third came from 38 other states and 12 foreign countries. More than 9% were multicultural students.⁵

Although the variation in mission and admission requirements among the graduate programs precludes use of a single set of data concerning the qualifications of students in Miami's master's and doctoral programs, the graduate student body overall is also very capable and well-prepared. For instance, graduate students in Psychology earned an average undergraduate GPA of 3.82 and achieved an average composite GRE score of 1300. The 17 students who began graduate studies in Psychology in fall 2004 were selected from 211 applicants (one out of 12). Where the student body has not been as qualified as Miami desires, the issue is addressed decisively. For example, the university suspended the MBA program in 2004 so that it could be redesigned to attract a more talented student body; the redesigned program will open in 2006.

Throughout the decade since Miami's previous reaccreditation review, the Oxford campus has maintained a consistently high six-year graduation rate of approximately 80%. In 2003 (the latest year available), this rate was seventh highest among the nation's major public universities and well above the national average of 63%. In 2004, the Education Trust featured Miami among a half dozen "high-performing" institutions in its report on graduation rates.⁶ The same year, Miami was asked to provide expert testimony on best practices concerning retention to the U.S. House of Representatives' Committee on Education and the Workforce.

National Recognition for Educational Achievement

Independent appraisals of Miami's effectiveness have come from many sources. The national Documenting Effective Educational Practices project (DEEP) provides independent evidence attesting to the effectiveness of Miami's educational programs. Jointly sponsored by the American Association for Higher Education (AAHE) and the National Survey of Student Engagement (NSSE), the DEEP project identified Miami as one of 20 colleges and universities nationwide that succeed in producing higher-than-predicted scores on five "clusters" or benchmarks of effective educational practices and higher-than-expected graduation rates. A DEEP research team has studied Miami's practices and issued a report that will serve as one basis for a NSSE monograph and other publications.⁷ Details from NSSE data and conclusions of the DEEP report on Miami are discussed in other chapters of this self-study.

Other accolades for Miami's success in preparing students for successful careers and lifelong learning include the following:

- In 2004 *U.S. News & World Report* ranked Miami as number 22 on its list of top 50 public doctoral universities.
- The *Fiske Guide to Colleges 2004* recognized Miami's academic strength by awarding Miami 4.5 stars (out of a possible five-star ranking) for academics.

⁵ Appendix 1-3: Profile of Miami-Oxford's 2004 Entering Class.

⁶ Education Trust Report (Resource Room 1-2).

⁷ DEEP Report (Resource Room 1-3).

- Kaplan Publishing's *The Unofficial, Biased, Insider's Guide to the 320 Most Interesting Colleges* (2004) recognizes Miami as one of the country's top schools that are "hot and trendy," "offer the best value for your tuition dollar," and "have the most beautiful campus in a suburban or rural setting." The rankings are based on a survey of guidance counselors at public and private high schools.
- The *Kaplan-Newsweek College Catalog 2002* identified Miami as one of 27 "hidden treasures—terrific schools that deserve more national recognition" and as one of 70 schools that "offer the best value for your tuition dollar."
- Miami was named one of 30 schools in the United States that offer "an education comparable to that at Ivy League universities at a fraction of the price" in the book *The Public Ivies: America's Flagship Universities* (2001).

Miami's ranking in the *U.S. News & World Report's* list of the top 50 national public universities is especially significant because it recognizes Miami's leadership among institutions with its distinctive mission. The list included only four institutions classified as doctoral intensive: the College of William and Mary (6), Miami (25), SUNY College of Environmental Science and Forestry (35), and Michigan Technological University (48). Thus, along with William and Mary, Miami is one of only two doctoral-intensive liberal arts universities among the top 50 national doctoral public institutions.

Major Developments Since 1995

In contrast to the 10 years preceding Miami's previous reaccreditation review, the past 10 years have seen significant turnover in its administrative leadership. Throughout this period, Miami has been led by the same president, James C. Garland. However, we have had two provosts and two interim provosts, as well as at least one change of dean in every academic division plus a change of executive director at our Hamilton campus. Since 1995, we have welcomed a new vice president in all non-academic divisions. Many who left us have done so in order to take more advanced positions. For example, both provosts and one dean have become presidents of other institutions of higher learning.

Partly as a result of the energy and ideas brought by our new leaders, partly as a legacy of the leaders who left us, and partly as a result of the abiding aspirations of our faculty, staff, and students, Miami has instituted many changes in the past decade aimed at boosting Miami to higher levels of achievement in all areas of university operations. For example, to enrich its academic programs, the university has expanded the theme learning communities, which are selected by 75% of first-year students, with 65% accommodated; revamped the Honors Program; created an Integrated Arts Program; and made many other enhancements described in other sections of this report. Among other improvements, the Student Affairs Division has

expanded its multicultural programs and further developed its leadership programs, and the Finance and Business Division has instituted a new, Oracle-based database system and created a 20-year building plan, already being implemented, that will improve educational, research, and student facilities. The University Advancement Division has expanded its staff, created a membership alumni/ae association, and launched a capital campaign with a working goal of \$300 million, more than three-quarters of which will be directed to student financial aid and to support for teaching and research. The university has also greatly improved computing support for teaching and research, and it has created a new vice-presidential division, Information Technology. In addition, this year Miami has begun searching for professors to fill the first 10 of 50 new faculty lines that will be added in order to reduce class size and enhance its research productivity.

Among these and the many other changes made in the past 10 years, two are especially important to Miami's long-term efforts at continuous improvement: the First in 2009 Initiative and the new tuition and scholarship plan.

First in 2009 Initiative. In 2001, the President launched a strategic plan called the "First in 2009" initiative, which has the following vision:⁸

By its 200th birthday [in 2009], Miami University will be the leader in the nation among public universities having a primary emphasis on undergraduate education and also having significant graduate and research programs.

To realize this vision, Miami University must be a vibrant, energetic, forward-looking institution that seeks continuously to enhance its academic and intellectual vitality. Toward this end, the initiative includes eight goals that serve as focal points for planning and action:

1. Strengthening the academic profile of entering students.
2. Strengthening the academic profile of new faculty and the academic support for existing faculty.
3. Developing a curriculum for the 21st century at both the undergraduate and graduate level.
4. Strengthening academic standards and enriching campus intellectual and cultural life.
5. Increasing the diversity of the faculty, staff, and student body.
6. Enhancing the campus facilities, buildings, and systems.
7. Strengthening the university revenue base.
8. Developing improved benchmarking with peer institutions.

The regional campuses have their own First in 2009 vision and goals statements, which are adapted to their contexts and missions.⁹

On all three campuses, responsibility for creating the specific plans and action belongs to the individual divisions, programs, and other groups. Additionally, Miami established a First in 2009 Coordinating Council to guide initiatives of especially wide scope and to assess overall progress. Many specific plans, projects, and accomplishments are described in other chapters of this report.

⁸ Appendix 1-4. Overview of the First in 2009 Initiative. A fuller description of First in 2009 is available at www.muohio.edu/firstin2009. A collection of key documents is available in Resource Room 1-4.

⁹ Appendix 1-5: Hamilton and Middletown First in 2009 Vision and Goals.

Innovative Tuition and Scholarship Plan. In 2003, Miami announced that it would become the first public university in the nation to charge in-state bachelor's degree students the same instructional fee that it charges out-of-state students.¹⁰ The plan enables the university to charge different amounts to Ohio students based on such factors as their economic need and the needs of the state and nation for students in various fields. Miami set a target of reducing costs for one-third of Ohio first-year students entering in the first year, fall 2004. As it turns out, 39% of in-state freshmen are paying less this fall than under the old tuition system and another 26% are paying about the same. The university reduced costs for Ohio students from families with incomes as high as \$110,000 a year, thereby assisting middle-income families who do not qualify for conventional aid and yet might be struggling to put one or more children through college.

Although a decrease in applications might have been anticipated as the public became familiar with this innovative plan, applications were up 8% over last year, to 14,977, setting all-time records for both residents and non-residents. More than 30% of these applications came from students who scored in the top 10% among high school seniors on standardized tests. Applications from minority students shot up more than 25%, and applications from first-generation college students—those whose parents never graduated from college—more than doubled. Acceptances were up 4% from Ohio residents and 50% among minority students.

This innovative tuition plan has attracted attention among public universities across the country. Representatives from other schools have visited campus to gather information, the plan has been applauded by the presidents of the American Council on Education (ACE) and the Mellon Foundation, and Miami's president was a featured panelist at the ACE annual convention last winter.

Progress on Concerns from the 1995 Site-Visit Report

Among our most important activities in the past decade have been those related to the 10 areas of concern identified by the 1995 site visit team in its final report. The discussions that follow quote each of these concerns and summarize actions we have taken to address them. Fuller descriptions of our actions are provided elsewhere in this report.

■ Strategic Planning

“An institutional strategic plan, with concomitant setting of priorities, is lacking.”

As explained above, in 2000 we launched Miami's first institutional strategic plan, called the First in 2009 initiative. Since 2000, the initiative has provided the framework for much of our decision-making and planning. Four of our vice-presidential divisions (Academic Affairs, Business and Finance Services, Information Technology, and Student Affairs) have developed strategic plans using the First in 2009 goals as a framework. Our fifth vice-presidential division, University Advancement, used the First in 2009 goals as a framework for establishing goals for our current capital campaign. Other units, such as the University Libraries, used the First in 2009 goals to structure their strategic plans.

This report's section on Core Component 2A describes the First in 2009 initiative's relation to other strategic and long-range planning efforts. Details about First in 2009 appear

¹⁰ www.miami.muohio.edu/tuitionplan.

throughout this report. Within about two years, we expect to begin developing the strategic plan that will guide us after our bicentennial in 2009, which marks the end of the First in 2009 plan.

■ Academic Challenge

“There is a perception of many in the community—faculty, staff, and students—that the level of academic challenge could be increased.”

We believe that we have been successful in increasing the academic challenge for our students. The 2003 National Survey of Student Engagement ranked Miami at the 90th decile with respect to academic rigor among doctoral intensive universities. Despite this high ranking, we desire to continue raising our expectations of our students. The second of the First in 2009 goal includes “Strengthening academic standards.” Over the past several years, President Garland has focused the university’s attention on this goal through his often-expressed concern over academic rigor and grade inflation.

In order to enhance the intellectual richness of our programs and increase the emphasis on academic achievement, we have, among other actions, expanded participation in theme living-learning communities to more than 60% of the first-year class, introduced a new approach to advising that emphasizes making responsible choices among curricular and co-curricular activities, and revitalized and greatly expanded the Honors and Scholars Program so that it now includes over 10% of our very capable undergraduate student body. This year, we inaugurated a first-year seminar program that offers 28 small classes taught by faculty. The Center for the Enhancement of Learning and Teaching, the Center for Writing Excellence, and the Liberal Education Council have all sponsored faculty development workshops on increasing academic challenge.

Details about academic rigor at Miami are provided in the section on Core Component 3C.

■ Diversity

“The kind of diversity in the student body and employee pool needed to provide a sound educational program for the 21st century is not evident, despite many years of discussion and multiple efforts at improvement. The institution needs to assign accountability for results.”

Throughout the past decade, we have continuously extended our efforts to increase diversity and inclusion at Miami. The goal of creating a more diverse university has been incorporated in our First in 2009 initiative. Since 1995, we have refined our recruiting strategies and created our new tuition and scholarship plan, which (as described above) gives us a means to diversify our student body by providing additional scholarship support to students who might otherwise not attend Miami. We have also taken many actions to make Miami more attractive to students from diverse backgrounds and to improve the climate for all students regardless of race, ethnicity, gender, sexual orientation, economic situation, and other factors. These actions include adding programs and staff that support diverse students on all three campuses, and we have created the University Multicultural Council and a Center for American and World Cultures, which were both created to promote a more inclusive climate at our Oxford campus. At our Hamilton campus, we have created an Office of Multicultural Services that includes a Multicultural Center for students that we believe to be the only facility of its kind at any Ohio regional campus. This year, we created a new position for an Assistant to the

President for Institutional Diversity. We also established a new position for an Assistant Director of Admission for Multicultural Student Outreach, which has been filled. We evaluate our diversity efforts on a regular basis, producing reports that assess our progress and identify future actions.

As a result of our efforts, since 1995 the percentage of tenured and tenure-eligible minority faculty nearly doubled (from 8.6% to 15.2%), bringing it very close to the average for public universities. Our percentage of female faculty has also grown, so that it now exceeds the national average at every rank. Similarly, the percentage of minority undergraduates has increased by 41% at Oxford, 81% at Hamilton, 144% at Middletown, and 39% among graduate students. Even with these increases, minority students constitute only 8.6% of the Oxford student body, well below the national average of 24.7% for major universities nationwide. At our Hamilton and Middletown campuses, the percentage of minority students surpasses the percentage in their official service area. Although we have made progress, we have yet to achieve a campus climate that makes all students, faculty, and staff feel fully welcomed and supported. Increasing the diversity and inclusiveness of our university remains a significant challenge for us.

Because increased diversity continues to be one of our major goals, we devote Chapter 8 to describing and evaluating our diversity progress since 1995.

■ Technology

“There is an inadequate level of technological support for academic programs and administrative services; while commendable steps have been taken in this area, considerable challenges lie ahead in implementing needed changes, including staffing, equipment, maintenance, and faculty development.”

Among the many actions we’ve taken to improve technology support for academic programs and administrative services, the most prominent step has been to create a new vice-presidential division for information technology in 2003. The division has already completed an extensive survey and assessment of existing needs and concerns, and it has developed a comprehensive strategic plan that has been approved by the Board of Trustees.

Although the most dramatic changes began within the past two years, our investment in technological support has grown steadily since 1995. For example, the number of central information technology staff has increased from 101 in 1995 to 140 in 2004. Forty more positions have been approved as part of the Information Technology Division’s strategic plan. Between fiscal year 2000 (the first for which comparable figures are available) and fiscal year 2005, our estimated total expenditures on information technology rose 46%, from \$22,843,683 (9% of the Education and General Budget) to \$33,281,598 (10.3% of the Education and General Budget).

Additional information about our increasing technological support appears in Chapter 2’s discussion of the Information Technology Division and in the sections on Core Components 3D, 4A, 4B, and 4C.

■ Understanding and Acceptance of Miami Plan for Liberal Education

“There is an uneven understanding and acceptance of the Miami Plan.”

Since 1995, the Miami Plan for Liberal Education (our general education requirement) has evolved into a mature program that is widely understood and supported. In the 2004 College Student Survey, 76% of Miami seniors said that they were “satisfied” or “very satisfied” with their general education courses, more than the percentage of seniors at all participating public universities (68%) and all participating universities (66%). When the Accreditation Steering Committee asked the Miami community to identify the major strengths of the university, the Miami Plan had a prominent place in lists by faculty, University Senate, and the Oxford student government.

The university continues to refine the plan, for instance by adding a U.S. Cultures requirement. In 2001, the Liberal Education Council conducted a detailed self-study and also employed two external consultants to review the Miami Plan. Our internal assessment of Miami Plan courses is now folded into our academic program review process.

The section on Core Component 4B discusses the Miami Plan in depth. Assessment of it is described in the sections on Core Components 3A and 3C.

■ Extramural Funding to Strengthen Academic Areas

“There are missed opportunities for extramural funding to strengthen academic areas.”

Since 1995, we have benefited from numerous gifts and endowments that have strengthened our academic programs by providing endowed chairs, program funds, and other support. In addition, faculty research grants, which often provide research opportunities for undergraduate and graduate students, have increased from \$9,567,951 to \$17,487,273. Nevertheless, our government research income per FTE student remains below that of our benchmark institutions. We believe that the reorganization in 2003 of our Office for the Advancement of Research and Scholarship will enable us to significantly increase our ability to gain extramural funding. Also, in our capital campaign we have earmarked \$101 million of the working goal of \$300 million for student learning opportunities and another \$41.5 million for faculty support. Much of an additional \$72.8 million for enhancing campus facilities will be devoted to creating new academic buildings.

The section on Core Component 4A provides more details.

■ Small Programs

“There is a significant number of degree programs with small numbers of graduates, calling into question a desired critical mass for quality programs.”

When the North Central site visit team evaluated Miami in 1995, we had already begun evaluating our degree programs in terms of critical mass. In 1992-1993, we initiated an academic program review process that examined every program on a five-year cycle (now six-year). One of the three criteria in the first cycle was “viability,” which included a program’s ability to achieve and sustain a critical mass of students. In the current round of program review, small programs continue to be evaluated to determine whether they have a critical mass of faculty, staff, and students to offer undergraduate

and graduate programs “of distinction.” We still have small programs, but feel certain they have the size required to provide students with a high quality education.

The number of graduates in 2003-2004 for all programs is provided in Appendix 2-1.

■ Governance

“Although the governance system was changed after that last North Central visit, this issue continues to occupy much time and effort on the part of the institution. Cooperative efforts between administration and the university senate should lead to resolution soon, so that attention can be paid to other issues.”

When the North Central site-visit team evaluated Miami in 1995, our current governance system was only in its eighth year. Some adjustments to it had been made shortly before the visit, and discussions about whether the new system was better than others that had been considered still lingered. Since 1995, the system has been accepted as our ordinary way of governing ourselves. Consequently, the type of discourse to which the 1995 report responded has faded, even though the overall structure of the system has changed very little. A Board of Trustees appointed by the Governor holds ultimate responsibility for university policy. The Board delegates responsibility for administration of the university to the President and responsibility for academic policy to the University Senate, which has representatives from all three campuses. The Hamilton and Middletown campuses also have their own senates. A notable change since 1995 is the creation of a Coordinating Council for the First in 2009 initiative. It annually identifies issues to address, conducts research, and recommends plans. To be enacted, the plans must be approved and carried out by other bodies.

Although the overall framework of our governance system has been accepted, there is a significant feeling that it should be reviewed and refined. For example, members of the central administration believe the system could be more efficient and effective. Some faculty and staff believe that our shared governance system, as practiced, is not sufficiently participatory. In response to these concerns, in his fall 2004 “State of the University Address,” the President announced that he was establishing a university-wide review and renewal of governance. He has appointed a committee consisting of the Interim Provost, Chair of University Senate’s Executive Committee, President of the Associated Student Government, Vice President for Student Affairs, and University Council to solicit suggestions from the university community about the major aspects of our governance system that need review. One set of issues has already been identified, with other issues to be added as the process continues.

Details about our governance system are provided in the section on Core Component 1D.

■ Speed of Decision Making

“In some areas, (e.g., course approvals), decision making takes an unreasonable amount of time, making the institution appear unresponsive.”

Since 1995, the university has revised the course approval process to speed up decision-making. University Senate has also rewritten the faculty grievance and disciplinary procedures and the policy prohibiting harassment and discrimination with the goal of bringing resolution to cases more rapidly. Similarly, to facilitate quicker review of

approved Miami Plan courses, we have relocated the review from the Liberal Education Council to a committee of associate deans. Nevertheless, many feel that these and other decision-making processes need to be streamlined. An effort to speed decision making is one goal of the review of our governance system.

■ Communication

“Communication among all elements in the university needs to be strengthened.”

At any complex and evolving university, communication presents a challenge. At Miami, one important challenge is communication among our three campuses. We address this challenge in several ways. First, Oxford, Hamilton, and Middletown faculty are members of the same academic units. That is, all regional campus faculty belong to an Oxford-based academic division. Moreover, with the exception of faculty in programs that exist only on the regional campuses, all Hamilton and Middletown faculty are members of a department housed on the Oxford campus. Second, University Senate includes members—including student members—from all three campuses. Also, the Executive Directors of the Hamilton and Middletown campuses serve on the Council of Academic Deans, so they participate in university-level academic planning. At all three campuses, Student Affairs and Academic Affairs staff serve together on many standing and ad hoc committees in order to promote collaboration and communication among these divisions. Similarly, the First in 2009 Coordinating Council includes faculty, staff, and students who, collectively, represent all three campuses.

Despite these linkages, we know that we can improve our communication among the campuses. When the Accreditation Steering Committee invited the university community to identify the major issues that Miami should address, some groups identified relations of the Hamilton and Middletown campuses with the Oxford campus as one of the major issues. Communication among the campuses is listed among the issues to be addressed in the review of governance. For 2004-2005, the First in 2009 Coordinating Council established a committee on enhancing the interrelationship among the campuses. The Committee includes an Associate Provost and the Executive Directors of the two regional campuses. Additional information is provided in the section on Core Component 2D.

In addition to communication among the three campuses, we also face another significant communication challenge: Some groups, including some faculty and staff, expressed their belief that they should be consulted more often and in a more timely manner concerning major plans and decisions at the university. The issue of consultation will be included in the review of university governance mentioned above in the Governance section. Additional information is provided in the discussion of Core Component 1D.

Accreditation History

Proud of its accomplishments, Miami nevertheless aspires to higher levels of achievement. Consequently, we have approached the self-study process as an opportunity to draw together and supplement the results of the many ongoing assessment efforts that we have been using to guide our continuous improvement initiatives. Miami University's Oxford campus was originally accredited by the North Central Association in 1913. Our two regional campuses in Hamilton and Middletown were separately accredited in 1971, a few years after their founding. Beginning in 1985, all three campuses have been accredited together.

An Open, Inclusive Self-Study Process

For this reaccreditation review, Miami elected to be evaluated according to the Higher Learning Commission's new accreditation criteria,¹¹ rather than move its review date ahead one semester so it could be evaluated under the old criteria. In fact, Miami will be the first public, four-year institution in the Higher Learning Commission's 19-state region to be evaluated under the new criteria. Miami embraced the new criteria because they offer a future-oriented perspective that better supports Miami's aspirations and because they coincide with the university's deep commitment to continuous improvement. Through the core components of each criterion, the new criteria also provide a detailed assessment framework that Miami can incorporate into its own ongoing program review and other assessment efforts. The decision to be evaluated under the new criteria also created a challenge for some in the university community as they attempted to understand expectations about the nature and structure of a self-study that are quite different from those they encountered during their previous reaccreditation experiences.

To coordinate the accreditation self-study, Miami appointed an Accreditation Steering Committee in fall 2002. Its charge reads as follows:

To engage the university community and its constituencies in an open self-study process that accomplishes the following:

- Assesses objectively Miami's strengths and opportunities for improvement.
- Provides a basis for deciding how Miami can best focus its energy and resources in the years ahead.
- Enables the Higher Learning Commission's consultant-evaluators to suggest ways Miami can enhance its ability to fulfill its mission and attain its goals for "First in 2009" and beyond.

The committee consists of seven members who represent Academic Affairs and Student Affairs; undergraduate and graduate programs; departments in the humanities, fine arts, business, education, mathematics, and the sciences; and the Oxford and regional campuses. The committee also includes the

¹¹ Higher Learning Commission's Accreditation Criteria (Resource Room 1-5).

director of the general education program (called the Miami Plan for Liberal Education) and University Director of Assessment. All members have been at Miami since at least 1995, the date of the university's most recent reaccreditation.¹²

In order to provide the foundation for an evidence-based, objective self-study, the committee sent detailed questionnaires and requests for documents to all vice-presidential divisions, academic divisions, and academic departments. The results were entered into a database where the more than 2,800 items could be readily accessed.

To ensure broad involvement in the interpretation of these data, the Steering Committee appointed six subcommittees, one each for Accreditation Criteria One, Two, Three and Five, plus two for Criterion Four.¹³ Of the two subcommittees for Criterion Four, the first focused on undergraduate and graduate curricula, and the second focused on research, scholarship, and creative activity. The subcommittees, each including five members and a liaison from the Steering Committee, studied the documents in the database, gathered additional information, and wrote a working paper that the Steering Committee used as one source while drafting the self-study report.¹⁴ Other sources included responses to the working papers from university groups and the committee's own additional research. The Steering Committee itself drafted a working paper on the university's diversity efforts, based on two reports from the University Multicultural Council and the committee's own research.

To learn the views and gain the wisdom of the entire university community, the Steering Committee invited the university community's participation at several key points. In fall 2003, it asked the community members to help shape the self-study by identifying what they perceived to be Miami's major strengths and the major areas to which the university should direct its efforts at improvement. Responses were received from University Senate; 44 of the 47 academic departments; 36 of 53 academic department chairs and program directors; 61 participants at a meeting of department chairs, program directors, and academic administrators; three groups of faculty at the regional campuses; and five staff groups. The student governments at Hamilton, Middletown, and Oxford all responded. In addition, approximately 100 faculty, staff, and students submitted individual lists. Based on these responses, the Steering Committee prepared a report,¹⁵ which it provided to the accreditation subcommittees and published at the Accreditation Website for all to see.¹⁶

After the accreditation subcommittees completed their working papers in January 2004, the Steering Committee discussed the results with the First in 2009 Coordinating Council and the Council of Academic Deans. It also posted the working papers for comment at the Accreditation Website. Using the working papers, the comments received, and its own additional research,

¹² Appendix 1-6: Accreditation Steering Committee.

¹³ Appendix 1-7: Accreditation Subcommittees.

¹⁴ Accreditation Subcommittees' Working Papers (Resource Room 1-6).

¹⁵ Report on "Perceived Strengths and Concerns at Miami" (Resource Room 1-7).

¹⁶ www.miami.muohio.edu/accreditation.

the Steering Committee created a full draft of the self-study report, which it made available to the university community in September 2004. It invited input from the university community by holding open meetings on all three campuses; meeting with or requesting comments from specific groups of faculty, staff, and students, and inviting responses from other groups and individuals. Then, considering this input, the Steering Committee created this final draft.

The university's open self-study process disclosed many areas of widespread agreement. It also provided a forum for people to express conflicting views, often passionately held, concerning the best way for Miami to retain and build on its excellence in the future. Such disagreements, we believe, are typical of a university that is continuously striving to reach new levels of achievement. The disagreements are also a sign of the devotion Miami's faculty, staff, and students feel to the university and the passion with which they wish to see it continue to thrive. However, viewing the disagreements as normal and healthy does not diminish their importance or reduce the need to resolve the issues in ways that garner widespread support. In the chapters that follow, we attempt to give voice to both (or all) sides where there is substantial disagreement on issues that all agree are crucially important to Miami's future.

The comprehensive nature of the self-study process has enabled the university to identify and celebrate an overall set of its major strengths and to create an action-oriented list of its major opportunities for improvement—the key areas that need to be addressed to support Miami's efforts to achieve its aspirations. Most of these strengths and opportunities were already known to the university community, but the self-study process has brought some into sharper focus.

Among the major strengths identified through this process are the effectiveness of our educational programs from the associate degree through the doctorate; our financial stability; our efforts to foster university-wide discussions about such issues as the role of graduate programs at the university and the relationship between teaching and research; our general education requirement, the Miami Plan for Liberal Education; the breadth of our engagement and service; and the ways that engagement and service benefit our students.

Among our major areas for improvement are the needs to review and revise our mission documents through a participatory process, review and revise our system of shared governance, increase our financial resources, increase coordination and collaboration among our three campuses, enhance our assessment capabilities, think more purposefully about our service to external constituencies, and continue to address aggressively our diversity challenges and aspirations in ways that benefit all Miami students, staff, and faculty. We have projects in place or plans formulated for addressing these and the other major opportunities for improvement that the self-study process has highlighted. We look forward to the insights and suggestions that the Higher Learning Commission's site visit team will provide in its Advancement Report on these or other issues it deems most important to our continued improvement.

Looking Ahead

Structurally, this report begins with a profile of the university, followed by five chapters that respond to the Higher Learning Commission's five new accreditation criteria. We've also included a special chapter on diversity, a challenge toward which Miami has devoted considerable energy in the past decade. The report concludes with a chapter that draws together the self-study's major findings.

CHAPTER 2

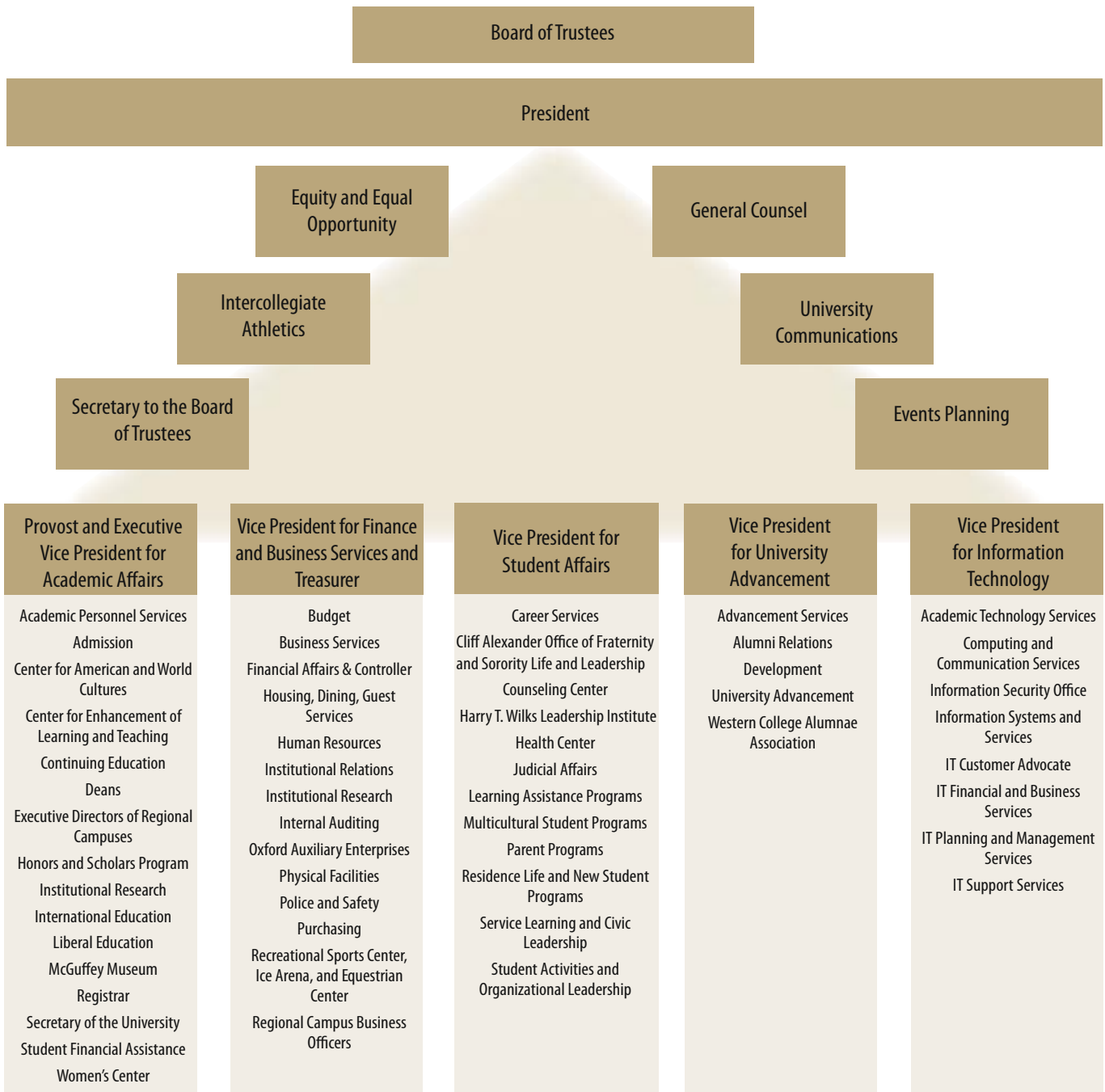
ORGANIZATION OF MIAMI UNIVERSITY



Over the past decade, Miami University's organizational structure has evolved deliberately and continuously to enhance the university's ability to fulfill its mission.

A *dynamic, future-oriented institution, Miami has been gradually and thoughtfully refining its organization over the past ten years. This chapter describes the general features of our current structure (Figure 2-1) and highlights a few of the major modifications we have made since 1995 to enhance the university's ability to fulfill its mission.*

Figure 2-1 Administrative Structure of Miami University



Board of Trustees

As a state-assisted university, Miami is governed by a Board of Trustees, which has 11 members appointed by the Governor with the advice and consent of the Ohio Senate.¹ The nine voting members are appointed one each year for a nine-year term. Two nonvoting student members are appointed for staggered two-year terms. The Trustees meet five times yearly, adhering to Ohio's sunshine law, which requires that all but a very few types of business be conducted in sessions open to the public.

Since 1995, the Board has established two new committees. The Finance Committee met on an ad hoc basis from 1999 until 2002, when it was codified in the Board Regulations as a permanent committee of the Board. The committee works closely with the Vice President for Finance and Business Services and Treasurer. Since 2003, the Academic Committee has met as an ad hoc committee, working with the Provost and Executive Vice President for Academic Affairs. The Board also has a permanent Committee on Naming of Campus Facilities, which is advisory to the Board and the Vice President for University Advancement.

By law, all Trustees are residents of Ohio. To take advantage of the talents, resources, and experiences of Miami University alumni who do not live in the State of Ohio, in June 2004 the Board established the position of National Trustee. Up to three National Trustees serve as non-compensated, nonvoting members of the Board. The National Trustees are Miami graduates chosen on the basis of their success in their chosen field or business, state or national prominence, ability to be an advocate for higher education, and willingness and ability to offer counsel.²

President's Office

The Board of Trustees delegates responsibility for administration of the university to the President, describing the President's role as "chief administrative officer, responsible for the operation of the University as a whole."

In fulfilling these duties, 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 and Treasurer, Vice President for Student Affairs, Vice President for University Advancement, Vice President for Information Technology, General Counsel, Secretary to the Board of Trustees and Executive Assistant to the President, Senior Director of University Communications, and Director of Intercollegiate Athletics.

The current composition of the President's Executive Committee reflects several changes made since 1995 in response to the evolution of our university and the complex environment in which we pursue our mission.

- The Senior Director of University Communications began reporting to the President in 1996 to enhance the university's ability to communicate with its internal and external constituencies. Previ-

¹ Appendix 2-1: Miami University Board of Trustees.

² Appendix 2-2: Board of Trustees Resolution Establishing the Position of National Trustee.

ously, the Director of University Communications reported to the Vice President for University Relations (later renamed University Advancement).

- The position of General Counsel was created in 1997 in recognition of the university's growing need to have continuous legal advice as it made decisions about its policies and practices. Previously, an assistant to the Provost provided legal advice to the university.
- The position of Vice President for Information Technology was created in 2003, when Miami created the Information Technology Division in recognition of the increasingly crucial role that technology is playing in our educational and administrative activities.

The Secretary of the University and the Directors of the Women's Center and Art Museum no longer report directly to the President.

Vice-Presidential Divisions

The university has five vice-presidential divisions, one of which was created in the past two years.

Academic Affairs Division

The Division of Academic Affairs advances the mission and vision of Miami University by providing leadership and facilitating strategic planning for all academic programs on our three campuses and at our European Center in Luxembourg. To build on Miami University's stature as one of the nation's leading public institutions, the Academic Affairs Division strives to improve the quality of the academic programs by pursuing special initiatives designed to address programmatic needs, typically through the formation of ad hoc task forces; by engaging in assessment of departments through an ongoing cycle of academic program review; by providing written evaluation by the Provost for tenure-track faculty in their third, fourth, and fifth years at Miami; and by completing accreditation cycles of professional organizations, as well as responding to mandates from the State of Ohio.

The deans for the six undergraduate academic divisions, Graduate School, and University Libraries, as well as the executive directors of the regional campuses and the European Center, report to the Provost's Office. Academic program and support areas that report to the Provost are found in Figure 2-1. The current administrative staff includes the Provost, three full-time Associate Provosts, one half-time Associate Provost, and two and a half support staff. This represents a slight decrease in personnel since the last accreditation review.

Since 1995, there have been a number of initiatives and projects in the Division of Academic Affairs, including the creation of 50 new faculty positions (with the first ten positions being searched during 2004-2005), expansion

of the number of seminars offered to first-year undergraduate students, revision of promotion and tenure standards, and creation of the new faculty rank of lecturer. Other initiatives include the establishment of an enrollment management team, implementation of the new tuition and scholarship plan, creation of an Integrated Arts Plan, initiation of a U.S. cultures requirement in the Miami Plan for Liberal Education, and support of the “Choice Matters” student theme in first-year orientation and advising.

The Division of Academic Affairs has also revitalized the Honors and Scholars Program, through expansion of the core curriculum, creation of a new first-year Honors and Scholars residence hall, new admission and recruitment procedures for the Harrison Scholars Program, and establishment of the Oxford Scholars Program, as well as creation of the Provost’s Student Academic Achievement Awards. Other changes since 1995 include expanding the School of Engineering and Applied Science, shifting the Offices of Admission and Student Financial Assistance to the Division of Academic Affairs; establishing the Center for Writing Excellence, the Havighurst Center for Russian and Post-Soviet Studies, and the Center for Interactive Media Studies; and splitting the Office for the Advancement of Scholarship and Teaching into the Office for the Advancement of Research and Scholarship, and the Center for the Enhancement of Learning and Teaching.

The Division of Academic Affairs has played a key role in the First in 2009 initiative, beginning with the creation of a Coordinating Council in 2000. Each year the Coordinating Council, which consists of faculty, students, alumni, and staff from across the university, identifies initiatives designed to advance the First in 2009 goals. One such initiative during 2003-2004 was STRIVE, designed to provide a unifying vision and advance excellence through greater inclusion. During 2004-05, subcommittees of the Coordinating Council are working on four projects: enhancing students’ learning abroad, creating a national presence for graduate education, generating new models of faculty development to support inclusive environments, and creating synergy among Miami’s domestic campuses

The Division’s initiatives in diversity include the establishment of the Center for American and World Cultures, creation of the University Multicultural Council, development of a university Diversity Plan, and creation of a Miami University Diversity Statement.

During the past decade, the Division of Academic Affairs has asked departments to clarify expectations for promotion and tenure, to complete benchmarking projects, and to create guidelines for the evaluation of teaching that use multiple assessment criteria. External consultants have reviewed the Miami Plan for Liberal Education and the Center for the Enhancement of Learning and Teaching. In addition, the Division has created a number of internal task forces, including recent ones on assessment, academic advising, student assessment and expectations, and the Miami Plan.

The division of Academic Affairs also supports assessment activities through regular participation in national studies such as the Your First College Year Survey, the College Student Survey, the National Survey of Student Engagement, and the Higher Education Research Institute's Faculty Survey. The Division also creates and conducts its own studies, such as our 1996 and 2002 Campus Climate Survey. Other chapters provide details concerning Miami's assessment activities.

Finance and Business Services Division

The Office of the Vice President for Finance and Business Services exercises oversight authority over a collection of core support functions that help the university accomplish its primary mission on a day-to-day basis. The Division of Finance and Business Services consists of 21 operating units. The scope of activities of this division is immense, with 206 buildings (with over 6 million square feet), a university budget of \$545 million, 6,520 financial accounts, a short-term investment portfolio that ranges from \$177 to \$240 million, and a University and Foundation Endowment of about \$243 million. This unit has responsibility for the physical, organizational, and service infrastructure of the university. Specifically, Finance and Business Services handles the collection, custody, and disbursement of funds; the maintenance of financial controls and records; and the rendering of financial reports. It also manages the business operations of the university such as procurement, distribution of and accountability for supplies, equipment, and other assets; personnel administration of most unclassified (non-faculty) and all classified staff; the operation and maintenance of the physical plant; environmental health and safety of life and property; and operation of residence halls and dining facilities, recreational, and other auxiliary services, with the exception of Intercollegiate Athletics, Networking, and Telecommunications.

The Vice President for Finance and Business Services and Treasurer is responsible for all of the financial affairs of Miami University; management and operation of the auxiliary enterprises; the construction, purchase, maintenance, repair, and management of all university buildings, equipment, grounds, furniture, and fixtures; internal auditing and inventory control; and personnel services, employee benefits, labor relations, environmental health and safety, and public safety. There is shared oversight with the business offices of the Hamilton and Middletown regional campuses. The Vice President is therefore the chief financial and budget officer of the university and reports directly to the President. He works closely with the Provost, and they meet jointly with the University Senate-appointed Committee on Fiscal Priorities and Budget Planning on a regular basis. In addition, the Vice President often represents the university before the Board of Regents and legislative and administrative bodies of the State of Ohio.

During the past ten years, the division has examined its operations critically and has made a number of reorganizations and consolidations. It has eliminated managerial positions and levels, reorganized work patterns, and

increased automation. Concurrently, the division's leadership has been able to provide better service to customers—students, faculty, and staff. The establishment of workload standards and service standards has assisted directors and their managers in improving quality with the same or decreased resources.

Some achievements have been:

- Successfully deployed SCT Banner enterprise-wide.
- Established a Business Officer position in Intercollegiate Athletics; created four new auxiliary enterprises; merged Housing and Dining with the Marcum Conference Center and Inn; integrated management of Goggin Ice Arena and the Recreational Sports Center; and created the Treasury Services department to manage investment and debt.
- Developed a 20-year campus facilities (and landscaping) plan coordinating renovation and upgrade of existing facilities with new construction.³
- Deployed a procurement card system; electronic check payment; Kronos Time & Attendance reporting system; online applications for student employment, housing and meal contracts; “paperless” Web ordering for business cards; Harco access system on all residence hall facilities; and electronic distribution of administrative management reports.
- Strengthened the university revenue base and achieved the goal of maintaining five percent reserves; achieved economies by entering into cooperative agreements with other Ohio public universities for insurance, travel, and other business services; instituted a long-range financial plan covering a ten-year horizon.
- Implemented Baldrige-like Excellence in Higher Education (EHE) continuous quality improvement program and expanded benchmarking. Operating units in this division have been recognized repeatedly as being the best among peers in terms of quality enhancement and improvement.

Information Technology Division

The Information Technology Division was created at the beginning of fiscal year 2004 as a consequence of the establishment of Miami's fifth vice presidency, the Vice President for Information Technology. The division provides both administrative and academic support to the university. With the establishment of this new functional area, the new vice president began developing an Information Technology Strategic Plan. This process involved 1,440 contacts across all three campuses and Miami's European Center via 18 think tank sessions, 20 one-on-one interviews, 41 focus group sessions, 25 feedback sessions, and two electronic surveys. This planning effort resulted in Miami's first-ever IT Strategic Plan adopted by the Board of Trustees and the university administration.⁴ The plan focuses on six strategic goals, with several corresponding subgoals:

³ Twenty-Year Construction Plan (Resource Room 2-1)

⁴ Information Technology Strategic Plan (Resource Room 2-2)

Strategic Goal 1—Empower and Enhance Learning and Research

- Establish an effective classroom technology support unit and advisory functions on each campus.
- Establish a research support service unit with appropriate advisory groups.
- Improve the stability and production-worthiness of our online course management system.
- Demonstrate an improved process for supporting faculty in course redesign to incorporate effective use of technology in these courses.

Strategic Goal 2—Build and Expand Reliable, Robust, Secure Access to Information

- The university will be deploying wireless network access where it's needed on all campuses, as well as off-campus residences.
- Major campus network backbone improvements will occur.
- Residence hall network connections will be upgraded.
- The new Ohio Third Frontier Network will go live, providing capability for much more total bandwidth capacity to the university.
- An alternative campus-wide server and storage strategy will begin development.
- Current e-mail and calendaring systems will be assessed.
- A university Information Security Office will be established.
- A pilot project to provide proactive workstation management will occur. This will include possible features like “pushing” virus protection, applying operating system patches and quarantining infected machines from the rest of the network.
- The possibility of better common software licensing will be studied.

Strategic Goal 3—Promote Customer-Centered IT Support and Services

- A pilot project will occur to demonstrate an alternative end-user support model.
- A customer service model study will be conducted to review how to improve communications between IT consumers and providers.
- A client advocate role will be created in the IT Services unit.

Strategic Goal 4—Ensure Continuous Innovation

- A program to foster innovative uses of technology on our campuses will be designed.

Strategic Goal 5—Support University Administration and Management

- A Decision Support System project will be started.
- To simplify access to operational information for both students and faculty, assessment of a portal solution to replace MyMiami will occur.
- Banner improvements will be identified by developing a plan, prioritizing potential targeted improvements, and beginning implementation.

Strategic Goal 6—Plan and Manage Information Technology

- A study will be performed and a recommendation made regarding how the university might best address continuous “technology refresh” funding requirements.
- An IT Project Office will be established.
- Continuation of effective IT planning and governance articulation will be ensured.
- Systems will be implemented to assist the Vice President for Information Technology in more effective management of institutional IT.
- Data will be collected and analyzed to assess adequacy of IT staff compensation relative to the existing market.

Student Affairs Division

The Student Affairs Division contributes substantially to the learning and development of Oxford's undergraduates. The explicit charge to the Oxford Student Affairs staff is to foster a seamless web of learning and living experiences to support students' academic work while preparing them for life in a global and multicultural world. The Hamilton and Middletown campuses have their own student services areas, which are described later in the chapter. At Oxford, the division's 14 offices are responsible for many aspects of student life, ranging from counseling and academic support services to cultural events. These programs and services combine to provide a sense of belonging for all students that creates and extends student learning opportunities outside the classroom, heightens student intellectual and personal growth, and produces citizen leaders who make substantive contributions to their communities.

Miami has long been distinguished by the richness of its co-curricular offerings. The 1991 publication of *Involving Colleges* by Kuh, Schuh, Whitt, and Associates was one of the most notable and visible examples of Miami being singled out as an institution that had a rare ability to provide engagement and involvement opportunities broadly to all students. The more recent National Survey of Student Engagement (NSSE) research and the Documenting Effective Educational Practice (DEEP) project have again identified Miami as having a unique blend of experiences in and out of class that result in high retention, greater satisfaction, and deeper learning among graduates. These research reports draw attention to the importance of a shared commitment among faculty and staff in providing learning opportunities in a variety of settings.

The historic strength of deeply engaging students has been further enhanced through the most important changes initiated in Student Affairs Division in the past decade. Within the framework of the First in 2009 initiative, the Student and Academic Affairs Divisions have worked to redesign the first-year experience and expand the number of first-year seminars. The two divisions are now working together to enhance the advising systems through which they both assist students in planning their academic careers. Through the establishment of theme living-learning communities, the Student Affairs Division also brings together students with common interests, many of whom enroll in courses together as well as attend presentations by guest speakers and other events. Through its work with more than 300 student organizations and groups, the division helps students develop leadership and team-building skills, an area of activity that, already strong, is now being strengthened and expanded through the promise of \$5,000,000 to establish the Harry T. Wilks Leadership Institute.⁵ The Institute will include an array of initiatives designed to draw curricular and co-curricular programs closer together in nurturing leadership in all students. Support for the high level of interest among students to engage in community service has been en-

⁵ www.muohio.edu/saf/wilks

hanced by establishing the Office of Service Learning and Civic Leadership and establishing a Social Action Center within it. This office provides the opportunity for faculty, staff, and students to pursue experiential opportunities that inform their classroom learning while fulfilling the desire to engage with others who, in most cases, have very different life experiences from their own.

The division's senior leadership has changed in the last two years. The former Associate Vice President and Dean of Students was promoted to Vice President, providing the opportunity to appoint the first woman Dean of Students in Miami's history. Whereas the Admissions and Student Financial Assistance Offices have moved to the Academic Affairs Division, the Career Services Office was reassigned to Student Affairs. The division now houses the major offices that support multicultural students, and it appointed the first-ever coordinator of services for gay and lesbian students in 2003. The Division also renovated or expanded a number of its physical spaces in the Division of Student Affairs: new office for Service Learning and Civic Leadership, expanded space for the Learning Assistance Center, new health and counseling services building, and a new Multicultural Enrichment area and Center for Black Culture and Learning.

University Advancement Division

The Division of University Advancement has a far-reaching effect on Miami University. The division strengthens Miami University's reputation and revenue base. It maintains connections between alumni and alma mater while encouraging current students to "stay connected" after graduation. Encompassing the Office of Stewardship and Donor Relations, the Office of Development, the Miami University Alumni Association, and the Office of Advancement Services, University Advancement creates and maintains valuable relationships with alumni and friends, donors, and prospective donors.

The Vice President of University Advancement oversees each unit within the Division of University Advancement and their diverse tasks.

The Office of Stewardship and Donor Relations manages Miami's donor recognition societies. Over the years, many individuals have provided for the continued success of Miami University through generous gifts to the university and the Miami University Foundation. Private individuals have provided millions of dollars to enrich the academic community and invigorate campus life. The Office of Stewardship and Donor Relations maintains these relationships.

The Office of Development secures private and corporate contributions to the university. Gifts to Miami provide support for every aspect of university life including scholarships, lecture series, library and art museum acquisitions, athletic programs, research, student activities, international exchange experiences, and many other special projects. Development officers solicit individuals and corporations to advance the university's highest priorities.

The Miami University Alumni Association is committed to preserving Miami's heritage and cultivating relationships that connect people to Miami University for a lifetime. The Alumni Association accomplishes this by coordinating an alumni chapter program across the country and worldwide. Other programs include career networking, Reunion Weekend, Winter College, an alumni directory and website, constituency programs, and more.

The fourth department is the Office of Advancement Services. This office provides administrative support to the Division of University Advancement and the university at large through a full-time research and records staff, accounting and communication services, and database and Web management.

The Division of University Advancement has changed substantially since the last university accreditation in 1995. Since that time, the Division launched the quiet phase of a new, comprehensive capital campaign entitled "For Love and Honor." A working goal of \$300 million has been established—making it the single largest campaign in university history. In 2003 the Alumni Association initiated a dues-paying membership program. Since that time, more than 6,800 alumni have become members in the new program. The Development Office has doubled in size since 1995 and now provides services to each of the 12 schools, units, and regional campuses. Advancement Services has increased from 10 to 22 staff members and added a communication team with expertise in donor communications, marketing, and public relations.

Academic Divisions

Miami has seven academic divisions: Arts and Science, Business, Fine Arts, Education and Allied Professions, Engineering and Applied Science Interdisciplinary Studies, and Graduate School. Over the past decade, the divisions have strengthened their undergraduate and graduate offerings by developing new programs and by incorporating new topics and teaching strategies into existing programs. Many of these changes have emphasized interdisciplinary work, information technology, and diversity. Some divisions have also created new administrative positions to support the existing and emerging educational goals of their departments and programs.

Approximately three-fourths of Miami's more than 21,000 undergraduate students are enrolled at the Oxford campus, which offers bachelor's, master's, and doctoral degrees. The other one-fourth are divided between the regional campuses in Hamilton and Middletown, which offer associate and bachelor's degrees (Figure 2-2).

On all three campuses, undergraduate enrollments in the divisions have fluctuated since 1995.⁶ The causes include changes in the popularity of some areas of study, the creation of new programs, the movement of one program from the Oxford campus to the regional campuses, and, in some cases, enrollment management by the university. Throughout this period, the College of Arts and Science has had the largest enrollment on both the Oxford and regional campuses (Figure 2-3).

⁶ Appendix 2-3: Undergraduate Enrollments by Divisions at Oxford and the Regional Campuses, 1995-2003.

Our graduate student enrollments are described later in this chapter in the section on the Graduate School.

College of Arts and Science

The College of Arts and Science consists of 23 departments and 5 interdisciplinary programs that award bachelor’s degrees. It also has 21 of Miami’s 37 master’s programs and 10 of its 11 doctoral programs. At the regional campuses, the College offers an associate degree in General Studies.

The College contributes extensively to the education of Miami undergraduates. All take foundation courses for the Miami Plan for Liberal Education in the College, which also offers the majority of Miami Plan thematic sequences. Moreover, other divisions require some or all of their students to take additional courses in the College. For example, the School of Business requires its majors to take a calculus course taught by the Mathematics and Statistics Department, and several programs in the School of Engineering and Applied Science require their students to take courses in the Chemistry and Biochemistry or Physics Departments.

The College’s commitment to liberal education is expressed not only in the leadership it takes in the Miami Plan for Liberal Education, but also in the additional liberal education courses it requires of students majoring in its departments, including acquisition or demonstration of proficiency in a foreign language.

Since 1995, the College has been very active in developing new educational opportunities. It inaugurated a new Department of Anthropology and a new Department of Speech Pathology and Audiology. Both evolved from other departments. The College has established new undergraduate programs in Journalism and, in partnership with the Business School, Interactive Media Studies. It has also introduced interdisciplinary undergraduate programs in environmental science, gerontology, Jewish studies, Middle East and Islamic studies, Arabic, and Hebrew. The doctoral program in history, which was closed for several years, has been revised and is now admitting students. A new doctoral program in social gerontology has received approval by the Ohio Board of Regents and will enroll its first students in fall 2005.

Under the College’s leadership, the university has also opened several new centers of excellence that have curricular and research emphases: Center for Advanced Computational Research, Center for Bioinformatics and Functional Genomics, Center for Interactive Media, Center for Writing Excellence, Center for Nepal Studies, Center for Nanotechnology, and the Havighurst Center for Russian and Post Soviet Studies.

Figure 2-2 Undergraduate Enrollment by Campus, Fall 2004
source: IPEDS

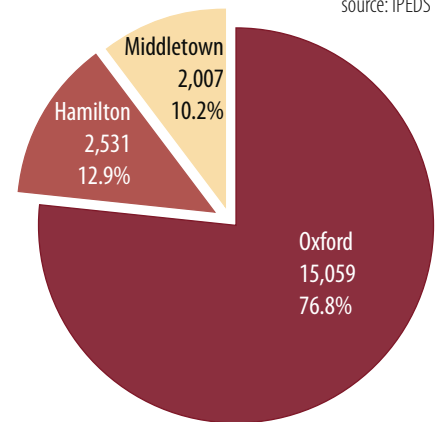
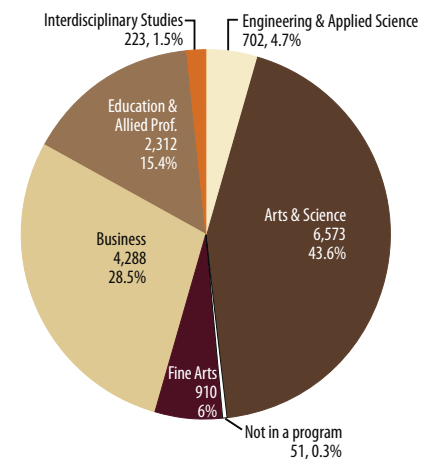
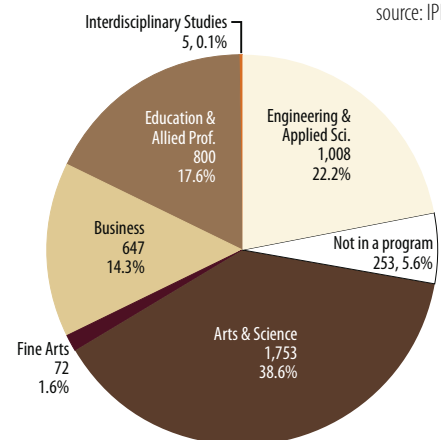


Figure 2-3 Undergraduate Enrollment by Division at Oxford, Fall 2004
source: IPEDS



Undergraduate Enrollment by Division-Regional Campuses, Fall 2004
source: IPEDS



Because of its large number of undergraduate majors and because of enrollments in its Miami Plan for Liberal Education and other courses, the College taught 149,305 credit hours on the Oxford campus, 57% of the campus's total, in fall 2003.⁷ At the Hamilton and Middletown campuses, the percentages of courses taught by the College are even higher: 62% (18,062 credit hours) at Hamilton and 67% (15,798 credit hours) at Middletown.⁸

Richard T. Farmer School of Business

One of the largest undergraduate business programs in the nation, the Richard T. Farmer School of Business has six departments and offers 12 degrees. In 1996, the School developed a strategic plan designed to fulfill a newly framed mission: "To be a premier business program that provides students with the life-long ability to seek and acquire knowledge and translate it into responsible action in a competitive global environment." Each department developed its own mission statement, which elaborates on the School's.

Throughout the past decade, the school has engaged in continuous renewal of its undergraduate curriculum. In addition to significant revisions in all departments, including the combining of its organizational leadership major with the human resource management major, the school has developed two new majors emphasizing the interdisciplinarity of business: supply chain management and interdisciplinary business management. It also eliminated two majors.

In addition, the School launched initiatives emphasizing the development of six skills throughout its entire curriculum: writing, oral communication, team, diversity, international, and information technology skills. Aiding in these efforts have been the Howe Professor in Writing, Director of International Programs, Director of Teams, and Director of Diversity, all appointed since 1995. The School also created the position of Director of Student Organizations and Skills Development to link the activities of the School's student organizations with classroom learning and to provide additional assessment of the students' professional skills. The School has developed three cross-departmental undergraduate minors: information technology, entrepreneurship, and supply chain management.

To balance faculty resources with the increasing student demand for business courses, the school has twice raised the minimum GPA for enrollment since 1995. At present, in order to declare a business major, students must have a GPA of 3.0 in Miami Plan for Liberal Education courses and selected business core classes after two years.

Committed to offering a graduate program that would attract very highly qualified applicants, the School suspended admission of MBA students for the 2004-2005 academic year, while it prepares the extensively revised program approved by the School's faculty in April 2004. This new interdisciplinary program, designed according to the theme of "managing the extended enterprise," will greet its first class in August 2005.

The School also offers a Master's of Accountancy and a Master's in Economics. On the regional campuses, it offers an Associate degree in Business Technology.

⁷ Appendix 2-4: Undergraduate Credit Hours by Division on the Oxford Campus, 1995-2003.

⁸ Appendix 2-5: Undergraduate Credit Hours by Division on the Hamilton and Middletown campuses.

School of Education and Allied Professions

For over a century the School of Education and Allied Professions has prepared transformative leaders who address issues ranging from the education of children to the health and well being of families and communities. The School offers undergraduate and master's degrees in education, health and sport studies, and family studies and social work, as well as a nationally recognized Doctorate in Educational Leadership.

Over the past decade, all departments have engaged in curriculum renewal, resulting in curricula that are rigorous, contemporary, multicultural, and grounded in evidence-based best practices. Our internal review processes have resulted in the realignment of several programs (e.g., Dietetics moved to the Department of Physical Education, Health and Sport Studies; Educational Technology moved to the Department of Educational Psychology), the deletion of some programs (Retailing, Interior Design, Family Life Education), and the addition of a new, accredited program in Social Work. Plans are being developed for a new Master's in Educational Technology and a new Doctorate in College Student Personnel. Our two largest majors instituted enrollment management policies designed to balance faculty resources, increased student demand, and accreditation requirements. (Teacher Education currently has 1,600 majors/premajors, and Physical Education, Health and Sport Studies currently has 1,100 majors/premajors.)

Currently, the School has four key initiatives underway. First, the School supports a **teacher-scholar model** that emphasizes the linkages between excellent scholarship and teaching, and the intersection of theory, research, and pedagogy. Second, the School's **partnership** activities support collaborative relationships among schools, health and human service agencies, and the university as they pursue the mutually beneficial goals of preparing future professionals in education and the allied professions, teaching children/youth, serving adults in community settings, providing professional development for practitioners, and advancing knowledge and practice. Third, the School emphasizes **diversity as an educational resource** that underpins excellence in education. The School has increased the diversity of its students and faculty and infused cultural efficacy, global awareness, and multicultural education across its curricula. Fourth, its **assessment** plan supports a model of continuous renewal. Assessment activities dovetail with the requirements of national accrediting bodies (American Dietetics Association, Commission on Accreditation of Allied Health Education Programs, Council on Social Work Education, and National Council for the Association of Teacher Education, among others) and form the base for continuing program improvements. The School's assessment plan focuses on the critical skills, dispositions, knowledge, and ethics of transformative leaders, incorporates authentic evaluation of outcomes of its preparation programs, and assists in identifying where the School is excelling and where it needs to improve.

School of Engineering and Applied Science

The School of Engineering and Applied Science consists of seven departments, four on the Oxford campus and three on the regional campuses. The School currently offers 11 undergraduate programs on the Oxford campus and five associate degree programs and two bachelor completion programs on the regional campuses. The School's mission is "to serve society by providing high-quality undergraduate and graduate education in the fields of computing, engineering, and nursing." Its guiding principle is to provide professional education integrated with Miami's traditional strength in liberal education.

Throughout the past decade, the School has followed a strategic vision that included expanding its engineering offerings with a curriculum that builds on existing program strengths and meets the need of society and students. Since 1999, when its name changed from the School of Applied Science to the School of Engineering and Applied Science, the School has added six majors: computer science, mechanical engineering, electrical engineering, computer engineering, engineering (general), and chemical engineering (begins fall 2005) on the Oxford campus. The School has also created two new departments, one on the Oxford campus—Electrical and Computer Engineering and one on the regional campuses—Computer and Information Technology.

To accompany this program expansion, the School anticipates the number of majors will grow from approximately 800 to between 1200 and 1450. Miami has made budgetary commitments to the School (over five years 2000-2005) of a \$1.5-million improvement in the annual base budget. This support, combined with other strategic decisions regarding the faculty composition in the School, has allowed the engineering and computing faculty on the Oxford campus to grow from 28 in 1999 to 40 in fall 2004, with planned growth to 50 by fall 2006. A \$28-million, state-of-the-art facility has been designed, consisting of new construction and renovation of an existing building. Groundbreaking occurred in the spring of 2004.

The School's aspirations follow three themes: Quality, Uniqueness, and Recognition, with specific goals:

- To offer outstanding undergraduate engineering, computing, and nursing programs.
- To offer distinct undergraduate engineering and computing programs in Ohio.
- To gain recognition for faculty research and master's-level graduate education.
- To be among the ten best engineering and applied science schools in the nation having primary emphasis on undergraduate education.

School of Fine Arts

The School of Fine Arts is composed of the Departments of Architecture and Interior Design, Art, Music and Theatre, the Performing Arts Series, and the Miami University Art Museum. This constellation of programs is one of only five found in colleges and universities nationally. During the 1998-1999 academic year, the School, in partnership with the Miami Art Museum and the Performing Arts Series, initiated a comprehensive planning effort. The University engaged Lord Cultural Resources Planning and Management, Inc. to facilitate the process. The resulting document, “Fostering Interartistic and Interdisciplinary Creativity: An Integrated Strategic Plan for the Arts at Miami 2009,” was endorsed unanimously by the School’s faculty and staff in April, 2001.⁹ The Performing arts Series and the Art Museum officially joined the School in summer 2001.

The academic departments house 11 undergraduate majors, 9 minors, and 6 graduate programs. All undergraduate students must complete a portfolio or audition review to be admitted to programs in the School. All four academic departments are accredited by their relevant professional organizations.

The centerpiece of the 2001 School of Fine Arts strategic plan is Arts for All. The Arts for All goal is to involve 100% of Miami’s undergraduate and graduate students in significant artistic experiences through a combination of experiential and curricular programs. As a result of this initiative, the School has established an Arts at Miami team responsible for collaborative marketing of all visual and performing arts events. A key publication produced by the team is a *Curriculum Guide to the Arts*. The *Curriculum Guide* is designed to encourage Miami faculty in all disciplines to incorporate arts events into their courses. Available online both fall and spring semesters, the *Guide* provides key-word curricular connections, a calendar, and in-depth descriptions of arts events. A second notable feature of the Arts for All initiative is the “Experiencing the Arts” course taken by students living in the Celebrate the Arts theme residence hall.

Curriculum revisions and staffing changes have also marked the past decade. Substantial curriculum revisions to the master’s degree in Music Education and the undergraduate degrees in Interior Design, Graphic Design, and Theatre have been instituted. Faculty and staff turnover has been significant in the past 10 years. Five of the six directors and chairs, the Dean, and the Associate Dean have all been appointed since 1995. Approximately 40% of the faculty in the School are pre-tenure.

The School makes a significant contribution to the Miami Plan for Liberal Education. One foundation course in fine arts is required of all Miami students, and all four departments offer Miami Plan foundation courses. The Art Museum and the Performing Arts Series offers lectures, exhibitions, residencies, and performances with curricular ties.

⁹ Fostering Interartistic and Interdisciplinary Creativity: An Integrated Strategic Plan for the Arts at Miami 2009 (Resource Room 2-3).

School of Interdisciplinary Studies

The School of Interdisciplinary Studies (Western College Program) is a residential college featuring a four-year interdisciplinary curriculum in liberal arts and sciences, individualized student majors, and co-curricular programming. Founded by Miami in 1974 as the successor to the Western College for Women, the division is the only degree-granting residential college within an Ohio state-assisted university. It is one of the most comprehensive programs of its kind in the nation. Although the curriculum structure established in 1974 remains essentially intact—a sequential, team-taught, interdisciplinary core of 66 credit hours, followed by focus hours selected by students from divisions outside Western, and finally capped by a yearlong senior project—two majors were added by the division since our last accreditation review. In 2001, the Western College Program added two new majors in environmental science and environmental studies to its existing interdisciplinary studies major.

By charter, the program is expected to make a “creative commitment to a principle of coherence in the liberal arts tradition by establishing a small, voluntary college within the institution” to pursue educational innovation and to influence positive change across Miami’s campuses. It actively pursues external support for innovation, research, and program development and has played an influential role in developing the Miami Plan for Liberal Education. Miami programs in faculty development and instructional improvement, student orientation, and undergraduate research have benefited from its influence. It has focused on assessment of student learning and hosts visiting scholars and artists-in-residence who also contribute to other programs across the university. The Association for Integrative Studies, a professional organization fostering undergraduate interdisciplinary work, was founded here. The school hosts its *Newsletter* and Executive Director.

A 1995 award of \$1.7 million by the National Science Foundation, in cooperation with the National Science Teachers Association, has supported creation of *Dragonfly*, an online and print journal of science discovery that publishes writings by both practicing scientists and elementary school children. This project links faculty committed to writing, computer-assisted learning, and discovery science in a publishing venture that grew out of undergraduate team-teaching in the Western College Program.

Graduate School

Since granting its first master’s degree in the 1830s, Miami University has been involved in post-baccalaureate education. Miami is a Carnegie Doctoral Intensive University and, as such, graduate education plays an essential role in earning Miami’s ranking as one of only two doctoral intensive liberal arts universities among the *US News and World Report* top 50 public universities.

The presence of 49 master’s and 11 doctoral programs at Miami University (Figures 2-4 and 2-5) attracts distinguished teacher/scholars to our campus, as well as significant external funding for the teaching and research infrastructure. Since the last accreditation report, Miami has added its 11th doctoral program; the newly approved program in social gerontology received wide acclaim as only the eighth doctoral program in gerontology in the nation, and the program was unanimously approved at the state level.

Miami’s graduate students play an essential role in contributing to the co-construction of knowledge with our faculty, in increasing the diversity of our student body, and in serving as partners on external research grants earned by our faculty and staff. In the past decade Miami’s graduate programs have been essential to winning our second Eminent Scholar position from the State of Ohio, significantly increasing Miami’s scholarly activity at our university and nearly doubling the external funds received in sponsorship of scholarship.

Since the last accreditation review, the ratio of graduate students to undergraduates has dropped by one-third, from approximately 12% to approximately 8% of the total student population, despite the fact that the number of applications is rising. The Graduate School is denying admission to more applicants than ever and matriculating fewer than 10% of the applicants in our leading programs (Figure 2-6). Recognizing the intense pressure for additional graduate positions among departments across the university and the significance of graduate education at a doctoral intensive university, the Graduate School is partnering with the First in 2009 Coordinating Council to sponsor a university-wide discussion that will lead to articulation of the role of graduate education at a distinguished doctoral intensive university and allow Miami to take national leadership in defining that role among “universities of the third kind.”

Figure 2-4 Master Degree Students by Division
Oxford, Fall 2004
source: IPEDS

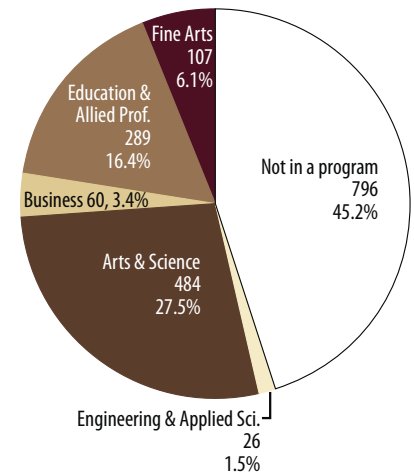


Figure 2-5 Doctoral Students by Division
Oxford, Fall 2004
source: IPEDS

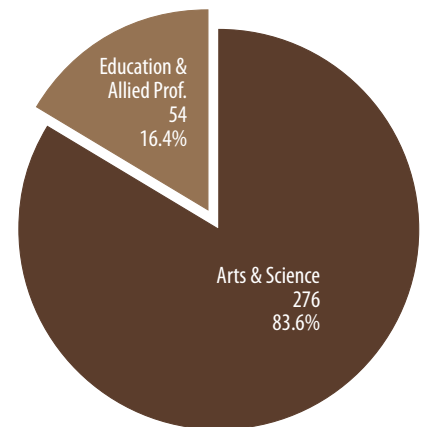
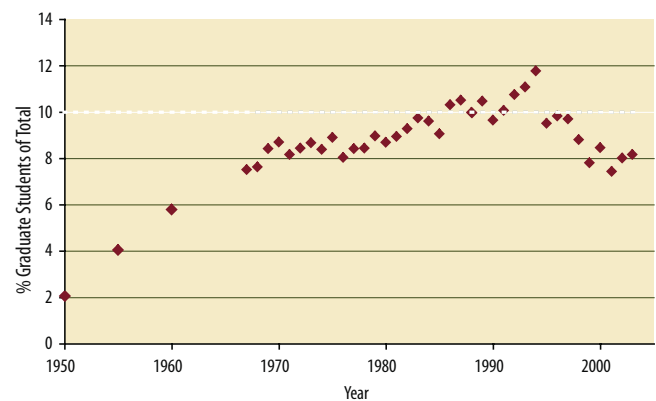


Figure 2-6 Graduate Students as Percent of Total Enrollment
source: IPEDS



Regional Campuses: Hamilton and Middletown

Miami's open-admission regional campuses in Hamilton (opened 1968) and Middletown (opened 1966) are designated by the Ohio Board of Regents to provide higher education access to persons living in Butler, Preble, and Warren counties and the surrounding region.¹⁰ With flexible scheduling of courses throughout the daytime, in evenings, and on weekends, the regional campuses serve students from all three of Miami's campuses.

Each semester approximately 3,500 undergraduates take courses at Hamilton, and 2,800 at Middletown. The campuses serve 100 to 300 graduate students each semester with courses leading to master's degrees in education and business and a large number of workshops and seminars for in-service K-12 teachers.

To reduce economic barriers to higher education, Miami's regional campuses have made concerted efforts for the past ten years to hold tuition and fees to the lowest level possible. For 2003-2004 and 2004-2005, Miami's regional campuses have the lowest annual student fees of Ohio's 23 regional campuses.¹¹

To reduce geographic barriers, the campuses offer courses at four off-site locations during the academic year (Eaton, Lebanon, Trenton, and West Chester). The campuses are leading Miami's efforts in developing the Voice of America Learning Center, a planned multi-institutional learning center strategically located midway between Cincinnati and Dayton, immediately adjacent to an interstate highway, on 20 acres the University received free from the federal government for that purpose.

Student demographics on these commuter campuses differ from the residential Oxford campus. Degree-seeking students range in age from 16 or 17 (taking courses through Ohio's Post Secondary Options program for high school students) into their 50s and 60s, resulting in higher average ages for students (24 for Hamilton, 25 for Middletown). Both campuses have engaged in concerted student diversification initiatives that have resulted in multicultural enrollment of approximately 10% of all undergraduates on an ongoing basis. The campuses' diversity is also reflected in wide array of socioeconomic backgrounds of the students served, including a large number who are first-generation college students and students of Appalachian heritage.

The regional campuses offer one-year certificates (Business Technology and Engineering Technology) and two-year associate degrees (Business Technology, Chemical Technology, Computer and Information Technology, Engineering Technology, Nursing, Pre-Kindergarten Education, and Technical Studies). The campuses' mission includes offering the first two years of pre-baccalaureate coursework (often leading to an Associate in Arts degree), enabling students to begin the degree progress before relocating to Oxford (which they may do after successfully completing 20 hours as a regional campus student). In addition, there are two baccalaureate programs not available on the Oxford campus, Engineering Technology and Nursing.

¹⁰ Appendix 2-6: Administrative Structure of Hamilton Campus and Appendix 2-7: Administrative Structure of Middletown Campus.

¹¹ Appendix 2-8: Ohio Regional Campus Annual Fees Historical Data.

The newer of the programs listed above (since 1995) are the associate degree programs in Chemical Technology and Pre-kindergarten Education, and the baccalaureate program in Engineering Technology. The baccalaureate program in Nursing, originally housed on the Oxford campus, was relocated to the regional campuses (process completed June 2004). The Engineering Technology baccalaureate courses are distance-delivered to five locations throughout the state (Lima, Mansfield, Columbus, Portsmouth, and Marietta), and the department has long-standing articulation agreements with the technical colleges in those locations to enable students to move readily from the associate to the baccalaureate degree.

Faculty are tenured to their respective university departments and divisions. Tenured and tenure-track faculty are augmented by visiting positions in subject areas with high student demand, plus a cadre of 80-90 faculty (per campus) each semester who teach one or two sections (most of whom have taught for the university for multiple years). Part-time faculty hold master's degrees or higher, are approved by academic departments, and many are practicing professionals (particularly in the technical programs)—some hold teaching or administrative appointments at neighboring post-secondary institutions.

Student services for regional campus students parallel those offered in Oxford (e.g. learning assistance, peer tutoring, career counseling and job placement assistance, student government and organizations, co-curricular programs, and intramural athletics). Both campuses have active cultural arts programs during the academic year, and each campus has an endowed lecture series.

With comprehensive missions that include service to area business and industry, each campus has a Business & Industry Center that works with regional businesses, industry, and government entities to identify and meet training needs. These operations are linked to the statewide Enterprise Ohio system of two-year campuses for delivering contract training programs.

Campus facilities are regularly used by community groups and organizations. For example, Parrish Auditorium at Hamilton is the performance home for the Hamilton Civic Theatre, and Dave Finkelman Auditorium is the performance home for the Middletown Symphony Orchestra.

In 2002, the Hamilton Campus purchased a new building, which opened in 2004 as University Hall, the new location for the Business Technology and Nursing Departments. Ground was broken September 1, 2004, for a donor-funded conservatory, and the campus is completing acquisition of additional adjacent property to increase campus instructional and recreation facilities, as well as to increase parking to meet student demands. The campus has also added three new computer classroom/laboratories since 1995.

The Middletown Campus opened Levey Hall in 1999 as the new home for science programs (Botany, Chemistry and Biochemistry, Microbiology, and Zoology). Included in that project was remodeling of enrollment service areas in Johnston Hall to improve student access to essential services. The Middletown campus is currently engaged in development activities to raise funds to build a campus/community center that will provide increased and centralized facilities for Student Affairs as well as facilities for community use for meetings, seminars, and other functions. Since 1995 the campus has added two new computer classroom/laboratories.

The University Libraries

The Miami University libraries play a crucial role in supporting the educational, research, and service missions of the institution. The Libraries are comprised of four Oxford-campus libraries, a library on each regional campus, the Miami University Archives, the Western College Archives, and the Southwest Ohio Regional Depository.

The Libraries hold more than 2.8 million volumes and provide access to over 200 electronic databases and 21,700 journals, of which 16,700 are electronic. Other significant materials include the Walter Havighurst Special Collections, over 30,000 video and sound recordings, 110,000 maps, and a government depository with more than 500,000 items. A founding member of the OhioLINK consortium, the libraries provide fast, reliable access to an additional 31 million library items held statewide. The Libraries have also compiled—on their own and in partnership with OhioLINK—an extensive collection of information in a multitude of digital formats, including photographs, artwork images, digital movies, sound recordings, and electronic books.

Since 1995, the Libraries have become among the university's leaders in promoting information and technology competencies. One of the first library facilities of its kind anywhere, the Center for Information Management in Oxford provides students and faculty with advanced hardware, software, and drop-in assistance for producing information in digital formats such as movies, posters, web pages, presentations, maps, and statistical packages. The Libraries have also created a Digital Library Services Team, which has developed unique digital collections that support the university's teaching and research missions. Digital collections created by the Miami Libraries include a social science dataset repository, geographic information services, and digital publications of materials held in the University Archives and Special Collections.

To prepare students for life-long learning and help them navigate the growing array of information tools and resources, the Libraries have recently developed an Information Literacy Plan that impacts students' entire research process, from developing effective research questions to successfully locating and analyzing information and to observing ethical research methods. Tailored to complement the Miami Plan for Liberal Education, the plan identifies desired student learning outcomes for foundation, thematic-sequence, and capstone courses.

Partnering with academic departments, librarians also deliver more than 400 guest lectures per year and help craft effective library-research assignments. The Libraries have also helped create the interdisciplinary undergraduate program in Interactive Media Studies and many for-credit courses taught by librarians in departments ranging from History to Architecture and Interior Design.

Since 1995, the university has built new facilities for the Art and Architecture Library and the Hamilton campus library. The main library in Oxford is halfway through a total renovation, and the Science Library is scheduled for a major renovation in 2007.

Through its on-site and new online reference services, the Libraries assisted more than 3,000 faculty, students, staff, and visitors per week during the 2003-2004 academic year.

Miami University Dolibois European Center, Luxembourg

In its 36th year, the “Luxembourg Program” at the Miami University Dolibois European Center (MUDEC) enjoys an excellent reputation that attracts many students to Miami. The Center is unique among study abroad programs. No U.S. university offers anything comparable: In its overall excellence, academic rigor and breadth, number of faculty and staff, and rich co-curricular components, it has no peer. Most MUDEC faculty are European-based; three-four per semester are from the Ohio campuses. Students take a minimum of 16 credit hours about Europe, including French or German (only one course for credit/no credit). Program hallmarks include an extensive orientation program, one- or two-semester options, one-week study tour with the “base” course; weekly lecture series by distinguished speakers; home stays arranged by full-time Housing Coordinator; close interaction with faculty and staff; a multitude of cultural and community events to become involved in; and a convenient location for exploring Europe in conjunction with classes. The Center hosts a School of Business summer program, conferences, and many other activities.

MUDEC’s mission:

- to provide Miami students with a systematic and extensive exposure to European society and culture in a high quality academic environment.
- to be a source of scholarly enrichment and professional development for Miami University faculty and staff, core professors, visiting scholars/professors, workshop and seminar directors, and professors offering summer programs.
- to provide support for short-term courses and summer workshops in a variety of fields in order to further increase the opportunities for Miami’s students, faculty, and staff to learn about and become familiar with Europe.

During the past decade the Center moved from Luxembourg City into a 15th century chateau and park in Differdange with more space for classrooms, offices, and computer labs. The Center developed a campus atmosphere: Ohio-based faculty and staff now live on campus, which enhances their interaction with students. Expanded offerings include new business and engineering courses. Content changes intensified the students’ European experience. Miami Plan foundation courses and one-semester thematic sequences were incorporated. The computer system improved greatly.

Recently Honors, the School of Business, and the School of Engineering and Applied Science have developed international foci with MUDEC in mind; similar developments are under discussion with other units.

Applications increase annually, allowing more selectivity. Eligibility standards (GPA and conduct record) were raised in 2003. The maximum enrollment was set at 130 per semester (about five are non-Miami students).

Today MUDEC is so tightly meshed with the Oxford campus that, with planning, all majors can study at least one semester in Luxembourg and graduate on time. Since basic costs are the same on both campuses and numerous scholarships are available, MUDEC is affordable. Students continue to find MUDEC life-altering, their best and “signature” college experience.

Governance Structure

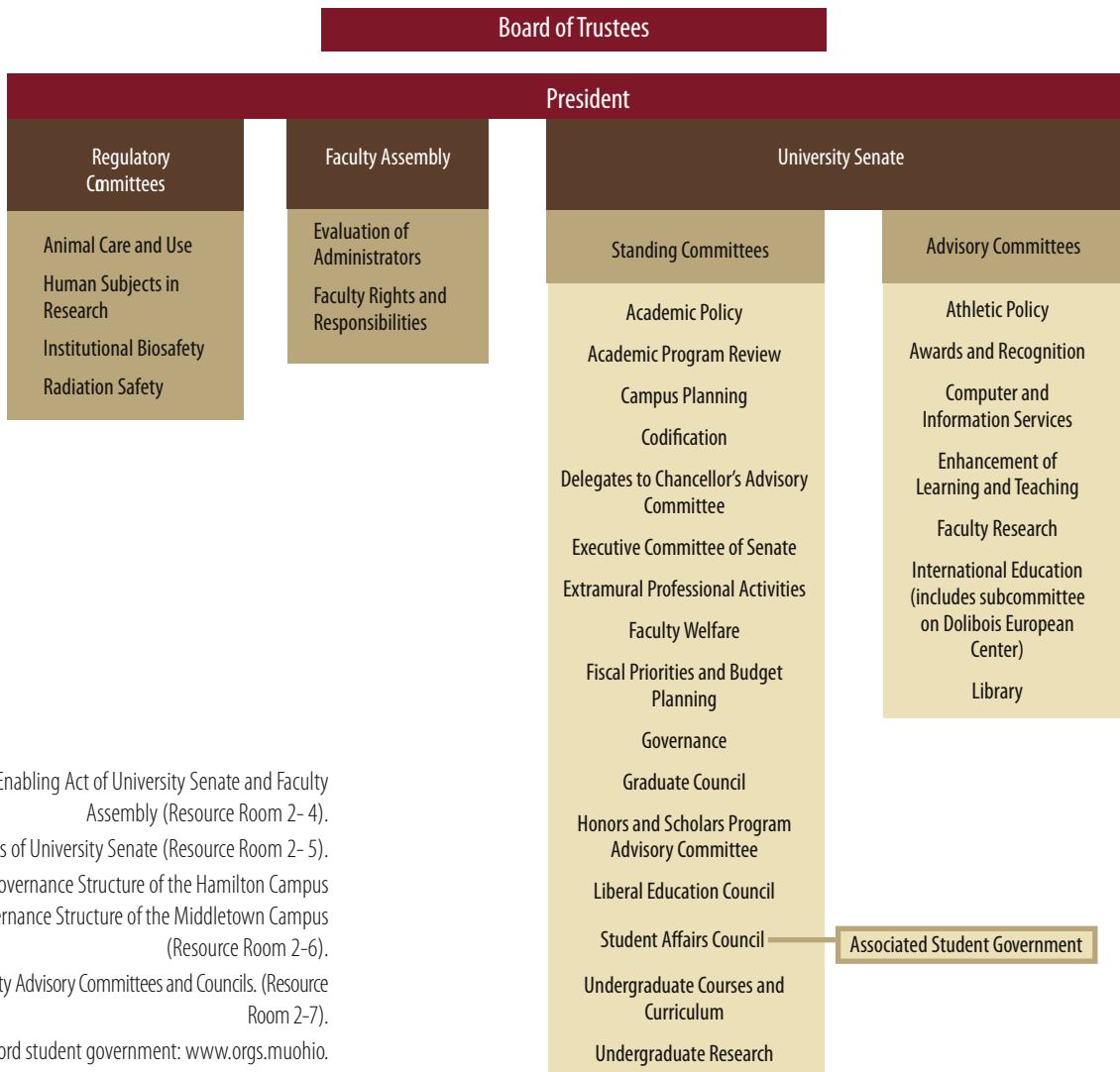
The governance structure of the university includes a variety of bodies that make decisions or participate in deliberations in specified areas of university decision-making (Figure 2-6). University Senate, which includes faculty, staff, and students, has responsibility for decisions concerning the academic programs and provides advice on all matters concerning the university¹². Decisions and recommendations by Senate may be challenged by the Faculty Assembly. Any group of 25 faculty may sign a petition to call a meeting of Senate in order to discuss and vote on Senate actions or to discuss other matters.

University Senate has a roster of 16 standing and seven advisory committees.¹³ Both regional campuses have Campus Senates, which also have committees.¹⁴ All academic divisions have advisory committees of faculty, and some include staff and students. In addition, many other advisory committees assist specific offices at the university.¹⁵

All three campuses have student governments that may bring issues to University Senate or a Regional Campus Senate.¹⁶

Figure 2-6. Miami University Governance Structure.

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¹² Enabling Act of University Senate and Faculty Assembly (Resource Room 2- 4).

¹³ Bylaws of University Senate (Resource Room 2- 5).

¹⁴ Governance Structure of the Hamilton Campus and Governance Structure of the Middletown Campus (Resource Room 2-6).

¹⁵ University Advisory Committees and Councils. (Resource Room 2-7).

¹⁶ Oxford student government: www.orgs.muohio.edu/muasg; Hamilton Student Government: www.ham.muohio.edu/sga; Middletown student government: www.mid.muohio.edu/studentaffairs/ActivitiesAthletics.cfm.

CRITERION 1 MISSION AND INTEGRITY



The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

This chapter describes Miami's mission, the extent to which its mission is understood and supported throughout the institution, the governance and administrative structures through which Miami pursues its mission, and the ways that the university upholds its integrity. Because of the centrality of mission and governance to all dimensions of the university's planning and actions, the information and evaluation presented here serve as a foundation for the four chapters that follow.

CORE COMPONENT 1A
The organization's mission documents are clear and articulate publicly the organization's commitments.

Miami University has a sense of mission that expresses our aspirations and guides our decisions. Our mission focuses on providing an excellent, liberal undergraduate education while also offering outstanding graduate programs in selected areas. Pursuit of this mission by faculty, administrators, and staff, along with the talents and energies of our students, has enabled Miami to transform itself in the past ten years from a regional to a national university and emerge as a leader among research-intensive institutions nationwide. In the following response to Core Component 1A, we highlight the strengths of our mission documents, and we explain why we believe that reviewing and refining these documents are major opportunities for us to attain even higher levels of achievement on behalf of our students and the constituencies we serve.

University-wide Mission Statement

As a complex, dynamic university, Miami possesses an extensive array of documents that express its overall mission and the missions of its various units. Our central mission documents are three statements adopted by the Board of Trustees: the university-wide mission statement, diversity statement, and values statement. The substance and spirit of these three documents are supported and elaborated by the mission statements adopted by the regional campuses and by various divisions, departments, programs, and offices of the institution.

The Trustees adopted Miami's university-wide mission statement in 1974 (see Figure 3-1). As the opening sentence of the first paragraph indicates, this statement conceives of the university's mission in terms familiar across higher education: to teach, create, and serve.

The mission of Miami University is to preserve, add to, evaluate, and transmit the accumulated knowledge of the centuries; to develop critical thinking, extend the frontiers of knowledge, and serve society; and to provide an environment conducive to effective and inspired teaching and learning, promote professional development of faculty, and encourage scholarly research and creativity of faculty and students.

Figure 3-1 University-wide Mission Statement

THE MISSION OF MIAMI UNIVERSITY

The mission of Miami University is to preserve, add to, evaluate, and transmit the accumulated knowledge of the centuries; to develop critical thinking, extend the frontiers of knowledge, and serve society; and to provide an environment conducive to effective and inspired teaching and learning, promote professional development of faculty, and encourage scholarly research and creativity of faculty and students.

Miami's primary concern is its students. This concern is reflected in a broad array of efforts to develop the potential of each student. The University endeavors to individualize the educational experience. It provides personal and professional guidance; and, it offers opportunities for its students to achieve understanding and appreciation not only of their own culture but of the cultures of others as well. Selected undergraduate, graduate, and professional programs of quality should be offered with the expectation of students achieving a high level of competence and understanding and developing a personal value system. Since the legislation creating Miami University stated that a leading mission of the University was to promote "good education, virtue, religion, and morality," the University has been striving to emphasize the supreme importance of dealing with problems related to values.

Miami is committed to serve the community, state, and nation. It offers access to higher education, including continuing education, for those who can benefit from it, at a reasonable cost, without regard for race, creed, sex, or age. It educates men and women for responsible, informed citizenship, as well as for meaningful employment. It provides both disciplinary and interdisciplinary approaches to the pursuit of knowledge and to the solving of problems. It sponsors a wide range of cultural and educational activities, which have significance beyond the campus and the local community.

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The opening sentence of the second paragraph identifies our major emphasis: "Miami's primary concern is its students," and the third paragraph announces our commitment to serving the community, state, and nation. Because we are a state-assisted institution, service to the state is a particularly prominent element in our mission. In these three paragraphs, Miami's mission statement has established a broad foundation on which we have been able to build for three decades.

Miami's Other Mission Statements

Supporting the university-wide mission statement are many others, including the official mission statements of the regional campuses, a set of functional mission statements framed in 1994, and the mission statements adopted by various divisions, departments, and other units.

Our regional campuses in Hamilton and Middletown developed their own mission statements after the campuses were put on their own budgetary footing as the result of a 1983 requirement by the Ohio Board of Regents that affected all regional campuses in Ohio. Middletown's statement was adopted by its Campus Senate in the mid-1980s (see Figure 3-2) and Hamilton's by its Campus Senate in 1991 (see Figure 3-3). Both statements begin by explaining that their missions elaborate rather than replace the university-wide mission. Each repeats key themes of the university statement and mentions its campus' special mission, which includes offering continuing education, associate

Figure 3-2 Middletown Campus Mission Statement

MIDDLETOWN CAMPUS MISSION STATEMENT

The Middletown Campus shares in Miami University's overall mission, and as a regional campus places special emphasis on providing:

- 1. lower division courses to enable students to complete two years toward the baccalaureate degree, or to earn an Associate in Arts degree;*
- 2. technical programs of up to two years duration which are primarily designed to prepare students for careers that are generally (but not exclusively) at a paraprofessional level, or are designed to provide upgrading of skills and/or retraining to meet individual, local, and state needs;*
- 3. support of the University Residence Credit Center through offering instruction in upper division baccalaureate and graduate courses for the purpose of meeting special needs of groups of students who are beyond sophomore standing;*
- 4. carefully planned continuing education programs, courses, seminars and other educational activities offered to meet the civic, cultural, professional, occupational, or social needs of groups of adults, and to maintain the flexibility to develop special programs on a demand basis;*
- 5. community service activities of an educational nature, which may include workshops, seminars, forums, and cultural events;*
- 6. campus facilities and consultative research services designed to address community needs or to resolve community problems;*
- 7. student development.*

degrees, and courses leading to bachelor's degrees. Providing the courses that lead to a baccalaureate is an especially important function that illustrates the interlocking missions of the three campuses. Not only do the regional campuses offer two bachelor's degrees (nursing and engineering technology), but also any student who successfully completes 20 credit hours in good standing at a regional campus can "relocate" to the Oxford campus, being eligible for all bachelor's programs that are open to students who were admitted to the Oxford campus. Except for bachelor's programs with specific pre-admission criteria (e.g., the School of Business Administration and the School of Fine Arts), students do not have to wait until relocating to the Oxford campus to be eligible for BA degrees. They may declare and begin working on those degrees from their admission to a regional campus.

In 1994, all three of our campuses prepared functional mission statements in response to a requirement by the Ohio Board of Regents.¹ Posted at the Regents' website, these extended statements highlight certain elements of the 1974 statement and also treat others somewhat differently, though not in a manner that is inconsistent with the 1974 statement. For example, the functional mission statement for Oxford includes some phrases that do not appear in the 1974 university-wide statement but are very common in discourse at the university and express many people's sense of Miami: "undergraduate student-centered culture," "adherence in principle and practice to liberal education," and "selected number of high-quality graduate programs." The concepts and commitments of the functional mission statements

¹ Appendix 3-1: Functional Mission Statement for the Oxford Campus. Appendix 3-2: Functional Mission Statement for the Hamilton Campus. Appendix 3-3: Functional Mission Statement for the Middletown Campus.

Figure 3-3 Hamilton Campus Mission Statement

HAMILTON CAMPUS MISSION STATEMENT

The Miami University Hamilton mission statement elaborates on, rather than replaces, the Miami University mission statement.

The mission of Miami University Hamilton is to provide general and technical education at the associate degree level and courses leading to many bachelor's and master's degrees. We believe learning is a lifelong process; and we are dedicated to sharing knowledge through high-quality instruction, scholarly activity and service to the community. Miami University Hamilton is an integral part of Miami University in both academic programs and shared governance.

To accomplish its mission, Miami University Hamilton . . .

- *Provides general and technical associate degree programs, 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, and upper level and graduate courses in selected majors;*
- *Provides continuing education courses, community service activities, and training programs for businesses, industries, and organizations;*
- *Provides student activities, athletics, intramurals, and organizations which enhance personal growth and provide opportunities for leadership development;*
- *Provides services in counseling, career planning and placement, cooperative education, academic advising and financial aid;*
- *Provides programs to improve students' basic skills and academic achievement, drawing upon individual strengths while developing strategies to overcome weaknesses or disadvantages.*
- *Defends academic freedom as important for the development and sharing of ideas, while respecting the rights and opinions of others;*
- *Promotes racial and cultural diversity among students, faculty and staff;*
- *Promotes a system of campus governance which encourages faculty, staff and student participation in academic and administrative decisions;*
- *Provides intellectual, informational, and cultural resources for the community;*
- *Provides facilities to meet the needs of students, academic programs, and community groups;*
- *Provides services and access for the handicapped;*
- *Ensures that all programs and services are open to qualified persons without regard to race, religion, marital status, handicap, gender, age, appearance, economic status, ethnic origin or political belief;*
- *Adheres to the affirmative action policy established by the Board of Trustees of Miami.*

are influential in guiding decisions at all three campuses. At Hamilton and Middletown, they are readily accessible on the Web. At Oxford, the existence of the functional mission statement has almost completely faded from the consciousness of faculty and administrators. However, its impact remains strong because some of the language and formulations that appear in it but not in the 1974 statement have become part of our discourse about mission.

All academic divisions, almost all academic departments, and the Student Affairs Division have formal mission statements.² These align well with the university-wide mission statement, as do the mission statements of many other units. In the academic units, the major themes throughout are our commitment to students, research and other scholarly activities, and service to the community, state, and nation.

² Index of Mission Statements: www.units.muohio.edu/accreditation/Database_Files/mission_index (Resource Room 3-1).

First in 2009 Statements as an Expression of Miami's Mission

The First in 2009 statements for the three campuses also provide, in part, another expression of our mission. As explained in Chapter 1, each of these statements includes a vision and goals that, like a mission statement, tell what the university hopes to achieve and serve as a guide to planning and action. These statements, too, are consistent with the 1974 statement but express Miami's aims in different terms. For example, the Oxford First in 2009 statement succinctly integrates and highlights some of the central themes from the 1974 university-wide mission statement and the 1994 functional mission statement for the Oxford campus. Taken together, its vision and goals suggest that the university's mission as a public university is to provide a high-quality, liberal arts education to undergraduates; offer high-quality graduate programs in selected areas; and maintain successful research programs. Created to guide the university into its future, the First in 2009 initiative is intended to establish continuity with Miami's past by building innovatively upon such traditional strengths as strong academic programs, close faculty-student interaction, a residential campus community (for Oxford), rich co-curricular life, and synergy between graduate and undergraduate programs.

Availability of Mission Statements

The university's major mission statements are readily accessible to the university community and the public. The university-wide statement is located on the first page of the "General Information" sections of the Undergraduate General Bulletin and the Graduate Bulletin, as well as in the first section of the *Miami University Policy and Information Manual*. All are available in print and online. In addition, the university-wide statement can be accessed from the "About Miami" and the "President's Message" pages of the Oxford campus website; both of these pages are direct links from the homepage. Similarly, at the websites for the Hamilton and Middletown campuses, the campus mission statements are accessible through the "About" and "Message from the Executive Director" links on the homepages. Both regional campuses also provide links from their mission statements to the university-wide mission statement and to their functional mission statements.

Evaluation Concerning Core Component 1A

Miami's mission documents are clearly written and readily available to the public. We realize, however, that there are several reasons for believing that reviewing and refining these documents would present us with a significant opportunity for improvement.

When the Trustees adopted the university-wide mission statement in 1974, the institution was still adjusting to the opening of our two regional campuses in 1966 and 1968 and the opening of our doctoral programs, also in 1968. Throughout the three decades since 1974, when the Board of Trustees adopted the university-wide mission statement, Miami has experienced

many changes, including significant growth in the student bodies at all three campuses, the maturing of the doctoral programs, a deepening commitment to diversity, and the continued transformation of Miami from a regional to a national institution. These and many other changes suggest that it would be appropriate for us to update the 1974 statement. In addition, even though the 1994 Oxford functional mission statement is almost completely unknown at Oxford, it contains more language and concepts that appear in the current discourse about mission than does the 1974 statement.

We also believe that a review of the 1974 mission statement should occur as part of a broader review of our core mission documents. The 1974 statement was adopted nearly 30 years before the University Values Statement and the new Statement Asserting Respect for Human Diversity were crafted. Examining the three statements together would ensure that they present a fully integrated, current representation of our mission. Similarly, the relationship among our three campuses changed significantly since 1974 because of the state's 1983 requirement that our three campuses maintain separate budgets. The evolution of the relationship among the campuses suggests the value of reviewing the university-wide and regional campus mission statements together. Such a review could ensure that the statements are fully coordinated in ways that best promote synergy among our three campuses.

Miami University is acutely aware of the diversity of its students, other constituencies, and the greater society it serves. Motivated by this awareness, we have continuously increased our diversity-related initiatives and efforts throughout the decade since our last accreditation review. Chapter 8 details these actions and their outcomes. The following section focuses on the extent to which Miami's mission documents show this same level of recognition of the diversity of the groups and individuals it serves.

Diversity of Learners

Two of Miami's core mission documents not only recognize the diversity of its learners, but also emphasize the contributions that diversity makes to the education of all Miami students. In 2004 the Board of Trustees replaced an older diversity statement with the new Statement Asserting Respect for Human Diversity that approaches diversity in a different way (see Figure 3-4). First, it begins by proclaiming, "Miami University is a community dedicated to intellectual engagement." Second, it includes *every* student (and faculty and staff member) as part of the university's diversity, thereby countering the practice of labeling only minority groups as "diverse." The diversity statement then explains the ways that the intellectual and social development of all community members benefit when "we bring our unique viewpoints and life experiences together" by "living, working, studying, and teaching"

CORE COMPONENT 1B
In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

together. These new ways of defining diversity and explaining its value form a solid foundation for Miami's desire to think of diversity as an educational resource rather than just a demographic descriptor. The statement concludes by affirming that its "principles of mutual respect and positive engagement . . . are an integral part of Miami's focus, goals, and mission."

Figure 3-4 University Statement Asserting Respect for Human Diversity.

MIAMI UNIVERSITY STATEMENT ASSERTING RESPECT FOR HUMAN DIVERSITY

Miami University is a community dedicated to intellectual engagement. Our campuses consist of students, faculty, and staff from a variety of backgrounds and cultures. By living, working, studying, and teaching, we bring our unique viewpoints and life experiences together for the benefit of all. This inclusive learning environment, based upon an atmosphere of mutual respect and positive engagement, invites all campus citizens to explore how they think about knowledge, about themselves, and about how they see themselves in relation to others. Our intellectual and social development and daily educational interactions, whether co-curricular or classroom related, are greatly enriched by our acceptance of one another as members of the Miami University community. Through valuing our own diversity and the diversity of others, we seek to learn from one another, foster a sense of shared experience, and commit to making the university the intellectual home of us all.

We recognize that we must uphold and abide by university policies and procedures protecting individual rights and guiding democratic engagement. Any actions disregarding these policies and procedures, particularly those resulting in discrimination, harassment, or bigoted acts, will be challenged swiftly and collectively.

All who work, live, study, and teach in the Miami community must be committed to these principles of mutual respect and positive engagement, which are an integral part of Miami's focus, goals, and mission.

Like the diversity statement, the Miami University Values Statement opens with a sentence that links its principles directly to our educational mission: "Miami University is a scholarly community whose members believe that a liberal education is grounded in qualities of character as well as intellect" (see Figure 3-5). It continues with a principle that encompasses respect for the diversity of learners, broadly construed, at Miami: "We respect the dignity of other persons, the rights . . . of others, and the right of others to hold and express disparate beliefs."

Briefer references to the diversity of its students also appear in the university-wide mission statement, the Hamilton mission statement, the functional mission statements of all three campuses, and the First in 2009 goals of all three campuses. Such references also appear in other contexts, such as the values statement of Miami's Leadership Commitment, a program whose goal is to "develop the leadership potential in all students for the global and inter-

Figure 3-4 University Values Statement

MIAMI UNIVERSITY VALUES STATEMENT

Miami University is a scholarly community whose members believe that a liberal education is grounded in qualities of character as well as of intellect. We respect the dignity of other persons, the rights and property of others, and the right of others to hold and express disparate beliefs. We believe in honesty, integrity, and the importance of moral conduct. We defend the freedom of inquiry that is the heart of learning and combine that freedom with the exercise of judgment and the acceptance of personal responsibility.

dependent world of the future.” Among the Leadership Commitment’s values, which the program encourages staff and students to enact, is the “appreciation of human dignity and diversity.”³

We continue to seek even more effective ways to recognize, value, and make sound educational use of the diversity of our student body and the rest of the university community. In spring 2004, the First in 2009 Coordinating Council (described later in this chapter) hosted 20 “vision and planning” sessions designed to elicit ideas from Miami faculty, staff, and students on the future vision of Miami as an academically excellent institution through inclusion. Co-facilitated by diversity consultant Dr. Edgar Beckham and members of the Coordinating Council, 180 faculty, students, and staff (including top-level administrators) identified elements that they would see as crucial to achieving their aspirational vision of an academically excellent Miami. Based on these lists and ideas provided by the First in 2009 Coordinating Council, the Chair of Council and Dr. Beckham created a draft aspirational vision statement for future discussion.⁴

Diversity of External Constituencies

Miami’s recognition of the diversity of its external constituencies is evident in its core mission documents, but even more in the plethora of its service and engagement activities.

Our recognition of the diversity of our constituencies is implied in the university-wide statement, which speaks of service to “the community, state, and nation.” The regional campus statements focus on service to their officially defined service areas of Butler, Preble, and Warren counties in Ohio. More detailed descriptions of each campus’ external constituencies are presented in the 1994 functional mission statements on file with the Ohio Board of Regents. Taken together, these general statements provide the springboard for the abundance and variety of Miami’s service and engagement activities, which are enumerated in Chapter 7.

³ www.units.muohio.edu/saf/mlc.

⁴ Appendix 3-4: Draft Aspirational Vision Statement Emerging from a First in 2009 Coordinating Council Project.

Evaluation Concerning Core Component 1B

With respect to Core Component 1B, our mission documents, especially in the Statement Asserting Respect for Human Diversity and the University Values Statement, represent one of Miami's major strengths. These documents appropriately recognize the diversity of Miami's faculty, staff, and students. Although recognition of the diversity of our constituencies is less prominent in the documents, our service and engagement with Miami's diverse constituencies indicate our responsiveness to them (see Chapter 7). We realize, however, that we could enhance our strength in this area through the review of our mission documents that is described in the evaluation of Core Component 1A.

CORE COMPONENT 1C
Understanding of and support for the mission pervade the organization.

An analysis of the extent to which understanding and support for the university's mission pervade Miami University leads to a paradox. On the one hand there is widespread agreement on the university's core mission of providing an outstanding, liberal arts education and also offering selected graduate programs. In fact, this mission is often invoked in documents and in conversations about university actions. However, this general agreement about the university's mission is accompanied by divergent views about how the mission should be operationalized. Consequently, people who hold conflicting views on university issues may all invoke the commonly held understanding of what the mission is.

These differences in the understanding of the university's mission are understandable. Since the university-wide mission statement was adopted in 1974, Miami has been in a continuous process of change. That process has accelerated in recent years, and additional change appears on the horizon. As a result, some policies, practices, and programs have been changed, and other changes are under discussion. Those who oppose a particular change or group of changes object that the changes represent an abandonment of the central mission and goals of the university. Those who support the changes argue that they represent refinements of the mission or advances in fulfilling it.

For example, the President and central administration have challenged the faculty to increase the intellectual rigor of our undergraduate programs; increase our success in obtaining external funding for research, scholarship, and creative activities; and become more sophisticated in our use of benchmarking and the assessment of academic courses and programs. Among the faculty, some support these challenges, and some oppose them. Both sides cite the university's mission in support of their positions. For example, those who oppose a greater emphasis on research argue that spending additional time on research reduces the time and attention faculty can devote to their

teaching and students. In addition, they argue, this emphasis will cause the university to invest more of its resources, taking them away from support of teaching. On the other hand, those who support a greater emphasis on research see research and teaching not as conflicting activities but as an integrated unit. They say that the research ensures that faculty have current knowledge in their fields to teach and may be able to engage students in highly educational research activities with them. Similarly, those who oppose a greater emphasis on obtaining research funding say that students will suffer a loss of faculty time and attention, while those who support the increased emphasis point to the ways that external funding can provide researchers with the latest equipment, which students can use, and may provide funding that enables undergraduate as well as graduate students to participate in research projects.

Other topics that are discussed in these terms include the increasing emphasis on assessment and benchmarking and the transformation of the School of Applied Science into the School of Engineering and Applied Science, with the attendant increase in engineering programs, facilities, faculty, and students.

Evaluation Concerning Core Component 1C

In sum, there is widespread support for the university's mission when it is broadly interpreted as a commitment to offering an excellent liberal arts undergraduate education and excellent graduate education in selected fields. However, we are having significant debates about the practical decisions that flow from this general understanding of the mission. As the accreditation subcommittees evaluated our performance with respect to accreditation Criteria Two, Three, and Four, they all referred to contested interpretations of our mission's practical implications. Debates about mission are intertwined with discussions of our most critical decisions about the best ways to allocate our resources; fulfill our commitment to teaching and learning; and pursue the acquisition, discovery, and application of knowledge. Indeed, we can make the most headway with respect to some of the major opportunities for improvement identified in later chapters of this report if we were to reach greater agreement about what our mission means in practical terms.

Of course, a greater agreement about mission would not automatically settle these other questions, and ongoing conversation about the practical decisions resulting from an institution's mission are both healthy and inevitable. Nevertheless, a greater agreement about Miami's mission would enable us to simplify our efforts to forge the short-range and long-range plans that will shape our future. Thus, the relationship of our mission documents to certain very consequential decisions provides a second reason (see the discussion of Core Component 1A) for believing that a review of our mission documents presents one of our major opportunities for improvement.

CORE COMPONENT 1D
The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Miami's current governance and administrative structures, which are based on a shared-governance model, have enabled Miami to attain its current level of success. However, a review of our governance system also provides another major opportunity for increasing our ability to achieve our aspirations. A belief in the value of such a review is shared by faculty and staff, on the one hand, and the central administration on the other. This section describes the major features of the current governance and administrative structures, discusses some recent changes, recounts the reasons that various groups have for supporting revision of the governance system, and describes the steps being taken to review our governance.

Governance and Administrative Structures⁵

Appointed by the Governor, the Board of Trustees holds ultimate responsibility for the university. It includes nine voting members who serve staggered nine-year terms, plus two nonvoting student members. The Board elects its chair and other officers each year. Discussions among the Board and the executive officers has been deepened by the establishment of the Board's Finance and Academic Committees.

The Board has delegated broad administrative authority to the President and vice presidents for Academic Affairs, Finance and Business, Student Affairs, University Advancement, and Information Technology. In Miami's practice, persons with administrative responsibility in constituent units of the vice-presidential divisions also have substantial autonomy for carrying out their responsibilities.

The Board has delegated primary responsibility for curricula, programs, and course offerings—as well as advisory responsibility on all matters related to the university—to the University Senate, where policies and issues can be discussed collaboratively by faculty, staff, students, and administrators. Senate is also the legislative body in matters involving educational programs, requirements, and standards; faculty welfare; and student conduct. (The Board has reserved the right to consider, approve, modify, or reject actions taken by University Senate.) Of the 69 members of Senate, 44 are faculty, 13 undergraduates, two graduate students, two staff, and eight administrators. Senate has 12 standing committees and ten advisory committees. Senate is chaired by the Provost. Senate's Executive Committee includes the Provost, three faculty Senators elected by Senate, and the President of the undergraduate Associated Student Government. Each year, one of the Senate members is elected vice-chair and serves as chair in his or her second year on Executive Committee.

Miami also has a Faculty Assembly, consisting of all tenured and tenure-track members of the faculty. Faculty Assembly has the right of initiative and referendum in all areas for which Senate has authority, and it may overturn

⁵ See Figure 2-1: Administrative Structure of Miami University and Figure 2-6: Governance Structure of Miami University.

Senate actions. Its two committees are the All-University Committee for the Evaluation of Administrators and the Committee on Faculty Rights and Responsibilities, which makes recommendations about grievances and disciplinary action involving faculty.

The largest vice-presidential division is Academic Affairs, which includes six academic divisions, the Graduate School, two regional campuses, the libraries, and the Dolibois European Center in Luxembourg. Working within broad parameters, all academic units, including academic departments and programs, set many of their own policies. All academic divisions, the regional campuses, and the European Center have several policy and advisory committees of faculty. Several have student-advisory committees. The School of Interdisciplinary Studies has an Executive Committee composed of tenured and tenure-track faculty and elected students.

The regional campuses present a special case because they have their own missions and budgets. At both regional campuses, all faculty who teach at least half time, as well as many staff members and several students, are members of the campus senate. The authority of these senates is derived from, and subject to, the authority of the Miami University Senate. The regional senates act on matters that are essentially local in character and effect. Matters that are not local in character and effect may be discussed and referred to University Senate, whose membership includes faculty from the regional campuses.

The Unclassified Personnel Advisory Committee and the Classified Personnel Advisory Committee provide advice to the President, vice presidents, and other administrators on matters affecting or of interest to their constituencies. Both committees include representatives from various divisions and all three campuses. They consider such issues as health insurance, salaries, childcare, grievance procedures, holiday scheduling, and Recreational Sports Center fees.

Each of the three campuses has a student government, which sometimes brings issues to the university or a campus senate. The Oxford campus also has a Student Affairs Council (SAC), which includes faculty and administrators, but whose largest group of members is students. Some non-academic legislation that affects all Miami students goes before this body, although only Oxford students are eligible to serve on SAC.

In 2000, the university added another contributor to its deliberative and decision-making landscape: the First in 2009 Coordinating Council. The Provost created the Council in order to initiate dialogue on how to achieve the eight First in 2009 goals. The Council's composition has changed every year, and its size has varied from 15 to 35 (average of 25), depending on the focus of its work. In recent years, Council has included representatives from all vice-presidential divisions, and it always includes faculty, graduate and undergraduate students, and classified and unclassified staff. Council has undertaken several large projects, including one directed at transforming the

experience of first-year students at Oxford and one that is taking a grass-roots approach to pursuing the university's diversity and inclusion goals. These and other projects of the Council are described in more detail in other chapters.

Recent Adjustments to the Administrative Structure

As a means of strengthening our university, we have instituted several significant changes in our administrative structure since 2001. We have moved the Office of Admission and the Office of Student Financial Assistance from the Student Affairs Division to the Academic Affairs Division. In addition, we have divided the former Office for the Advancement of Scholarship and Teaching into two parts: the Center for the Enhancement of Learning and Teaching (CELT) and the Office for the Advancement of Research and Scholarship (OARS). This reorganization not only placed greater emphasis on both areas, but also provided both with an almost doubled amount of office space.

After an extensive review, Miami elevated the university's Computing and Information Services (MCIS) to the vice-presidential level, making it the Information Technology Division. Following a national search in 2002, the university appointed our first Vice President for Information Technology.

University Review of Governance

At the beginning of this academic year, President Garland announced that Miami would begin a comprehensive review of our shared governance system. Some members of the faculty, staff, and administrators share a belief that a review and revision of governance will benefit the university. Moreover, members of different groups have reached this conclusion for different reasons, a fact that affirms the value of such a review. The following sections discuss faculty and staff perspectives, describe the President's perspective, and explain the review process that the President has initiated.

Faculty and Staff Perspectives

Some faculty and staff believe that Miami should adopt a more broadly participatory way of practicing shared governance. These faculty and staff object that some important decisions are made without faculty consultation or that consultation comes on ancillary matters after the core decisions have been made centrally. For example, some object that the First in 2009 initiative was formulated by administrators without a participatory discussion that gave faculty, staff, and students an opportunity to help shape this vision of Miami's future and the creation of strategic-planning goals that have heavily influenced decision making since 2000. Second, some argue that the university administration should have engaged in a dialogue with faculty, students, and non-striking staff about the university's response to a fall 2003 strike by some classified workers. Third, some maintain that the administration should have consulted University Senate and the faculty at large before relocating Miami's bachelor's program in nursing to the regional campuses in 1999. Fourth, some believe that the administration should have fostered a

university-wide discussion, including University Senate, before making the original decisions that are leading to such a dramatic growth in the School of Engineering and Applied Sciences, for which new faculty positions are being created, a new building will be constructed, and other financial and programmatic commitments are being made.

Faculty have expressed dissatisfaction with the decision-making processes since at least 1995. In that year, the university's accreditation self-study report observed that "there is a common perception among faculty that the administration is not always eager for their active participation" in decision making.⁶ Since 1995, the governance structures have remained basically the same, although there have been some adaptations, such as the creation of major councils to oversee multicultural initiatives at Oxford and to coordinate the First in 2009 process in all vice-presidential divisions and on all campuses. While faculty dissatisfaction with decision-making processes is not universal, it is widespread. In fall 2003, the Accreditation Steering Committee asked faculty, staff, and students to help identify the university's major strengths and the major concerns that should be addressed by Miami. University Senate, academic departments, and faculty groups at all three campuses listed top-down management as one of the most prominent concerns, sometimes explaining that faculty and staff are not provided sufficient opportunity to review, comment on, and influence important decisions. In addition, more than one in five department chairs and program directors expressed this concern, as did some staff.⁷ The feeling of some members of University Senate that Senate has not been sufficiently consulted on important issues has also been expressed in Senate meetings and recorded in Senate minutes. Complaints about lack of consultation with faculty and staff have also appeared in opinion columns in *The Miami University Report*, a small newspaper printed weekly by the News and Public Information Office. Finally, such complaints may be heard regularly in faculty conversations and in some departmental and other meetings.

Does faculty dissatisfaction with the decision-making process signal an unusually contentious relationship between faculty and the central administration? Responses to the 1995 and 2001 Higher Education Research Institute (HERI) Faculty Survey suggest that it does not.⁸ One survey question asks faculty to "Indicate how well . . . the following describes your college or university: 'The faculty are typically at odds with campus administrators.'" In the 2001 survey, 9% of Miami's Oxford faculty respondents said it was "Very descriptive," and more than three times that many (30%) said it was "Not descriptive." In the 2001 survey, the percentages of faculty responding "Very descriptive" and those responding "Not descriptive" rose to 11% and 35%, but the relative proportions remained the same. Miami results in both surveys were very close to those from the two HERI comparison groups, public universities and all four-year institutions, except that the rise in the percentage of Miami faculty choosing "Not descriptive" was greater. These results

⁶ Miami University Self-Study Report, January 1995, page 123 (Resource Room 3-2).

⁷ Major Strengths and Concerns as Perceived by Faculty, Staff, and Student Groups, January 2004 (Resource Room 3-3).

⁸ Appendix; 3-5: HERI Faculty Survey Results concerning Faculty's Relationships with Campus Administrators, 1995 and 2001. The HERI Faculty Survey has been administered only on the Oxford campus.

suggest that faculty dissatisfaction with Miami's current implementation of shared governance focuses particularly on decision making and is not part of an unusually contentious relationship with the campus administration.

The President's and Central Administration's Perspectives

The President and central administration agree that the university should continue to rely on shared governance and also that we would benefit from reviewing and refining our current practices. However, they have a different perspective on the current use of shared governance and on the goals that review and refinement of governance should aim to achieve. From the central administration's perspective, the faculty perception that they are not consulted results from a communication problem. In a 2003 analysis of the governance system prepared for the President, the Secretary of the University reported that the institution has 50 university-wide committees and councils with a total membership of 660. Faculty hold the largest portion of the positions (52%), followed by students (22%), and staff (13%). Administrators have the smallest portion (12%). The analysis also found that between 1996-1997 and 2003-2004, Senate considered 109 resolutions, of which 101 were passed. Of the 101 that were passed, all but seven were enacted. Despite this different perspective on consultation with faculty and staff, the President and central administration join faculty and staff in believing that improving our shared governance system represents one of Miami's major opportunities for improvement. When calling for a review and renewal of the system in his August 2004 State of the University address, the President asserted that "no university can be better than its governance system permits."⁹ He added that, unless periodically evaluated, modified, and upgraded, all academic governance systems can become costly, taking people's time away from their teaching and research. He also noted that shared governance systems run the risk of being conservative (resisting change) and slow.

Process for Review and Renewal

As a starting point for Miami's renewal process, the President offered ten principles for evaluating Miami's shared governance, and he announced that he has appointed a committee to solicit issues for discussion from the university as a whole. The committee includes the Provost, Chair of University Senate's Executive Committee, President of the Oxford student government, Vice President for Student Affairs, and General Counsel. After the issues for discussion have been identified, the university will turn its attention to creating processes that will address identified problems. The overall process, the President predicts, may need to proceed in stages over several years.

⁹ President James C. Garland's State of the University Address, August 22, 2004 (Resource Room 3-4).

Evaluation Concerning Core Component 1D

The current administrative and governance processes have worked well enough to support Miami's significant advances over the past decade. Nevertheless, faculty, staff, and the central administration agree that improvements in our shared governance practices and policies will increase Miami's ability to sustain and accelerate its long-term record of continuous improvement. The President has proposed an open, consultative process that promises to allow these differences to be aired and discussed in ways that increase Miami's ability to make wise decisions about its future. Thus, university governance and decision making represent a major opportunity for improvement that the university has an effective plan for addressing.

Miami has numerous policies and procedures for upholding the integrity with which it deals with its internal community members and its external constituencies. This section describes some of the more important university-wide ones and then selected ones that pertain to each of the four vice-presidential divisions.

University-wide Policies and Procedures

Most of our university-wide policies and procedures are collected in the *Miami University Policy and Information Manual*.¹⁰ From 1998 through 2002, we reviewed all of these policies and the location at which they were available to faculty, staff, and students. In the process, we shared proposed changes with stakeholders for their comments. Policies established by University Senate were referred to that body, which on some occasions formed ad hoc committees to develop versions that provided greater clarity, conformity to current law, and improved practice. We revised policies concerning students and staff in parallel with those affecting faculty. As a result, we now have a radically streamlined *Policy and Information Manual*, available in print and online, together with improvements to many other policy documents.

Deeply committed to the equitable treatment of all members of the university community, we completely revamped our Policy Prohibiting Harassment and Discrimination while revising the *Policy Manual*. The new policy features a streamlined process for filing and handling complaints and provides more support for people with concerns or cause for complaint. We carefully crafted all revisions to protect individual rights or academic freedom.

To address other concerns, we have grievance procedures available to faculty, students, and staff.¹¹ Students can file academic grievances for violations of Miami's "Good Teaching Practices" and to question grades.

CORE COMPONENT 1E
The organization upholds and protects its integrity.

¹⁰ www.muohio.edu/mupim.

¹¹ Index of University-wide Grievance Policies for Faculty, Staff, and Students (Resource Room 3-5).

To ensure that research conducted by faculty, staff, and students complies with federal regulations, the university maintains the Committee on the Use of Human Subjects in Research (Miami's institutional review board) and the Institutional Animal Care and Use Committee. In 2004, the Office for the Advancement of Research and Scholarship hired the university's first full-time compliance officer to work with both committees. The compliance officer and the Office for the Advancement of Research and Scholarship initiate programs on the ethical conduct of research for faculty, staff, and students. In 2003, the Committee on the Use of Human Subjects in Research revised its policy, and the Institutional Animal Care and Use Committee updated the application for the use of live vertebrate animals in research and teaching. A new building for housing animals will be completed in 2006.

Policies and Procedures of Vice-Presidential Divisions

Each of our five vice-presidential divisions adheres to a set of policies and procedures for protecting the integrity of its activities.

Academic Affairs Division

The Academic Affairs Division is especially concerned with the adherence of the faculty and academic administrators to the university's policies on academic freedom, faculty responsibilities, professional ethics and responsibilities, and good teaching practices. All academic divisions and departments have their own grievance procedures.¹² Grievances that are not resolved at those venues may be brought to the Committee on Faculty Rights and Responsibilities, which heard approximately 30 grievances from 1995 through 2003.¹³ Members of the committee also carry out informal mediation when possible.

Miami also has a policy concerning disciplinary action for faculty who fail to adhere to university policies. The university revised this policy in concert with its revisions of the faculty grievance procedures. Disciplinary actions may be appealed to the Committee on Faculty Rights and Responsibilities.

Finance and Business Services Division

The Finance and Business Services division has assigned to department heads responsibility for compliance with laws and regulations pertaining to units. Department heads, in turn, report to superiors on compliance status. In addition, there are tests for compliance conducted by external agents as well as internal checks and balances. An independent public accountant performs annual audits of the university's financial system.

The Office of the Controller staffs the position of Tax and Compliance Coordinator. This person ensures that the university complies with local, state, and federal laws relating to taxes for which the university might be responsible, such as unrelated business income, taxes owed by others (i.e., employee payroll taxes) that are collected and remitted by the university, and so on.

¹² Index of Grievance Policies for Academic Departments (Resource Room 3-6).

¹³ Index of Annual Reports by the Committee on Faculty Rights and Responsibility. (Resource Room 3-7).

Internal and external assessments are performed. Internal Audit and Consulting Services develops an annual audit plan that is approved by the Vice President for Finance and Business Services and reviewed with the Board of Trustees Finance Committee. This plan schedules and assigns internal audits and prioritizes them by degree of risk. University Budget and Institutional Research has established a Banner Data Integrity Committee to promulgate data entry standards and guidelines and to address issues of data integrity in the Banner administrative computing system. The Environmental Health and Safety Office conducts compliance audits of units to ensure that Occupational Health and Safety Administration regulations, local and state fire codes, and so on, are being followed in laboratories and other facilities throughout the university. The local fire marshals perform periodic inspections of facilities, too.

Tests for compliance with laws and regulations are based on researching sources such as the standards of the National Association of College and University Business Officers (NACUBO), the *Guide to Federal Tax Issues*, the *Ohio Revised Code*, and other documents provided by government entities.

Another way the division ensures the integrity of its activities is that the “tone from the top” is one of honesty and integrity. Goals and objectives are verbally articulated although not spelled out in internal documents. Internal controls are in place to mitigate risks. Staffing has been increased to meet the demand of a more aggressive audit plan. Although there is no formal ethics statement published by the division, it follows those prescribed in the *Miami University Policy and Information Manual*. Activities are monitored by management, and corrective action is taken where appropriate, including dismissal of employees when necessary.

In terms of dealing fairly with its external constituencies, although the division has not published its own code of conduct, it contributes to and adheres to the Conflict of Interest Policy in MUPIM Section 3.12; it also adheres to the Ohio Ethics Law and the ethical rules articulated by various professional organizations, such as NACUBO and the Association of Higher Education Facilities Officers. Miami is a member of the National Association of Educational Buyers (NAEB), which provides its purchasing group with national and regional affiliations. The NAEB has established bylaws for legal and ethical practices that the university upholds. It also offers a variety of procurement academies in which the university encourages procurement staff to participate so they are fully trained in contract administration, contract law, and the ethics of procurement.

In addition to the above measures, the Finance and Business Services Division ensures that it presents itself and the university accurately and honestly to the public through several strategies. Members of the division coordinate with University Communications and the News and Public Information Office. Spokespersons are knowledgeable managers. Internal and external reports disclose audit results. The Finance Committee of the Board of Trustees oversees management.

Information Technology Services Division

The Information Technology Services Division is responsible for university-wide information technology policies. It has developed a policy on Responsible Computing Use with assistance from the university's legal counsel, internal auditor, and various university constituencies.

The Division has also created a Computing Security Policy designed to protect computing resources and the privacy of data. An Information Security Officer is responsible for assisting other university divisions and departments with adherence of their systems to the Family Educational Records and Privacy Act (FERPA), Health Insurance Portability and Accountability Act of 1966 (HIPAA), and Gramm-Leach-Bliley requirements.

The division participates in best practices and standards initiatives of EDUCAUSE, the primary organization addressing information technology issues in higher education and its affiliates.

Over the next year, the division will develop literacy standards for students, faculty, and staff. This tactical goal grew from the university's information technology strategic planning effort. The student standards are expected to address literacy levels for incoming and graduating students.

Student Affairs Division

Members of the Student Affairs Division regularly attend conferences on higher education law. They maintain a close working relationship with administrators in the City of Oxford and the Miami University Police. On a regular basis, the General Counsel updates the division on current changes in laws affecting higher education. The Student Affairs Division also maintains a student code of conduct, which not only provides regulations for student behavior but also guides the division's work related to students. The code relies upon federal, state, and local law; adheres to due process; and also uses a college student development framework to create accountability balanced with learning opportunities for students. The Division works through the disciplinary boards to uphold principles of honesty in academic pursuits and to uphold conduct that is ethical and conducive to the climate for learning and development.

The Student Affairs Division also works closely with faculty and staff to ensure that classroom and residential climates are fair and free from barriers for all learners, but especially for those with disabilities.

University Advancement Division

The Miami University Foundation Board of Trustees selects, monitors, and evaluates the management of Foundation assets. Nominated for service based on their financial and investment expertise, alumni trustees are elected to serve up to two three-year terms. They comprise the Investment Committee of the Foundation and meet quarterly to scrutinize the performance of managers, screen potential investment firms, and allocate assets

among the various investment sectors, managers, and asset allocation styles. The committee also establishes the guidelines for all managers and makes certain each firm is operating within its stated investment objectives.

Trustees protect Miami's future by managing funds to provide both ongoing support of projects and investment capital to continue to generate that support. Funds are managed to balance investment styles, portfolio assets, and levels of reasonable risk. Each individual account benefits from the overall performance of the Foundation's endowment. By establishing a reasonable spending rate and providing for long-term growth of capital, the trustees ensure that funds will be available to support the academic mission of the university in the future.

The trustees are further responsible for garnering private support to assist with the university's highest priorities. When appropriate the trustees may solicit and receive contributions of money and realty for incorporation into the Miami University Foundation endowment. More than managers, trustees are encouraged to seek out private contributions to support the goals of Miami University.

Other Offices with Responsibility for Integrity

In addition to the offices named above, the General Counsel's Office, Equity and Equal Opportunity Office, and University Communication Office all have responsibility for maintaining the integrity of the university in dealing with its internal and external constituencies. Information about these offices is presented in Chapter 2.

Evaluation Concerning Core Component 1E

The university's policies and practices for upholding its integrity are comprehensive and effective. As at any large, complex institution, individuals and groups may make mistakes. However, the university has developed many means of preventing mistakes and its grievance and other procedures provide opportunities for responding fairly to those who feel that they have not been treated appropriately.

Conclusion

With respect to Accreditation Criterion One, Mission and Integrity, we believe that, as a university, we have the following major strengths and opportunities for improvement. Looking ahead, we also see two possible issues arising in the next three to five years.

Strengths

1. The university has clearly stated mission documents for the university overall and for the regional campuses.
2. Taken together, the core mission documents, especially the University Values Statement and the Statement Asserting Respect for Human Diversity, recognize the diversity of the university's students, staff, and faculty.
3. The university's governance structure provides many opportunities for participatory decision making. These include the delegation of many decisions to University Senate. They also include the extent to which vice-presidential divisions and the faculty in academic divisions and departments are able to make decisions collectively within their units or collaboratively with other units.
4. The university employs a variety of policies and processes to ensure the integrity of its dealing with members of the Miami community and its external constituencies, including the public.

Opportunities for Improvement

1. Review the university's core mission documents through a participatory process open to the whole university community with the goals of coordinating these documents and achieving more widespread agreement about them.

ACTION: The university will begin reviewing its mission statements in the 2005-2006 academic year after our new Provost has been appointed.

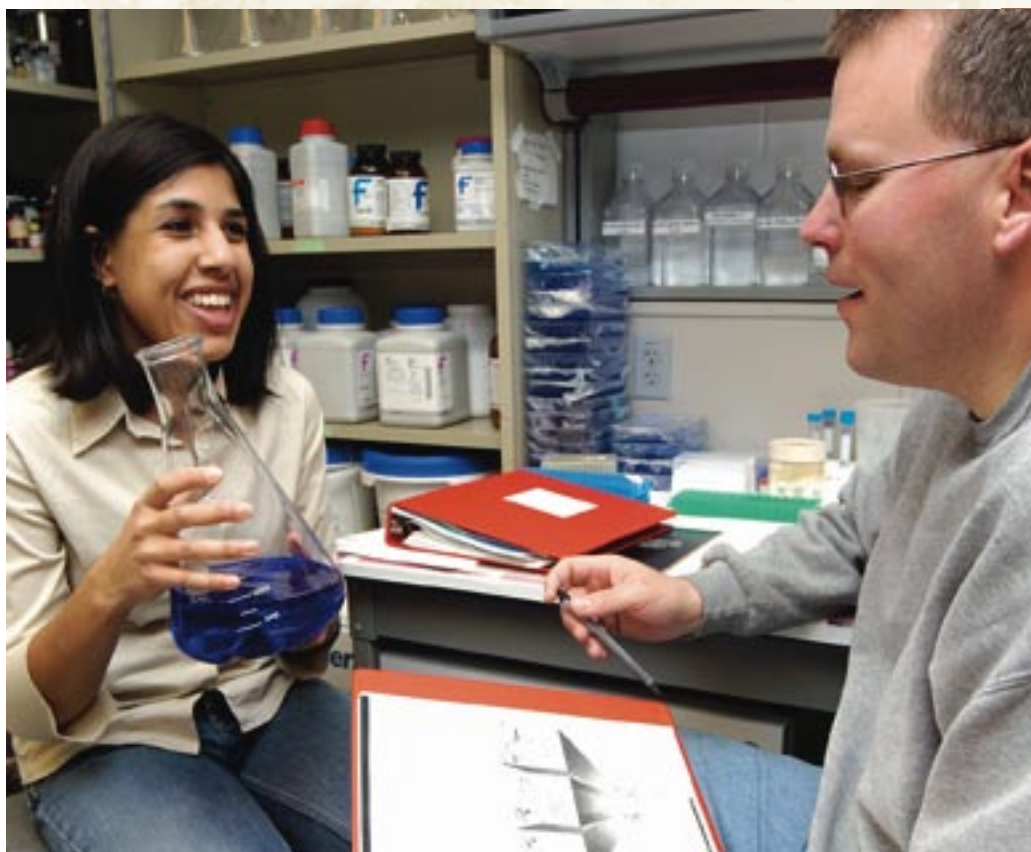
2. Review the governance and decision-making structures and processes to ensure that members of the university community are appropriately involved in the deliberations through which major decisions are made.

ACTION: The President has initiated a process for review and renewal of the governance and decision-making structures and processes.

Issues for the Next Three to Five Years

1. Ongoing conversations in the state legislature could culminate in action that dictates modifications to the university's mission.
2. The state legislature might revive an effort to make regional campuses more independent from main university campuses or there may be a movement to increase the autonomy and decision-making authority of regional campuses while retaining them as part of a university. If successful, such a move would require substantial changes in the mission and operations of all three of our campuses.

CRITERION 2 PREPARING FOR THE FUTURE



The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.



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iami has a long history of carefully allocating its resources in ways that enable us to fulfill our mission and respond to emerging challenges and opportunities. The care we have invested in resource allocation has enabled us to weather all-too-frequent reductions and givebacks of state subsidy in the past several decades without reducing the quality of our educational programs. Nevertheless, since our previous reaccreditation in 1995, we have significantly improved our approaches to resource planning, allocation, and evaluation. These improvements have enhanced our ability to use our resources to respond to future challenges and opportunities and achieve the higher goals we have set for ourselves, as reflected in our First in 2009 initiative.

CORE COMPONENT 2A

The organization realistically prepares for a future shaped by multiple societal and economic trends.

In order to extend our capacity to prepare for a future shaped by social, economic, and other trends, we have in the past ten years improved our planning processes and methods of scanning our environment for change.

Improved Planning Processes

To improve our planning processes, we have embarked on strategic planning and much greater use of long-range planning.

Strategic Planning

The most prominent example of our strategic planning is the First in 2009 initiative, which the President announced in Spring 2000.¹ Created in part as a response to the Board of Trustees' request that the university embark on strategic planning, this is our first experience in university-wide planning and action around such a broad set of goals. Our approach combines centralized and distributed elements. The President, in consultation with his advisors, established the initiative's eight overarching goals for the Oxford campus. All divisions, departments, programs, offices, and other units then derive their own, more specific goals appropriate to their realms of responsibility. They also devise the plans through which they will achieve their goals. Thus, the eight overarching goals provide a framework that focuses and coordinates planning and action across the institution. Because of their distinctive missions and independent budgets, each regional campus has developed its own First in 2009 goals. Developed through widespread discussion among faculty and staff, these goals differ from, but are supportive of, the overall First in 2009 goals.²

The annual goals prepared by the Provost for the Academic Affairs division illustrate the ways that the First in 2009 goals shape planning.³ The Provost organized many of the division's goals in a table with eight lists, one list related to each of the First in 2009 goals. Some goals define projects that can

¹ Appendix 1-4: Overview of First in 2009 Initiative. A fuller description of First in 2009 is available at www.muohio.edu/firstin2009. A collection of key documents is available in the Resource Room.

² Appendix 1-6: Hamilton and Middletown First in 2009 Vision and Goals.

³ Appendix 4-1: Academic Affairs Goals for 2004-2005.

be completed in a year. Others indicate milestones for longer-term projects. Some goals can be accomplished by the Provost's staff or specialized groups, while others require action by entire academic divisions and departments.

In the same fashion, the First in 2009 goals shape planning in all areas of activity in all vice-presidential divisions, including, for example, academic offerings, co-curricular programming, and capital construction. However, their impact on resource planning is particularly notable. On each of the three campuses, budget requests are often organized around First in 2009 goals, thereby fostering a greater sense of continuity from year to year and providing a common means of evaluating competing demands on funds. Although their goals are separate, the three campuses cooperate together in creating plans where their objectives coincide. For example, the regional campuses and Oxford's Center for American and World Cultures have partnered to arrange for speakers and resource persons at events related to diversity, which is a goal on all three campuses.

Other units of the university, including the Information Technology Division and the University Libraries, have also developed strategic plans.⁴ In fact, strategic planning was the first item on the agenda for our newly created Information Technology Division. For this planning, our new Vice President for Information Technology has employed the services of a consulting firm specializing in IT strategic planning for universities. He held myriad meetings with the IT Division's staff and its numerous constituencies to define the needs and desires of all stakeholders and then to obtain feedback on a draft plan.

Long-Range Planning

In order to support the ambitious goals of our strategic planning, we have also greatly expanded our use of mission-oriented, long-range planning. For example, we are now in the early phase of a \$658-million, 20-year construction program for the Oxford campus that is directed primarily at expanding and improving educational facilities.⁵ At present, we are performing the extensive modifications to our infrastructure that will enable us to construct new buildings for the School of Engineering and Applied Science and the Psychology department. We are on schedule with plans for a new building for the School of Business, and we are in the midst of completely renovating the home of the School of Education and Allied Professions.

Although not covering such an extended period, our program for adding 50 new faculty lines on the Oxford campus in five years is also a carefully modeled plan that reaches past our customary planning horizon of the past, which typically extended for only one or a few years.⁶ The plan includes funds needed to start up the labs or provide other resources needed by the persons we hire for these positions. Revenue sources and assumptions are clearly identified, and the plan itself is folded into a larger financial plan. Among other things, the overall financial plan includes an additional \$1.5 to \$2 million annually devoted to academic program improvements plus annual increases of faculty and staff salaries at a minimum of 3% to 4%.⁷

⁴ Information Technology Strategic Plan and University Library Strategic Plan (Resource Room 4-1).

⁵ Twenty-Year Construction. Plan. Pages 7 to 14 (Resource Room 2-1).

⁶ Plan for Adding Fifty New Faculty. Pages 5 to 6 (Resource Room 4-2).

⁷ Long-Range Financial Plan. Pages 9 to 14 (Resource Room 4-3).

The regional campuses are also developing long-range plans for their futures. For instance, the Hamilton and Middletown campuses are working together to identify possible new degrees they can offer. These new programs require hiring new faculty, modifying facilities or building new ones, and establishing new connections within the regional community. Also, the Hamilton campus is conducting a space utilization study that may result in building plans that extend about 10 years into the future.

Collaboration as a Feature of Planning

By emphasizing a single, overarching set of goals around which vice-presidential divisions can coordinate their efforts, the First in 2009 initiative has broadened and deepened collaborative planning among vice-presidential divisions. Notably, the Academic Affairs and Student Affairs divisions have worked together to develop theme learning communities and course offerings in residence halls. They have also joined forces to create the University Multicultural Council. Many other important planning groups include members from both divisions.

Similarly, at the highest administrative levels, the budgeting process is very consultative. Direct, ongoing interaction among the Fiscal Priorities and Budget Planning Committee of University Senate, the Vice Provost and Associate Vice President for Academic Affairs, and the Vice President for Finance and Business Services ensures the fiscal focus remains on the academic mission. Additionally the Council of Academic Deans provides direct input to the process through the Provost. Discussions among the President's Executive Council further shape broad budgetary decision making and ensure that strategic initiatives percolate to the surface and are prioritized with all prior claims against resources.

The Division of University Advancement and Division of Academic Affairs have worked very closely to identify major targets for the university's new capital campaign. All academic departments and programs were invited to submit requests organized under the eight First in 2009 goals.⁸ The regional campuses developed projects organized under their specific goals. Deans and executive directors organized and prioritized the requests and forwarded them to the Office of the Provost, where they were again organized, prioritized, and assigned dollar values. The result is a set of campaign goals that are arrayed around the educational mission of the university. In a similar way, the Provost and Vice President for Finance and Business have collaborated especially closely over the past four years to develop short-term and long-range plans. For example, the improvement of the Honors and Scholars Program and the recruitment of high-ability students were initiatives done with the guidance of both vice presidents.

⁸ Appendix 4-2: Provost's Letter Requesting Proposals for the Capital Campaign.

Scanning the Environment for Trends

At a university, as elsewhere, all planning is built on assumptions about societal and economic trends that are subject to change. For a state-assisted university, planning is also built on assumptions about government policy and support levels that may change rapidly and dramatically. For these reasons, Miami employs flexible planning processes. For example, our First in 2009 process retains the ability to respond to multiple trends by establishing long-term, general goals that can be adapted and resources adjusted as new opportunities arise.

In addition, the university has several means of staying alert to societal, economic, and governmental trends, some of them newly developed. For example, the Board of Trustees has added positions for up to three nonvoting, non-compensated national trustees.⁹ The persons holding these position will be able to extend the Board's ability to advise the university from a country-wide perspective, something that is not as easy for the nine voting members to do because, by state law, they must be Ohio residents.

For information on government trends, Miami's Director of Institutional Relations works in the state capital and, increasingly, in Washington, D.C.¹⁰ In the past decade, the University President and some vice presidents have developed closer contacts with state and federal legislators.

Four years ago, we started a benchmarking initiative that has provided another method of environmental scanning. Related to First in 2009 Goal Eight, this initiative prompted all major units in the university, including non-academic offices and academic departments, to identify peer and aspirational programs at other institutions so that, among other things, they could detect trends as well as learn best practices for adapting to the trends.¹¹ Additional information about this benchmarking effort is available in the discussion of Core Component 2C.

Supplementing these university-level means of environmental scanning are the many ways that units within each of the vice-presidential divisions monitor trends and developments related to their areas of activity. For example, during the past ten years, the Provosts and their staffs have increasingly scanned for relevant trends through active participation and leadership in the American Association of Colleges and Universities, the American Association of Higher Education, and similar organizations of educators and professionals. In the past five years, the Provost has sent teams of faculty and administrators to various institutes with the goal of developing new planning initiatives.

Similarly, the academic divisions employ a variety of means for identifying and assessing the impact of trends to which they should adjust. For example, the School of Education and Allied Professions uses the Ohio Department of Education, the U.S. Department of Education, the American Council on Education (ACE), the National Network for Educational Renewal (NNER), and many other sources to scan for relevant societal and economic trends. All academic divisions rely on an informal network in which faculty bring to their division's leadership the relevant information they have gained through their professional research and professional contacts. The Hamilton and Middletown campuses have Citizen Advisory Councils that include members from local business, industry, educational, and non-profit organizations. In addition, many departments on the Oxford

⁹ Appendix 2-2: Board of Trustees Resolution Establishing the Position of National Trustee.

¹⁰ Appendix 4-3: Office of Institutional Relations.

¹¹ Index of Benchmarking Documents (Resource Room 4-4).

campus also have external advisory boards consisting of alumni or persons representing the industries or other constituents that they serve, as do all academic programs on the regional campuses.

Environmental scanning is also an element in the planning of all non-academic divisions. For example, the Student Affairs Division begins its strategic planning process each summer by doing an audit of the changes at the university, local community, state, and national level that are likely to affect the university community. Persons from across the division come together to participate in this process in order to draw upon as many perspectives as possible. The division summarizes these trends in its annual reports and asks program administrators to use this information as the beginning of their planning process. The Finance and Business Services, Information Technology, and University Advancement Divisions also maintain ongoing efforts to be informed about changes relevant to their missions.

Evaluation Concerning Core Component 2A

Since 1995, we have become much better prepared for a future marked by continuous change affecting higher education. Our increased ability to scan our environment keeps us alert to relevant economic, social, and other trends. Our improved planning process has increased our ability to make long-range, mission-driven changes that retain the flexibility needed to respond to change.

CORE COMPONENT 2B
The organization's resource base supports its education programs and its plans for maintaining and strengthening their quality in the future.

Miami University has many resources to tally. Among others, they include our student body, our alumni, and employers who value our graduates. The following discussion focuses on financial, faculty, staff, and physical resources. For comparison purposes, we use two sets of benchmarks, one for our Oxford campus and one for our regional campuses in Hamilton and Middletown. However, this method of presentation means that FY 2001 is the most recent year's data that we can use for revenue and expenditure. After that date, we changed our accounting system to the GASB, in which all accounting processes combine data from our three campuses. The most recent data under the GASB system is available in the Resource Room.¹²

¹² Most Recent GASB data on Revenue and Expenditures (Resource Room 4-5).

Benchmark Institutions

Selecting appropriate benchmark institutions for our three campuses presents a challenge. For Oxford, the challenge arises because of its distinctive profile. Among national public institutions, it is among only a handful that are classified as Carnegie Doctoral Intensive Universities and are also dedicated to providing undergraduates with a liberal education. As Chapter 1 explained, we are one of only two institutions of this type to be included in the *U.S. News and World Report* list of the top 50 public universities. Forty-six of the others are doctoral extensive universities, and the two remaining have a technical emphasis. Consequently, over the past five years we have used a list of ten benchmark institutions that share some characteristics with Oxford but also differ in significant ways (Table 4-1). Eight have one or more professional schools in such fields as law; Miami has none. Nine have the much larger graduate and research programs of a doctoral extensive university.¹³ The College of William and Mary is the only doctoral intensive university. Some are schools to which students accepted by Miami chose to attend instead of joining us. Six stand higher than Miami in the *U.S. News* rankings, and four stand lower. Despite these many differences, we feel that this group of universities provides a useful set of institutions against which we can, with appropriate adjustments, compare ourselves.

The challenge in finding benchmark institutions for our Hamilton and Middletown campuses arises because of the unusual relationship Ohio has fashioned between its regional campuses and their universities. Even though the regional campuses have much different programs and tuition, students admitted there are admitted to the entire university. The executive directors of a regional campus report to the university’s provost, and faculty on a regional campus belong to departments and academic divisions housed at the university’s central campus. Consequently, the most meaningful benchmarks available for Hamilton and Middletown are Ohio’s other regional campuses.

Table 4-1 Benchmark Universities for Oxford

U.S. News Ranking of National Publics (Miami is 22)

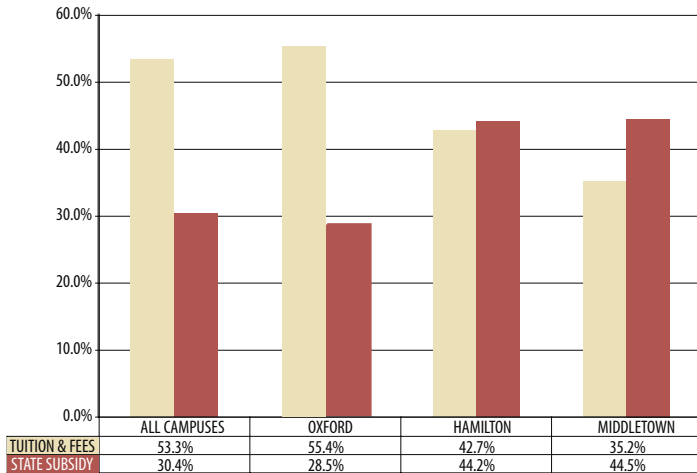
Public Universities		Carnegie Classification
College of William and Mary	6	Doctoral Intensive
Indiana University–Bloomington	30	Doctoral Extensive
SUNY Binghamton	32	Doctoral Extensive
University of Delaware	26	Doctoral Extensive
University of Michigan–Ann Arbor	2 (tied)	Doctoral Extensive
University of North Carolina–Chapel Hill	5	Doctoral Extensive
University of Vermont	42	Doctoral Extensive
University of Virginia	2 (tied)	Doctoral Extensive

U.S. News Ranking of All National Universities (Miami is 62)

Private Universities		Carnegie Classification
Northwestern University	11	Doctoral Extensive
University of Notre Dame	18	Doctoral Extensive

¹³ Appendix 4-4: 2002–2003 Enrollments at Oxford and Ten Benchmark Universities.

Figure 4-1 Tuition and Fees and State Subsidies as a Percentage of Non-Auxiliary Revenue
source: IPEDS



Financial Resources

An examination of Miami’s financial resources compared with those of our benchmark institutions shows why Miami is consistently rated as a “Best Buy.” On all three campuses, we accomplish a lot as educators with the expenditures that our limited revenue allows. The same comparison with our benchmark institutions also indicates that finding ways to increase our revenue is one of our major opportunities for improvement.

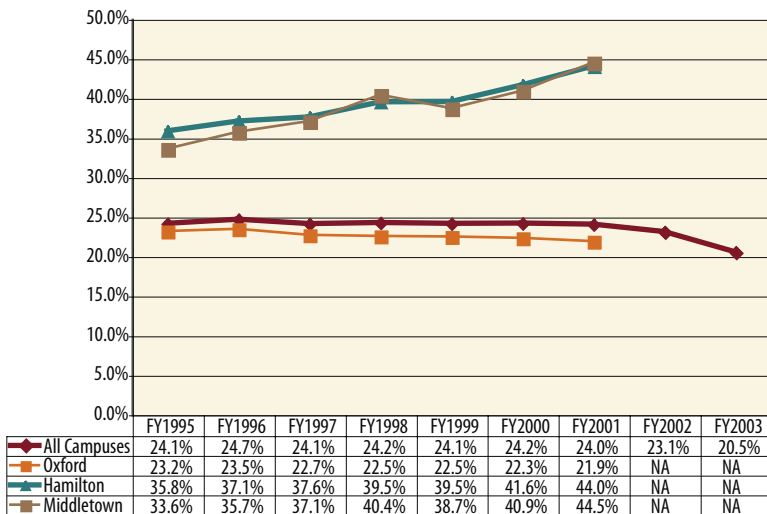
The Oxford campus budget FY 2004 is \$514,202,200.¹⁴ Hamilton’s and Middletown’s budgets are \$19,401,600 and \$20,501,900, respectively. The following discussion compares the revenue and expenditures with those of our benchmark institutions using the Integrated Postsecondary Education Data System (IPEDS) for 2001, the last year before we changed to the GASB accounting system.¹⁵

Revenue

In 2001 the university had total revenues of just over \$391 million, with \$305.5 million for the Education and General Fund and \$85.6 million for auxiliaries. The major sources of revenue for all campuses are state subsidy and tuition and fees (Figure 4-1). As is the case across the nation, state subsidies have declined sharply recently, and they have fallen as a share of revenue since our last reaccreditation review in 1995. At Oxford, although the actual dollars increased, state support has declined as a percentage of revenue (Figure 4-2). The decline has continued since then. For the regional campuses, the reduction has been similar.

Our Oxford campus receives less total revenue per student than any of our eight public benchmark universities (see Figure 4-3). One reason is that Ohio’s subsidies for higher education have declined to the point where they are below the per student subsidies of all but one of our benchmark universities (see Figure 4-4; differences in state funding policies are not taken into account when calculating funding rates). In addition, Oxford’s other major revenue sources are relatively low. Its Endowment and Foundation of

Figure 4-2 State Subsidies as a Percentage of Revenue
source: IPEDS



¹⁴ Appendix 4-5:2004-2005 Operating Budget. Additional information about Miami’s budgets is available at www.muohio.edu/bpa.

¹⁵ Appendix 4-6: Summary of Miami University Total Budget, FY2002 and Appendix 4-7: Educational and General Funds Revenues, Expenditures, and Transfers, FY2002.

\$13,286 per student is smaller than the endowments of all our benchmark institutions (Figure 4-5). Similarly, Oxford’s federal and state grants generate less than a quarter of the revenue per student of the benchmark university with the lowest rate of external funding from government. This fact is explained in part by the fact that all but one of the other benchmark institutions is research extensive. Because of its relatively small endowment, low state support, and limited funding from grants and contracts, Oxford relies more heavily on its revenue from tuition and fees than do our benchmark public universities.

Compared with Ohio’s other regional campuses, Hamilton’s revenue per student from state subsidy, gifts and endowment, and state and federal grants and contracts is slightly above average. For Middletown, revenue from each of these sources is substantially greater than the state averages (see Figure 4-6).

Our Oxford and regional campuses have set tuition rates in much different ways. Oxford’s in-state tuition is the highest of Ohio’s public universities. Under its new tuition plan, the nominal in-state tuition equals the out-of-state tuition of \$19,642. With the minimum discount of \$10,000 for in-state students, the tuition is still significantly higher than for our Ohio public counterparts. In contrast, Hamilton and Middletown charge the lowest tuition and fees of all regional campuses in Ohio.

Although our campuses depend primarily on tuition and fees for their revenue, state subsidies contribute a significant portion of their budgets, especially on the regional campuses. Consequently, all three campuses manage their financial resources conservatively. For instance, they maintain reserve funds that exceed the amounts suggested by the guidelines of auditing firms such as KPMG, and they maintain a debt burden percentage that is well below the amount recommended by Moody’s S&P. As a result of these and similar measures, during recent years the campuses have weathered reductions and even mid-year give-backs in state support without disruption of their

Figure 4-3 Oxford Total Revenue per Student, Excepting Auxiliaries
source: IPEDS

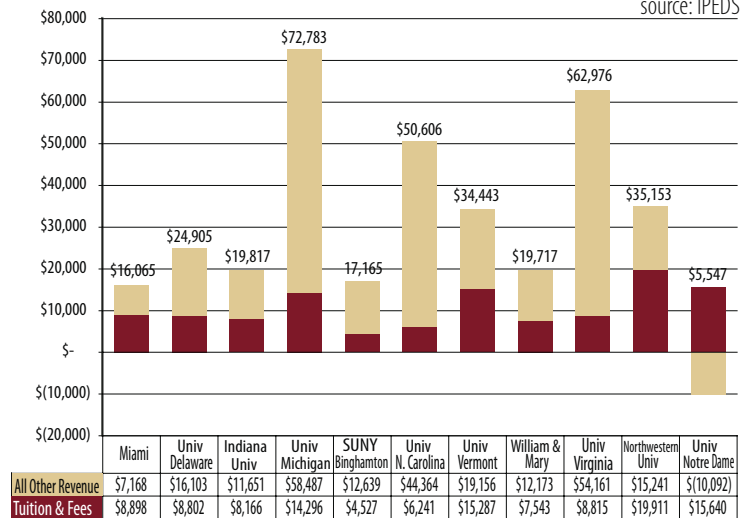


Figure 4-4 Oxford’s Revenue per Student from Subsidy, Gifts and Endowment Income, and Government Research Grants, FY2001
source: IPEDS

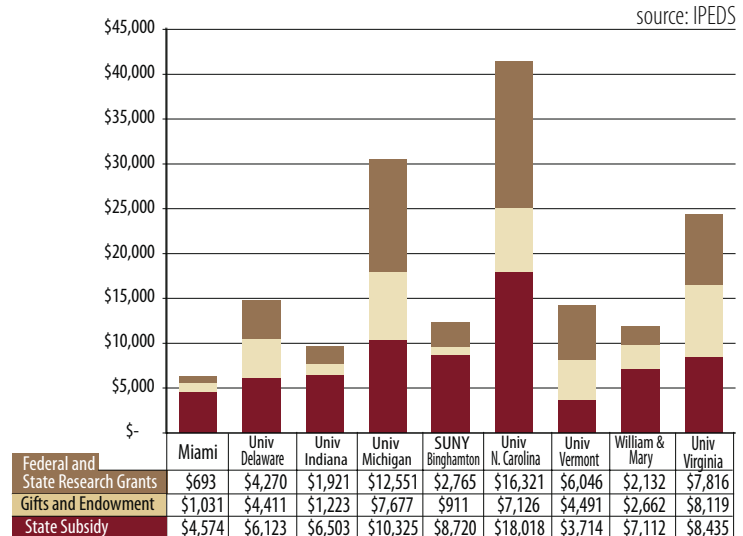
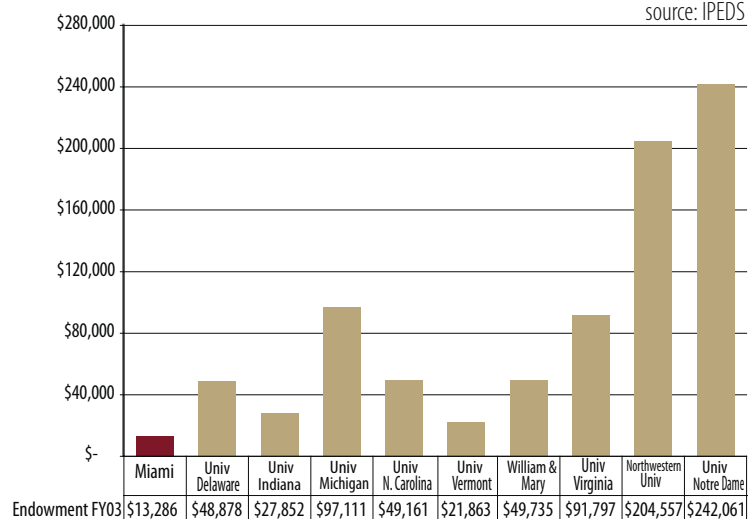
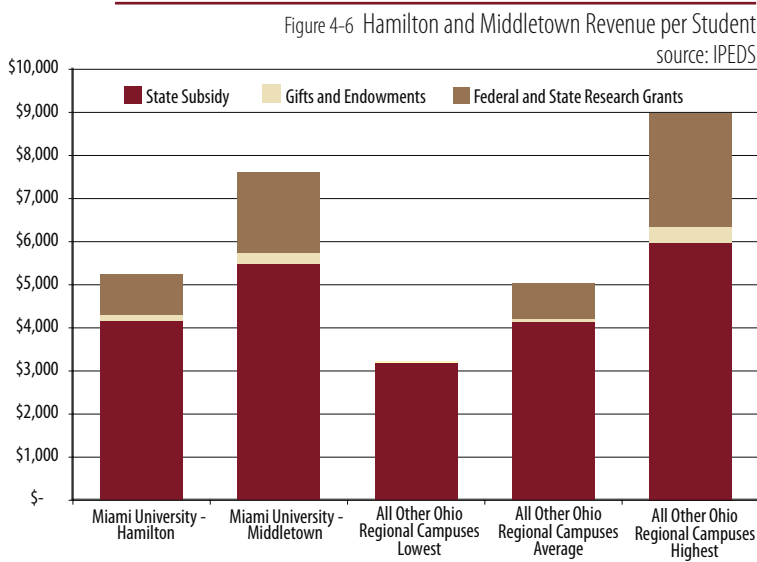


Figure 4-5 Endowment per Student at Oxford and Ten Benchmark Universities
source: IPEDS





educational programs. A 2004 study by the Ohio Board of Regents awarded the university the best score of any four-year public university in Ohio based on fiscal-watch ratios established by the Ohio General Assembly.

Expenditures

The limitations on Miami’s revenue create limits on what we can spend. In all major categories, our Oxford campus’ expenditures are lower than those of most or all of its benchmark universities. The regional campuses’ expenditures approximate the average for their benchmark schools in most expenditure categories, but do not approach the highest sums spent by an individual campus. The differences in funds available are especially striking for the Oxford campus, which nevertheless stands higher in the national rankings than six of its eight public benchmark institutions. All three of our campuses could significantly increase their effectiveness at achieving Miami’s mission if they were able to increase the funds available to them.

For the purpose of comparison with our benchmark institutions, we look separately at academic and non-academic expenditures.

- Academic expenditures** Because Oxford’s revenue is smaller than eight of its ten benchmark universities, so too are its academic expenditures (Figure 4-7). At Hamilton, our academic expenditures are about average for Ohio’s regional campuses. At Middletown, they are above average (Figure 4-8).
- Non-academic expenditures** At Oxford, we spend less per student on non-academic expenditures than all but one benchmark university (Figure 4-9). Especially unfortunate is the fact that Oxford is constrained to spend less on scholarships and fellowships than all of its benchmark universities, a situation of special concern to us.¹⁶ Our non-academic expenditures at our regional campuses follow the same pattern as our academic expenditures: Hamilton’s approximate the average and Middletown’s are above average but well below the highest (Figure 4-10).

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Figure 4-7 Academic Expenditures per Student at Oxford and Ten Benchmark Universities, FY2001
source: IPEDS

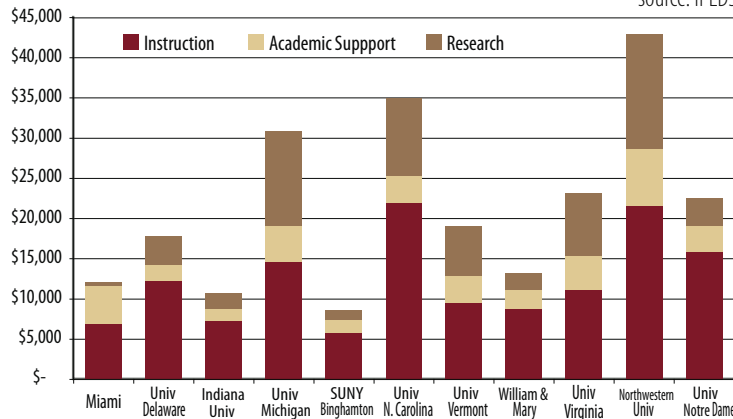
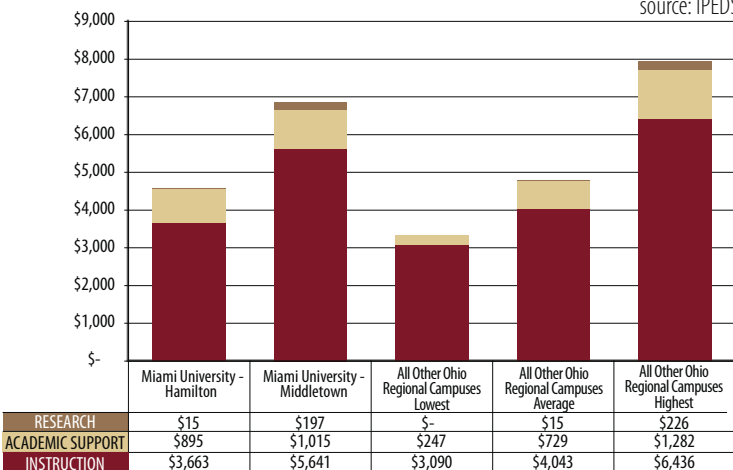


Figure 4-8 Academic Expenditures per Student at Miami’s Regional Campuses and Ohio Benchmarks, FY2001
source: IPEDS



¹⁶ Appendix 4-8: Financial Aid per Student at Oxford and Ten Benchmark Universities.

At all three campuses, we devote the largest portion of our annual expenditures to students and student learning. For example, as Figure 4-11 shows, our Oxford campus invests a larger percentage of its expenses in instruction (red bar) than all but two of its benchmark universities. The figure also shows how much Oxford and its benchmark universities direct to the three other IPEDs categories that are most directly related to students and student learning. Figure 4-12 provides the same information for Hamilton and Middletown.

Although we are proud of what we are able to accomplish with limited financial resources, we strongly believe that increasing our revenue would enable us to achieve even better institutional outcomes.

Figure 4-9 Non-academic Expenditures per Student at Oxford and Ten Benchmark Universities FY2001 – source: IPEDS

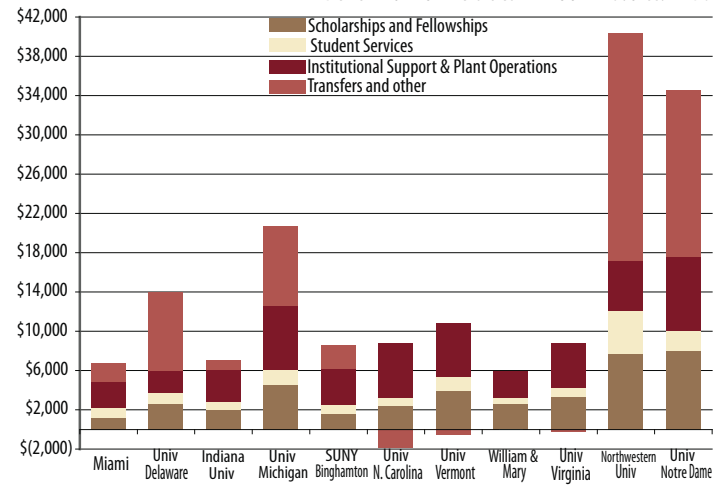


Figure 4-10 Non-academic Expenditures per Student at Miami's Regional Campuses and Ohio Benchmarks FY2001 – source: IPEDS

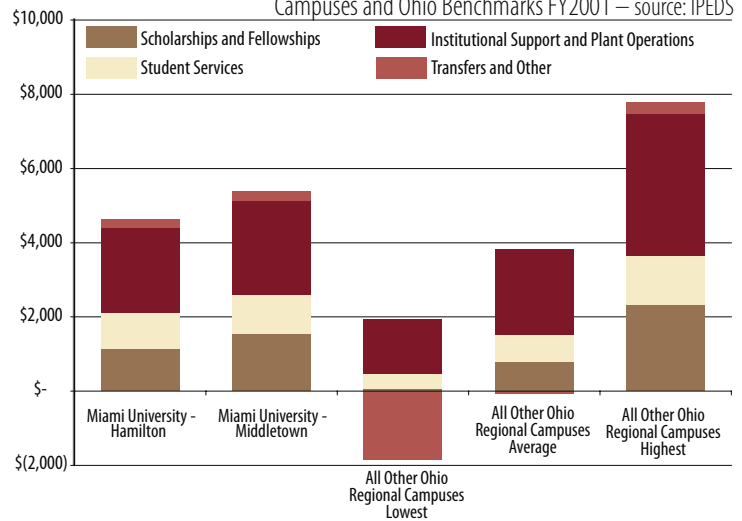


Figure 4-12 Percentage of Expenditures Devoted to Students and Student Learning at Hamilton and Middletown FY2001 – source: IPEDS

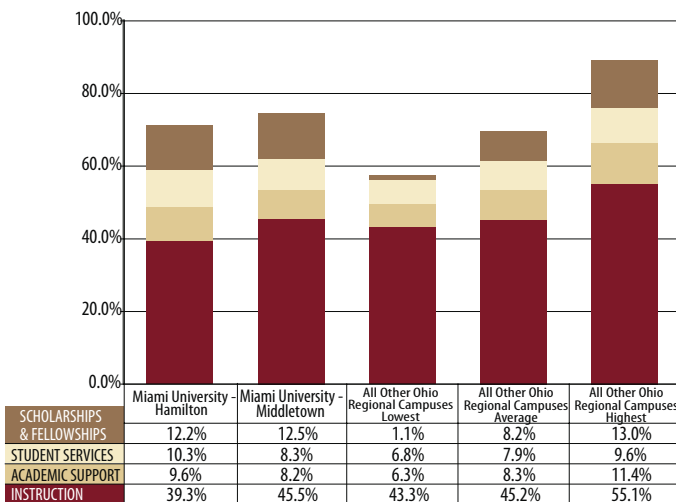


Figure 4-11 Percentage of Expenditures Devoted to Students and Student Learning at Oxford FY2001 – source: IPEDS

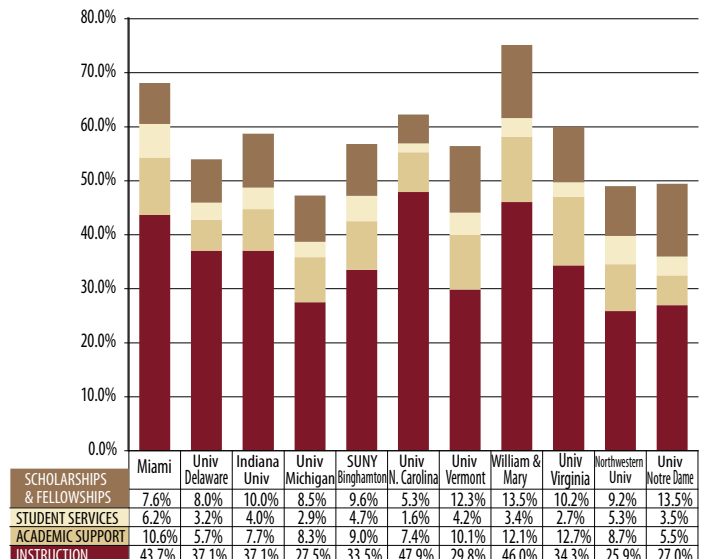


Figure 4-13 Miami's Endowment, FY1995-FY2004

source: Office of Institutional Research and Treasury Services, Miami University

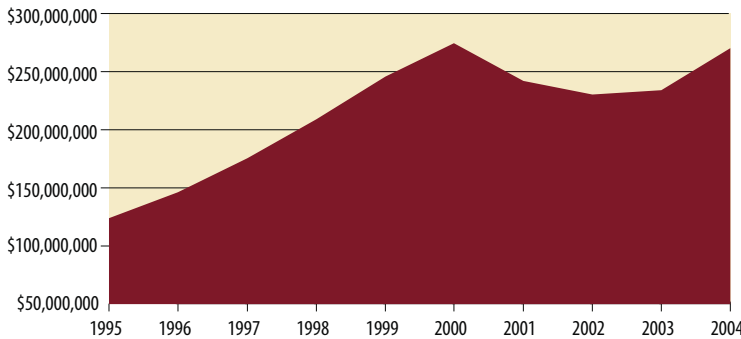


Figure 4-14 Miami's Endowment, FY1982 - FY2004

Office of Institutional Research and Treasury Services, Miami University

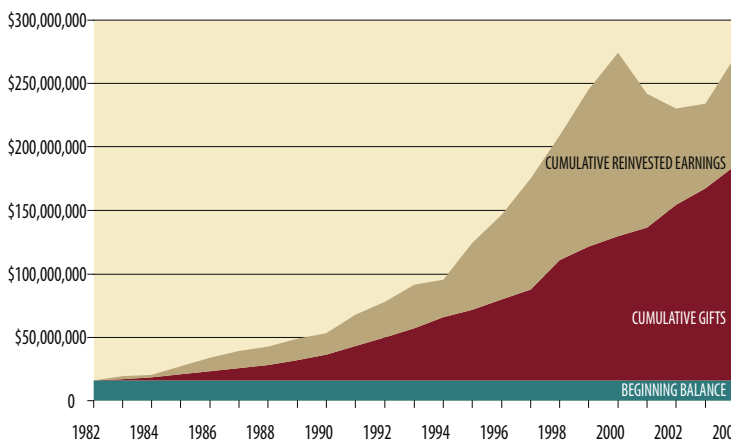


Table 4-2 Faculty Profile for Oxford and Ten Benchmark Universities

source: *U.S. News and World Report*

	Student/Faculty Ratio	Percent Full-time Instructors with Ph.D. or Terminal Degree	Full-time Versus Part-time Faculty
Miami	18/1	88	73% - 28%
Delaware	13/1	83	81% - 19%
Indiana	19/1	72	85% - 15%
SUNY Binghamton	21/1	93	72% - 28%
Michigan	15/1	91	78% - 22%
North Carolina	14/1	83	93% - 7%
Vermont	15/1	86	79% - 21%
Virginia	16/1	92	88% - 12%
William and Mary	12/1	91	77% - 23%
Northwestern	7/1	100	84% - 17%
Notre Dame	13/1	98	71% - 29%

Endowment

Since Miami's last reaccreditation review in 1995, our Endowment and Foundation more than doubled from about \$124 million to more than \$270 million (Figures 4-13 and 4-14). In FY 2002, income from interest they generated provided 0.7 percent of the Oxford campus's revenue. Miami's Board of Trustees has adopted a disciplined spending policy that is reviewed and revised routinely to protect and preserve the corpus against future inflationary erosion or downturns in investment markets. A major goal for the current capital campaign is to increase the endowment for scholarships and support of academic programs.

Faculty

The major reason for Miami's educational effectiveness is the dedication and quality of its faculty, including not only its full-time members but also the part-time ones who assist us so ably.

From 1995 to 2003 (the year of the most recent IPEDS data), our full-time faculty expanded by 10%, while our student body grew by only 4%. At Oxford, where our student enrollment remained almost constant, the full-time faculty increased 9% to 825. Achieved through careful management of our fiscal resources, the 59 added positions enabled us to make significant progress in our long-term effort to reduce Oxford's student-faculty ratio. The ratio now stands at 18/1. This ratio puts us ahead of two of our benchmark institutions, all of which have greater per student revenue than we do (Table 4-2). Moreover, careful planning is also enabling us to begin searching for faculty to fill the first 10 of 50 new tenure-eligible faculty lines, which will further reduce the student/faculty ratio. Of Oxford's full-time faculty, 88% have a Ph.D. or other terminal degree, a higher proportion than exists at half of our public benchmark universities. Of our 835 full-time faculty, 80% are tenured or tenure-eligible.

Our regional campus faculties have also gained full-time faculty lines over the past ten years,

which was also a period of enrollment growth for them. Hamilton’s full-time faculty lines expanded 40%, from 53 to 74; Middletown’s increased 16%, from 55 to 64.

In 2004, we created a new, non-tenurable position of lecturer, which will enable Miami to meet certain instructional needs on all three campuses more effectively than by hiring either part-time faculty or rotating visiting faculty.

Since 1995, we have succeeded in using our new lines and those vacated by retirements and resignations to increase the diversity of our faculty. Between 1995 and 2003, when Miami’s total full-time faculty grew by 10%, the university increased the total number of full-time minority faculty by 65%, from 75 to 124. This increase raised the portion of full-time minority faculty from 8.6% to 12.9%, and it benefited all three campuses: Oxford, 65 to 108 (13.0%); Hamilton, 4 to 8 (10.8%); and Middletown, 6 to 8 (12.5%).

Because of the large number of faculty hired during a growth spurt in the 1960s and early 1970s, the university is now at the beginning of the retirement of an estimated 40% of the faculty between 2000 and 2012 (Figure 4-15).¹⁷ This wave of retirements is a reason for a decline on all campuses since 1995 in the percentage of full-time lines filled by tenured and tenure-eligible faculty (Table 4-3). By 2003, we had 312 part-time faculty (27%) at Oxford. In that year, Oxford’s proportion of full-time faculty (73%) was lower than all but two of its benchmark universities.

The anticipated turnover in faculty will provide us with an opportunity to mold and update our curricula by hiring faculty who are conducting research in new areas in their fields. However, the wave of retirements that we anticipate will also affect other institutions across the country, so the competition for the best job candidates will be intense. In addition, we will need to develop effective means of introducing a large number of new faculty to Miami’s traditions, values, culture, and aspirations.

Figure 4-15 Age of Tenured and Tenure-Eligible Faculty, Fall 2003
source: IPEDS, Institutional Research

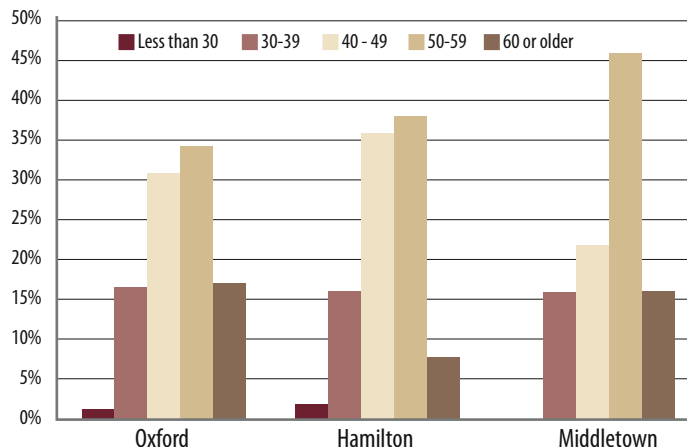


Table 4-3 Tenured and Tenure-Eligible Full-Time Faculty, 1995 and 2003
source: IPEDS, Office of Institutional Research

	1995	2003
Oxford Lines		
Total	766	825
Filled by tenured and tenure-eligible faculty	680 - 89.9 %	659 - 79.9 %
Hamilton Lines		
Total	51	74
Filled by tenured and tenure-eligible faculty	40 - 83.3 %	50 - 67.6 %
Middletown Lines		
Total	55	64
Filled by tenured and tenure-eligible faculty	47 - 82.5 %	50 - 78.1 %

¹⁷ Appendix 4-9: Age Distribution by Division at Oxford and Appendix 4-10: Age Distribution by Division at the Regional Campuses

Figure 4-16 Faculty Salaries for Oxford and Ten Benchmark Universities
source: IPEDS, Office of Institutional Research

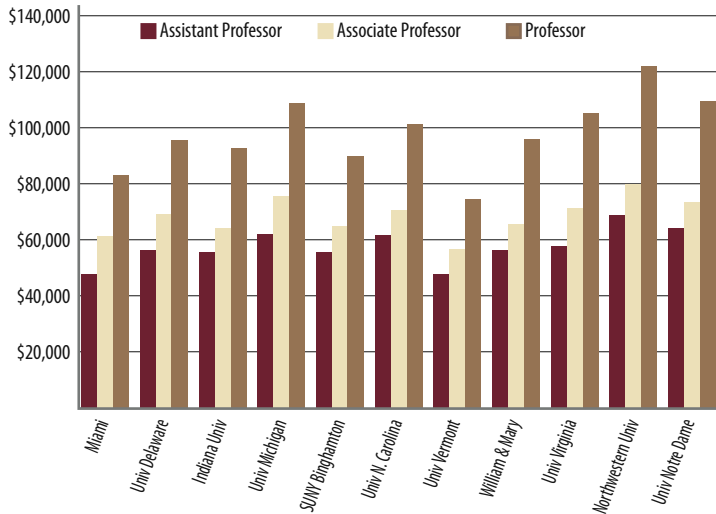
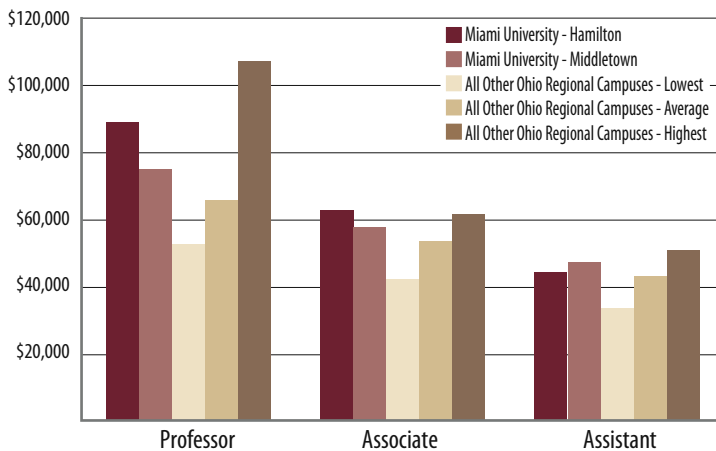


Figure 4-17 Faculty Salaries for Hamilton, Middletown and Ohio Benchmarks
source: IPEDS



Faculty salaries are an important factor in our ability to attract the best applicants for faculty positions. Oxford would be better able to compete for and retain the best candidates if its salaries were increased above the current levels, which are lower than the salaries at all but one of Oxford’s benchmark universities (Figure 4-16). In contrast, salaries for associate and full professors at Hamilton and Middletown are above the averages for their benchmark institutions. Salaries for assistant professors, the rank at which we hire new faculty, approximate the average (Figure 4-17).

Staff

Miami’s staff are critical to our success in fulfilling our mission. Between 1996 (earlier data are not available) and 2003, we increased the number of classified and unclassified staff by 26% to 2,389. Oxford’s 2003 total was 2,199, Hamilton’s 86, and Middletown’s 104.

During this period, we have succeeded in diversifying our unclassified staff. From 2001 through 2003, when new full-time positions grew by 53, we increased the number of minority full-time staff by 11, equivalent to 20 percent of the overall gain. Also, we more than doubled the number of minority employees holding part-time unclassified positions even though the total number of part-time unclassified staff decreased by 13. (Data from before 2001 are not used because changes in the university’s reporting programs made meaningful comparisons impossible.) However, we encountered greater difficulty in increasing the diversity of our classified staff. On all three campuses, the percentages remained roughly unchanged or decreased between 2001 and 2003. For minority full-time classified staff, the percentage is lowest (3.2%) at Oxford. The combined percentage for the university overall is only 3.7%. Chapter 9, which focuses on our diversity progress since 1995, provides additional information.

There are signs that morale is low among at least some groups of our staff. Evidence of low morale appeared, for instance, in staff responses to Miami’s 2002 Campus Climate Survey and in staff

comments in two series of sessions organized by the First in 2009 Coordinating Council that focused on developing a vision of Miami in the future.

Although pay is not the sole concern of staff, it seems to play a part in their feelings. During fall 2003, Miami experienced our first strike by a union representing some of our classified employees. Even though the strike was settled, many were disappointed in the outcome. The following March, the Board of Trustees altered its approach to staff pay. Whereas it had previously established pay at levels that surveys found to be competitive in the local region, the Board decided instead to take leadership in raising the income of the lowest-paid workers in the area. All employees making less than \$20,000 a year received increases of 8 to 20 percent. The cost to Miami is about \$500,000 a year, with another \$500,000 set aside for merit and equity increases for hourly employees with at least two years of consecutive service. These changes were in addition to the regular salary increases that classified staff received during summer 2004.

Physical Resources

The attractive and well-maintained physical plant is one of the major assets of all three campuses. Students identify it as one of the main reasons they selected Miami. In the Accreditation Steering Committee's study of what Miami faculty, staff, and students perceive as Miami's major strengths and opportunities for improvement, the appeal and upkeep of all three campuses ranked high as a strength.

In Oxford, the university maintains approximately six million square feet of building space on 2,138 acres. Combined, the regional campuses have over one-half million square feet of building space on 224 acres. The university has pursued an aggressive maintenance plan that minimizes the deferred maintenance, plant adaptation, and capital renewal liabilities for its buildings. The university has held the total of these liabilities, which have grown at many other schools over the past decade, to under 30% of its plant valuation.

Nearly one-half of the building space on the Oxford campus was constructed during the 1960s. Consequently, a significant share of the university's buildings will require renovation or replacement over the next decade. We also need additional facilities to provide the classrooms, labs, and other means of achieving our academic goals. First in 2009 Goal Six is to enhance our facilities, including our grounds, building, infrastructure, equipment, and technology. Each contributes to the attraction and retention of top students and faculty and supports our growth as an educational community. Toward achieving Goal Six, we completed an exterior campus master plan for the Oxford campus in 2001, working with the guidance of a leading consulting firm and conducting a series of workshops and meetings open to the Miami community.¹⁸ In 2003, we finished a 20-year facilities plan for Oxford costing \$658 million, of which \$342 million will be financed by the issuance of bonds.¹⁹ The additional bonded indebtedness is projected to increase the university's debt payments from 2 to 5% of total expenditures over the next decade with a subsequent decline to 4% by 2020.²⁰ While this is a significant increase in debt burden for the university, it is below

¹⁸ Exterior Master Plan For Oxford Campus (Resource Room 4-6).

¹⁹ Twenty-year Facilities Plan (Resource Room 2-1).

²⁰ Projected Bonded Indebtedness (Resource Room 2-1).

the 7% benchmark recommended by the university's auditor, KPMG. However, payments on increased debt will leave fewer funds available for other uses, and there's a possibility that the increased debt level may limit the university's ability to borrow additional funds in the future.

Initiatives to Increase Revenue

Two points are clear to us. First, to fully achieve our aspirations, we will need more revenue than we have. Second, it is more likely that our support from the state will dwindle than that it will increase in the coming years.

These considerations are among the reasons that building a stronger revenue base is First in 2009 Goal Seven. We are engaged in several initiatives aimed at achieving this goal, including the following:

- We are near the end of the "quiet phase" of our capital campaign with a working goal of \$300 million.²¹ The campaign will be announced publicly in April 2005.
- We have increased incentives and support for faculty applying for external funding.²² In FY 2003, we surpassed our previous highest level of external funding.
- We have, in the past few years, begun efforts to obtain earmarked funds in federal appropriations. We realized our first success in 2004, with an appropriation of more than \$1 million.²³

The success of these and other measures will enable us to build an even stronger faculty and staff and to provide additional facilities to support our educational mission.

Evaluation of Core Component 2B

Our current faculty, staff, and physical plant are very solid resources that will enable us to build an even stronger future. Our long-range facilities and exterior campus plan will provide the physical environment and support that will enable us to continue to increase our educational effectiveness. Effective management of our financial resources has enabled us to achieve a national reputation for providing an excellent education at our Oxford campus and on our two flourishing regional campuses. Comparison with benchmark institutions, especially for our Oxford campus, demonstrates how our ability to carefully husband and significantly expand our revenue is crucial to our future. Our revenue, smaller than that of nine of our ten benchmarks, presents challenges to every aspect of our educational mission, including the scholarships available to attract top students; the number of faculty we can afford to hire; the amount we can pay our staff; and the facilities we can build for our classrooms, labs, and other instructional facilities. However, we are also aggressively and creatively looking for additional sources of revenue.

In sum, we believe that we not only have the resources to maintain our current educational programs but that we also have effective plans for increasing our resources so that we will be able to continue to improve at an even faster pace.

²¹ Index of Documents Concerning the Capital Campaign (Resource Room 4-7).

²² Index of Documents Concerning Strategies for Increasing External Funding (Resource Room 4-8).

²³ Press Release Concerning Federal Appropriation (Resource Room 4-9).

Miami University collects evidence about our institutional effectiveness in a variety of ways, with responsibility for gathering, evaluating, and acting on this evidence being widely distributed. In recent years, we have expanded our evaluation and assessment capabilities, and that expansion is continuing.

Institutional Research Office

The central resource for gathering data concerning Miami's effectiveness is our Office of Institutional Research, which serves all three campuses. Its central functions are academic and administrative institutional research and staffing analysis. However, over the past 15-20 years, its responsibilities have expanded to include external reporting (e.g., IPEDS, State of Ohio data systems, NCAA, commercial publishers, consortia benchmarking requests); providing common data sets for internal reviews; supporting analytical and statistical needs of the Academic Affairs Division, including salary equity analysis and staffing studies; analytical and statistical needs of the Student Affairs Division; and salary-related litigation. The office has provided data modeling in support of policy analyses, such as enrollment planning, tuition restructuring, human resource and fiscal planning, as well as serving the ad hoc needs of the executive offices and news bureau.

Staff members at Hamilton and Middletown address the institutional research needs of the regional campuses. In 2004, the regional campuses began developing and implementing a joint approach to institutional research, with the Hamilton person leading the coordination efforts and the Middletown person leading the programming. The goals are to develop a coordinated series of reports providing essential data to campus offices and operations and automating to the extent possible the delivery of that information to affected regional campus administrative units and academic offices. Neither campus has a person specifically trained in institutional research, although some administrators have developed skill in analyzing data.

In addition to assembling and analyzing internal data related to our academic and co-curricular programs, the Office of Institutional Research coordinates Miami's participation in several national surveys, including the preparation of the Miami-specific questions that can be added to some surveys. The following national surveys are administered on the Oxford campus only.

- Cooperative Institutional Research Project (CIRP), for entering first-year students. Data available from 1970 to the present.
- Your First College Year (YFCY), for first-time college students during spring of their first year: 2002, 2004.
- College Student Survey (CSS), for 4th-year seniors during the spring term: 1998, 1999, 2001, 2004.

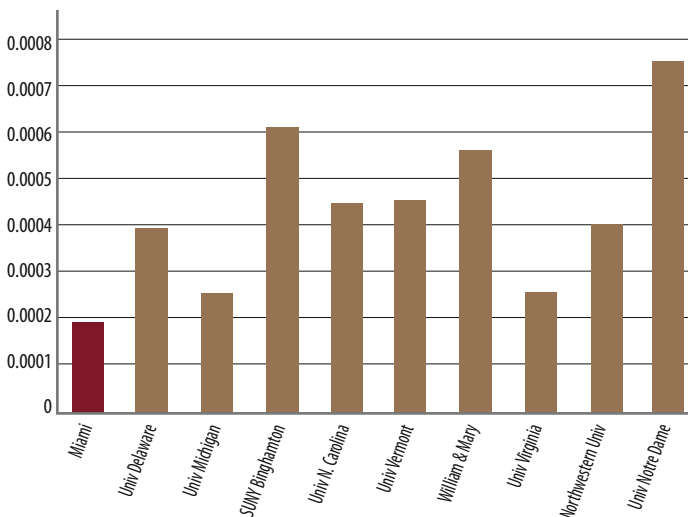
CORE COMPONENT 2C
The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- National Survey of Student Engagement (NSSE), for first-year and senior students: 2000, 2001, 2003.
- Faculty Survey of Student Engagement (FSSE), which asks some questions parallel to those in the NSSE: 2004.
- Higher Education Research Institute (HERI) Faculty Survey: 1995, 1998, 2001, 2004.

The Institutional Research Office also assists in the creation of surveys constructed specifically for Miami. For example, in 2004 the office helped the Student Affairs Division create and administer a survey of employers of Miami graduates. It has also assisted the Miami University Multicultural Council as it worked with the University of Michigan’s Center for the Study of Higher and Postsecondary Education (CSHPE) to design and conduct the Miami University Campus Climate Survey. This survey has been given to all Oxford students, faculty, administrators, and staff in 1995, 1998, and 2002. In 2003 and 2004, the office prepared a “dashboard” version of the Campus Climate Survey to enable the Multicultural Council to follow trends more closely. The dashboard is an abbreviated survey that members of the Oxford campus community complete online. The full and dashboard versions of the Campus Climate Survey have been especially helpful in enabling the university to develop targeted initiatives related to diversity.

In recent years, Miami’s increasing commitment to the use of institutional research has swelled the demand for data and analysis so that it outstrips the university’s capacity to make full use of the data it collects. Until summer 2004, the Office of Institutional Research consisted of one full-time person and part of an administrator’s work effort, a much lower level of staffing than at our Oxford campus’ benchmark universities (Figure 4-18). Consequently, the office no longer has time to issue some of the regular reports it had produced in the past. It now focuses primarily on responding to ad hoc requests from administrators and faculty. However, changes are under way. In fall 2004, the Office of Institutional Research and the Budget Office were separated into stand-alone operations, with the Assistant Vice President moved full-time to Institutional Research. In summer 2004, an Institutional Research Analyst was added and a graduate assistant was added in fall 2004.

Figure 4-18 Professional Institutional Research Staff per FTE Student at Oxford and Benchmark Universities
source: Office of Institutional Research



Benchmarking

Since 2002, in accordance with First in 2009 Goal Eight, the university has concentrated on extending and improving our benchmarking practices. Among other outcomes, this effort has engaged more units across the university in gathering and analyzing their own assessment data.

The Academic Affairs Division made an especially large effort to increase the knowledge and use of benchmarking. Although some departments and programs, especially those accredited by outside agencies, were already conducting benchmark studies, others found benchmarking was a new—and somewhat foreign—concept. Consequently, the Provost initiated a four-year benchmarking initiative that focused on helping the academic divisions, departments, and other units become accustomed to measuring effectiveness in comparison to peer and aspirational programs nationwide, learning and adapting best practices from others, and assessing progress as best practices are adopted.²⁴ As units worked through this process their efforts were reviewed at least annually by the Provost and by a Benchmarking Committee of the First in 2009 Coordinating Council. Benchmarking for academic units has now been folded into our ongoing processes, with departments required to report on their continuous benchmarking efforts when conducting their regular academic program review, which is described in Chapter 5.

Apart from the benchmarking plans created in the Academic Affairs Division, benchmarking practices have been pursued in various ways. As an early step in preparing strategies for enriching the first-year experience at Miami, the First in 2009 Coordinating Council sent teams to three universities to study practices; the teams' reports provided the basis for the Council's recommendations, many of which have been adopted. Similarly, the Honors Program engaged in an extensive study, which included participation by students, of best practices elsewhere as it redesigned and revitalized its program. In spring 2004, a team from the Graduate School made a benchmarking visit to learn about successful practices elsewhere, and the Center for Writing Excellence conducted benchmarking visits that enabled it to frame a proposal that obtained a President's Academic Enrichment Award of \$150,000. The Center for Writing Excellence and the Liberal Education Council are using benchmark data from the NSEE and other national surveys to plan improvements in their programs. A benchmark study found that, as a result of its efforts at continuous improvement, Miami's libraries ranked first in overall satisfaction with the quality of service and facilities in a 2002 survey of 43 top university libraries.

Benchmarking is also conducted in non-academic divisions. The Division of Student Affairs is regularly and routinely engaged in tying its services and activities to the First in 2009 initiative and conducts internal and external reviews of its programs. For instance, a comprehensive "Internal Review Report" of the division was completed in February 2002 by the former Associate Vice President for Student Affairs [Hart, 2002] and augmented by a

²⁴ Index of Academic Affairs Benchmarking Documents (Resource Room 4-10).

comprehensive external review by senior student affairs officials from Princeton University, the Massachusetts Institute of Technology, and Bowling Green State University, in April 2002 [Dickerson, et al., 2002].

To enhance its ongoing assessment practices, the division drafted a set of assessment principles that embraces a best practices framework for using evaluation approaches that are responsive to program issues.²⁵ Within this framework, Student Affairs collects data with both qualitative (e.g., focus groups) and quantitative methods to obtain the perspectives of all stakeholders (student participants, faculty, and staff). The division's Assessment Plan features three levels of evaluation: macro (division-wide), meso (departments and program), and micro (individual work). In addition, the following units within Student Affairs on the Oxford campus obtain certification or accreditation from their professional organizations: Student Counseling Service, Office of Learning Assistance, and Student Health Service.

The Division of Finance and Business Affairs employs a variety of benchmarking strategies, including the following examples.²⁶

- The Department of Housing, Dining, and Guest Services benchmarks itself against other college and university food service operations through more than a dozen annual or biannual studies performed by professional organizations. The department also employs annual surveys of student satisfaction to refine its services. The continuous improvement efforts supported by these benchmarking efforts have led to numerous awards, including the National Association of College Auxiliary Services Outstanding Achievement Award and the National Association of Auxiliary Services Award for Innovation. In addition, Miami's housing and dining operations received high ratings in a 2002 benchmarking study that compares student satisfaction nationwide. Of 180 major universities, Miami ranked number one or very high in areas such as cleanliness of residence halls, study facilities, and quality of dining hall food.
- The Physical Facilities Department participates in two significant biannual benchmarking surveys of the Association of Higher Education Facilities Officers (APPA): the Comparative Costs and Staffing Report for Educational Facilities and the APPA Strategic Assessment Model Report. Additionally, the university participates in numerous ad-hoc benchmarking efforts that are organized and sponsored by the state and regional associations for facility officers. Informal benchmarking is also done with select peer institutions in specialized areas such as utility plant operations and facility condition analysis. Each year, the department surveys its staff twice annually using two different surveys, and it surveys customers annually. The department also analyzes data from its work order system to determine performance metrics, and it analyzes plant financial data to calculate management ratios of expenditures per square foot or costs per square foot. Other instruments used to provide ongoing evaluation and assessment to inform strategies for continuous improvement include the Annual Facilities Condition Report, Annual Facilities Condition audits (ISES Report), and Quarterly Facility Inspection Reports.

²⁵ Student Affairs Division Assessment Principles (Resource Room 4-11).

²⁶ Index of Example Benchmarking Studies by the Finance and Business Affairs Division (Resource Room 4-12).

Numerous other examples exist throughout the rest of the Finance and Business Services Division, as well as in the Information Technology and University Advancement Divisions.

Other Examples of Assessment Efforts

Many other programs and offices perform regular and ongoing assessment of their activities. Charged with developing strategies and programs that enable the Oxford campus to create a more diverse and inclusive learning and living environment, the University Multicultural Council includes an evaluation committee among its four components. The committee provides annual reports²⁷ on the success of the Council's efforts and sometimes produces comprehensive reports on progress toward achieving the university's diversity goals.²⁸ The Council also examines data from the Campus Climate Survey, the National Survey of Student Engagement, admission and retention data, and other sources as it plans its goals for the following year. For more information on the University Multicultural Council, see Chapter 8.

Similarly, the Continuing Education Offices on all three campuses conduct extensive assessment of their programs that produce continuous refinements (see Core Component 5B for more on the Continuing Education Offices).²⁹ The Center for the Enhancement of Learning and Teaching engaged in an extensive self-study in 2003 that led to the reshaping of its programs and an expansion of its staff (see Core component 3B for more on the Center for the Enhancement of Learning and Teaching).³⁰ Assessment of the Miami Plan for Liberal Education included the use of external consultants and internal analysis (see Core Component 3A for more on the assessment of the Miami Plan).³¹ The assessment resulted in the movement of some quality-assurance responsibilities to the academic divisions, where they can be better implemented, so that the Liberal Education Office can focus on broader issues and on providing additional support for faculty and departments with respect to their Miami Plan courses. Similarly, internal assessment supplemented by external consultants of Miami's administrative and academic computing services resulted in the creation of the Information Technology Division, which has Miami's newest position for a vice president (see Core Component 3D for more on the Information Technology Division).³² These assessments have served as the basis for development of an Information Technology Strategic Plan.³³

Assessment of Academic Programs and Student Learning Outcomes

We also devote significant efforts to assess our academic programs, and we have launched major initiatives to improve our assessment of student learning outcomes. To avoid repetition, these efforts and initiatives are described in the section on Core Component 3A (Chapter 5).

²⁷ Index of the Annual Reports of the University Multicultural Council's Evaluation Committee (Resource Room 4-13).

²⁸ Evaluation of the University Multicultural Council's Initiatives (Resource Room 4-14).

²⁹ Index to Assessment by Miami University's Continuing Education Programs (Resource Room 4-15).

³⁰ Center for the Enhancement of Learning and Teaching Self study (Resource Room 4-16).

³¹ Index to Assessments of the the Miami Plan for Liberal Education (Resource Room 4-17).

³² Index to Assessments of the Information Technology Division (Resource Room 4-18).

³³ Information Technology Strategic Plan (Resource Room 2-2).

Evaluation Concerning Core Component 2C

Miami has extensive and ongoing processes for evaluating its effectiveness that are used to develop strategies for continuous improvement. These processes are especially robust for the Oxford campus, and there are plans for augmenting them on the regional campuses. However, expanding and coordinating the assessment efforts on all three campuses presents a major opportunity for improvement. Another major opportunity for improvement involves increasing our investment in institutional research. Even with the addition of an Institutional Research Analyst, the Office of Institutional Research needs additional staff to fully meet the university's growing internal and external demands for institutional data and analysis. Likewise, the regional campuses would benefit from having staff support from persons with expertise in institutional research. Some surveys and other assessment efforts performed for the Oxford campus could beneficially be extended to the regional campuses. The Institutional Research Analysts' energies could be further leveraged by the deployment of a state-of-the-art Decision Support System incorporating automation to facilitate data acquisition and manipulation, freeing them to focus on analysis.

CORE COMPONENT 2D
All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Several features of Miami's decision-making environment and practices ensure that our planning at all levels align with the university's mission.

As explained in Chapter 2, the widely shared understanding of the university's mission focuses on these excerpts from the published mission statement: "The Mission of Miami University is to preserve, add to, evaluate, and transmit the accumulated knowledge of the centuries. . . . Miami's primary concern is its students . . . and Miami is committed to serve the community, state and nation." All vice-presidential divisions have mission statements that express these same commitments, though with varying emphases deriving from the specific roles the divisions play in the institution; so, too, do the six academic divisions, the two regional campuses, and most departments, offices and programs. Because they are guided in large part by their own statements and that of the university overall, units at every level tend to align their plans with the university's mission.

The university's practice of defining goals centrally and delegating implementation decisions to individual units also fosters alignment of planning and mission. This result is especially evident in the execution of the First in 2009 initiative. The initiative's eight goals are all expressions of certain elements of the university's overall mission. As units at all levels plan their goals and projects, they align some or all of them with the First in 2009

goals. The Provost's annual action plan for the Academic Affairs Division, described in the section on Core Component 2A, provides an example. In this action plan, the Provost lists each of the First in 2009 goals and under each one a plan (called an action step) for achieving that goal. In addition, each action step has a time frame for completion as well as the groups or persons within the university who will enact the plan, thereby advancing not only the Academic Affairs goal but also the First in 2009 goal. At the end of each academic year, the Provost's office assesses how well and how far the university has carried out the action step. After each year's assessment, a new action plan is constructed for the subsequent year. It includes any new items arising from discussions of the Provost's staff, the First in 2009 Coordinating Council, and other sources as well as action steps from the preceding academic year that have not been realized. Other vice-presidential divisions approach their annual goals in a similar fashion.³⁴ This process is thus comprehensive in the sense that it involves the entire university community, and it has depth in the sense that there is regular scrutiny of the progress being made. In consequence, the university is in a position where a rational, deliberative perspective guides the process of change as well as maintenance of existing programs and activities.

The university's Academic Program Review policies also align planning with mission by requesting that programs assess their contributions to the First in 2009 vision as well as to the Miami Plan for Liberal Education. As a result of Program Review, units sometimes are required to make specific changes and submit interim reports on the effect of the reforms. Because the dean of the unit and the Provost are involved in the Academic Program Review process, discussions that require improvements often are accompanied by a commitment of resources needed to make the changes requested. Taken together, all the aspects of the program-review process orient departments and programs to plan their futures not just in terms of university mission, but also in terms of best practices in the nation as a whole.

In addition, program proposals, possible policy changes, budget requests, and other decision- and action-oriented discussions are often framed in terms of the university's mission, so that a sense of mission and the need to align with the mission is infused throughout discourse at the institution.

The program associate who has assisted the Accreditation Steering Committee provided information that illustrates the extent to which the First in 2009 Goals have influenced various administrative units' sense of their missions. She reports that in a half-day orientation session for newly hired classified employees on the Oxford campus, representatives of each office that made a presentation described the office's First in 2009 Goals.

As one would expect, even though planning is aligned with mission, we still debate what the best plan is. As explained in Chapter 3, different interpretations of the actions that should flow from this definition lead to different views, sometimes passionately held, of what, specifically, our plans should

³⁴ Index of Annual Goals for Vice Presidential Divisions (Resource Room 4-19).

be. Greater agreement about the mission's meaning in practical terms might reduce the extent and intensity of the debates. However, participants in the debates do agree that plans should be aligned with the university's mission, as they each interpret it.

In one area of planning, we do see an opportunity for improvement, which we are beginning to address. At present the three campuses share the same overall mission, which also serves as the mission for the Oxford campus. In addition to the all-university mission, each regional campus has its own mission statement. In content, these three mission statements are aligned. If the three campuses could collaborate on making plans that link their programs as tightly as their missions are linked, all three campuses and their students would benefit. Such planning would be especially helpful as students relocate from Hamilton or Middletown to Oxford to complete a bachelor's degree. As just one example, students who have financial aid from a regional campus do not automatically retain that aid if they relocate to Oxford. Coordination in other areas would also be beneficial.

Recognizing the benefit to all campuses of such cooperative planning, the First in 2009 Coordinating Council has this year established a committee charged with developing a better interrelationship among the three campuses.³⁵ Chaired by the Executive Directors of the Hamilton and Middletown campuses and an Associate Provost, the committee will investigate questions such as how to create more mutually productive relationships among the campuses and what the strategic and programmatic directions of the regional campuses should be on their own terms and in relation to the Oxford campus. One of our major opportunities for improvement is to continue and build on this committee's efforts to increase synergy among our three campuses by coordinating their short-term, long-term, and strategic planning.

Evaluation Concerning Core Component 2D

Miami's overall decision-making environment and practices successfully align planning at all levels with the university's mission. While debates about specific plans occur, they remain focused on the mission. The First in 2009 Coordinating Council's effort to increase collaborative planning among our three campuses has appropriate goals and leadership.

³⁵ First in 2009 Coordinating Council Committee on the Relationship among the Three Campuses (Resource Room 4-20).

Conclusions

The preceding analysis of the University's allocation of its resources and its processes for planning and evaluation leads to the following conclusions.

Major Strengths

1. The university has improved its ability to prepare for the future by increasing its ability to scan the environment for relevant trends and by supplementing its traditional planning processes with flexible strategic and long-term planning.
2. The university has sufficient human, physical, and fiscal resources to maintain and gradually improve its current level of institutional effectiveness; it also has effective plans for increasing revenue needed to speed achievement of its aspirations.
3. The university is continuing to develop and refine its assessment strategies and to use assessment results for continuous improvement.

Major Opportunities for Improvement

1. To increase the university's institutional research capabilities in order to support informed decision making and meet other needs for data gathering and analysis.

ACTION: Miami will form a committee to study systematically the institutional research needs of our three campuses, conduct a benchmarking study of the institutional research offices at other universities, and make recommendations for Miami.

2. To increase the amount of collaboration among our three campuses as they establish their short-term, long-term, and strategic plans.

ACTION: The First in 2009 Coordinating Council has established a committee to study ways to create more synergy among the three campuses.

Issues Arising in the Next Three to Five Years

1. The burst of retirements in the coming years can provide the university with an opportunity to make strategic decisions about program development, allocation of faculty lines, and the qualifications required of new faculty that will enable the university to achieve its aspirations. The retirements also present a challenge for aligning new faculty with the goals, values, and culture of the university.
2. If revenue from the state continues to fall and the state imposes limits on tuition increases, the university will experience increased difficulty in continuing to improve programs while also providing adequate money for student aid.
3. If the university considers additional long-range plans, it will need to preserve sufficient financial flexibility to respond to new challenges.

CRITERION 3

STUDENT LEARNING AND EFFECTIVE TEACHING



The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.



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iami is proud of the national recognition it has achieved through its effective teaching, successful learning environment, and award-winning programs for helping faculty continuously improve their teaching. Despite the level of success that Miami has already attained, we aspire to greater accomplishments. This chapter highlights some of the major reasons for our success and describes our major opportunities for continued improvement, together with our plans for capitalizing on these opportunities.

CORE COMPONENT 3A

The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

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any signs of Miami's effectiveness as a teaching institution have been mentioned in Chapter 1: recognition by Kaplan-Newsweek ("one of 27 'hidden treasures—terrific schools that deserve national recognition'"), the *Fiske Guide to Colleges* (a "Best Buy"), *The Public Ivies: America's Flagship Universities* ("one of 30 schools in the United States that offers 'an education comparable to that at Ivy League universities at a fraction of the price'"), and *U.S. News and World Report* (22nd among national public universities). Our graduation rate of 81% is the 7th highest among major public universities. In addition, the National Survey of Student Engagement and the American Association of Higher Education identified us as one of the 20 most effective institutions out of 700 that participated in the NSSE survey.

Our students, through their accomplishments, provide additional evidence of our educational effectiveness. For example, in 2003 we were named a Truman Foundation Honor Institution in recognition of our success in nominating five winners of the Truman Scholarship plus four other finalists in the last six years. In 2002, Miami was among a select group of universities in the nation that produced a Rhodes Scholar, a Truman Scholar, and a Goldwater Scholar in the same academic year. Other schools in this select group were Harvard, Yale, Princeton, Duke, Stanford, Syracuse, and the University of Washington. In 2004, Miami was one of 33 schools nationally—and one of only 15 public schools—to have three or more recipients of the Barry M. Goldwater scholarship, the most prestigious award of its type for undergraduates in mathematics, engineering, or the natural sciences. Twice in the past six years, Miami students have been selected by *USA Today* for its All Academic Team. Four others have been awarded honorable mentions. Many other students have won prestigious academic awards.¹ In 2004, our mock trial team placed third nationally, after winning its sixth consecutive regional title. Our speech team won four consecutive national titles from 1998 to 2002 and continues to rank among the top ten teams in the country. In 2004, for the sixth time in seven years, Miami's Gamma Gamma chapter of Pi Sigma Epsilon, a national marketing fraternity, was named top chapter. Other honors for our students are numerous.

¹ Appendix 5-1: List of Students Who Have Won Prestigious Awards or Were Finalists in Competition.

Our effectiveness in education extends throughout our endeavors. For example, our overall graduation rate is one of the highest among public universities, just as it is for graduation of student athletes and for minority students. The more than 150 Hamilton and Middletown students who relocate annually to Oxford graduate at a rate and with a grade point average that approximate those of students who begin their studies in Oxford.^{2,3} Our baccalaureate graduates, who include students who began their studies at Hamilton and Middletown, achieve unusually high acceptance rates at graduate and professional schools: 77% for medical school from 2000-2003 (national average was 47%) and 70% for law school in 2002-2003 (national average was 57%).

We believe that our success as educators is due in large part to the various ways we assess our programs, along with the institution-wide commitment to teaching effectiveness. However, we also recognize that our assessment practices represent one of our major opportunities for sustaining and building on our preeminence as a teaching institution. The sections that follow provide an overview of our assessment practices, report on the evaluation of these practices conducted as part of our reaccreditation self-study, and describe current initiatives through which we are improving our ability to assess student learning.

Scope of Assessment of Educational Effectiveness

Across the institution, we engage in an array of assessment practices that focus on courses, faculty, degree programs, offerings of the academic divisions, and the university as a whole. We are continuing to strengthen and extend the range of our assessment activities, with a special focus on the assessment of student learning outcomes.

- **Academic Program Review.** Miami's Academic Program Review process examines all programs every six years.⁴ To prepare for their reviews, departments perform extensive self-studies akin to those prepared for accrediting agencies. In this process, departments gather data for assessing the effectiveness of each of their undergraduate and graduate programs. Evidence often includes exit interviews with graduating students, written student evaluations, and surveys of graduates and employers. Departments are visited by an external review team that, whenever possible, includes at least one member from one of the department's national benchmark departments. An internal review team also assesses the department, taking into account the report of the external reviewers. Results are submitted to the Provost. Program review may result in substantial changes to programs, sometimes ones advanced by the department and supported by the Provost and sometimes ones mandated by the Provost to help the department achieve higher levels of performance. Each year, the programs that have the most outstanding reviews receive awards of \$15,000 for additional improvements.

² Appendix 5-2: Graduation Rates of Students Relocating from Hamilton and Middletown to Oxford.

³ Appendix 5-3: Graduation GPAs for Bachelor's Degrees: Regional Cohorts Compared with Oxford Cohorts.

⁴ Academic Program Review Guidelines (Resource Room 5-1).

- **National Surveys.** The university participates in several national surveys that provide insights into student learning, including the National Survey of Student Engagement and the Higher Education Research Institute's surveys of first-year and senior students (Your First College Year and the College Student Survey).
- **Accreditation Reviews.** Many Miami programs are accredited by the national accrediting agencies in their fields.⁵ Among others, these include all undergraduate and graduate programs leading to education licensure in the School of Education and Allied Professions, as well as all undergraduate and graduate programs in the School of Fine Arts and the Richard T. Farmer School of Business. Three programs in the School of Engineering and Applied Science are accredited by the Accreditation Board for Engineering and Technology (ABET); five others are being reviewed for initial ABET accreditation during fall 2004. All accreditations include educational effectiveness among their criteria.
- **Divisional Reviews.** All academic divisions conduct alumni surveys and use other means of assessing their educational effectiveness. The Student Affairs Division, an important partner and contributor to the overall educational experience of Miami undergraduates, does the same.
- **Program-Initiated Assessments.** In addition to the assessments that are required by Miami's Academic Program Review policy and by professional accrediting agencies, many programs conduct ongoing assessments through such means as surveys of current students and graduates that enable them to continuously monitor and refine their programs.
- **Evaluation of Teaching.** A foundation for our assessment practices is our policy on the evaluation of teaching, which requires each department to maintain and follow a teaching evaluation plan whose purpose is to "provide a process to enhance the quality of instruction and, subsequently, student learning at Miami." Plans are "to reflect the complexity of the teaching/learning process," involve both formative and summative activities, and include quantitative and qualitative measures.⁶ In the 2003-2004 year, all departments were asked to submit their plans to the Provost for review.⁷ Some plans were accepted as submitted. Some were returned to departments with suggestions for improvement.

The university plan emphasizes the importance of using multiple sources of evaluation data, including both quantitative and qualitative measures, and it emphasizes the importance of sensitivity to the varied models of teaching and student learning. According to university policy, faculty must have at least two of their classes evaluated by students each year. Some divisions require student evaluations of every class. The results of the student evaluations and other evidence of teaching effectiveness are reviewed annually by departments when determining merit pay increases. Teaching effectiveness receives much closer

⁵ Appendix 5-4: Accreditations Held by Miami.

⁶ Appendix 5-5: Miami University Policy on the Evaluation of Teaching.

⁷ Index to Teaching Evaluation Plans (Resource Room 5-2).

scrutiny when faculty apply for promotion to full professor and during the probationary period for tenure-line faculty. Tenure-line faculty receive feedback and advice annually from a department's promotion and tenure committee. During the third, fourth, and fifth years, they also receive evaluative comments from the Dean and Provost.

- **Student Affairs Program Assessment.** In 2003, the Student Affairs Division inaugurated an extensive assessment plan for its programs. Every five years, each Student Affairs department conducts an internal assessment that is coordinated with oversight from the Divisional Assessment Committee. Where possible, the assessments use existing assessment information from university-wide efforts. When more specific information is required, other instruments or strategies are devised.

Evaluation of Current Assessment of Student Learning Outcomes Using Full-Cycle Assessment

As part of our accreditation self-study for the Higher Learning Commission, we assessed the extensive and useful array of assessment activities against three criteria:

1. Programs should have clearly stated outcomes for student learning.
2. Multiple methods of evidence should be gathered to determine whether the outcomes are achieved.
3. The assessment results should be used to improve the course, program, or institution.

Taken together, the three criteria define the full cycle of assessment in which goals are established, outcomes are measured, and the results are used for improvement. As the Accreditation Steering Committee and its subcommittee on Criterion 3 employed these questions to evaluate Miami's assessment practices, they found examples of excellent practice but also substantial opportunities for improvement.

Do Programs Have Clearly Stated Student Learning Outcomes?

The Accreditation Steering Committee asked each department, program, academic center, the six academic divisions, and the Division of Student Affairs whether they had clearly stated student learning outcomes. Eighty percent of the units responded, providing a sound basis for drawing some general conclusions.⁸ Of the respondents, 35% provided explicit statements of student learning outcomes. Another 12% reported that they were currently developing statements of student learning outcomes. The remaining 53% reported that they either have not identified student learning outcomes or focused on the unit's mission statement as a replacement for specific goals for student learning. Programs that have licensure or certification requirements or a performance/applied practice dimension, such as Engineering Technology, Paper Science, Teacher Licensure, Dietetics, and Marketing, are more likely to have developed detailed and comprehensive student learn-

⁸ Index to Information Provided by Academic Units about Their Student Learning Outcomes (Resource Room 5-3).

ing outcomes. In many cases, it appears that although some departments and programs have not listed their desired student learning outcomes, they do have a firm and actionable sense of what these outcomes are. Among graduate programs, especially doctoral ones, such embedded outcomes are particularly common. At all levels they are sometimes tied to the students' accomplishments after graduation in employment and, for undergraduates, in graduate or professional school.

When the accreditation subcommittee on Criterion 3 analyzed the outcomes statements provided by the units that had formulated them, the subcommittee discovered that many were framed in ways that would make it difficult to measure whether students have succeeded in achieving the outcomes.

Thus, one of the ways we can improve our overall assessment practice is by helping a larger number of programs learn how to identify and define learning outcomes in measurable terms.

What kinds of evidence are gathered to determine whether the outcomes are achieved?

When analyzing the types of evidence used by departments to assess student learning outcomes, the Assessment Steering Committee and its subcommittee on Criterion 3 looked separately at evidence based on three kinds of measures: performance measures, perceptual measures, and indirect measures (e.g., national awards, scholarships, job placements, and so on). Few departments relied on only one kind of measure, and many used more than one measure of a particular kind.⁹

- **Performance measures.** Eleven departments and one program (12%) reported using performance measures. Licensure, certification, and applied program/majors made up the bulk of this group. For example, the Nursing department uses student performance on licensure examinations. The Paper Science and Engineering, Chemistry, and German departments use standardized examinations designed by their respective professional societies. The Mechanical and Manufacturing Engineering department is noteworthy in the comprehensive assessment plan it has developed while following guidelines from the Accreditation Board for Engineering and Technology (ABET). Among other things, subcommittees compare students' work when in their first year and when seniors, analyze course notebooks prepared by faculty with sample student work, and analyze the rubric scores on honors theses. Depending on the nature of the evidence being examined, these analyses take place once a year, once a semester, or on an ongoing basis. Results are brought to the department at its annual August retreat or during weekly department meetings. Many results are also shared with the department's External Advisory Board and its Student Advisory Board. The chair works with individual faculty or faculty groups to ensure that courses and curricula are revised when appropriate and to see that the results of the changes are evaluated.

⁹ Accreditation Subcommittee Survey of Assessment Practices (Resource Room 5-4).

- **Perceptual measures.** By far the most commonly used assessment methods rely on people reporting their perceptions of student learning. Ten (6%) of the departments and programs indicated that they use such strategies as alumni surveys, exit interviews and focus groups of graduating students, current student surveys, employer surveys and focus groups, and student professional advisory councils. All academic divisions survey their alumni and make the results available to departments and programs.
- **Indirect measures.** Indirect measures are the second most commonly used methods for assessing student learning outcomes. These encompass student receipt of national honors (e.g., Truman scholar, Phi Beta Kappa, etc.), admission to professional schools and graduate programs, placement rates and places of employment, and salaries received. While not mentioned as often as perceptual measures, a number of departments and programs regularly gauge the success of their work with students based on these indicators.

Are the assessment results used to improve the course, program, or institution?

The majority of departments said that they have made changes to their curriculum based on assessment data they had gathered. Nineteen (30%) of the departments and programs said that the changes were made on the basis of perceptual evidence. However, only half of these units indicated that they had established specific learning outcomes. The other half may be taking the risk that their changes are not going to achieve the desired results because the results themselves are not articulated. Moreover, it will likely prove difficult for these departments and programs to measure the effectiveness of their changes since they do not have an explicit criterion for making a judgment.

The Full Assessment Cycle

In addition to examining the ways that departments and programs perform each of the major activities of assessment, the Accreditation Steering Committee and the subcommittee on Criterion 3 also looked for departments that put all three activities together to achieve a full assessment cycle. Only a small percentage of units have defined student learning outcomes in measurable terms, gathered qualitative and quantitative data using performance measures, and then used those results in an ongoing process of improvement. However, it appears that a much larger number of units follow the more basic pattern of identifying, perhaps implicitly, their program's student learning outcomes; gathering various kinds of perceptual and indirect evidence of student achievement; and then using the results to improve the education they provide their students. Consequently, we believe that we can continue to improve our assessment of student learning by building on, rather than by replacing, existing practice.

Improving Our Assessment Practices

As we began planning for our accreditation self-study in Fall 2001, we quickly recognized that, as strong as they already are, our assessment practices represented a major opportunity for improvement. Over the next two years, we initiated an interrelated set of actions aimed at creating a carefully designed, high-quality, university-wide assessment plan that, in stages, will significantly enhance student learning at Miami.

First, the Provost appointed a full-time University Director of Assessment. Chosen for this position was the assessment specialist for our general education program, the Miami Plan for Liberal Education. Coincidentally, the Provost also appointed this person as Interim Director of the Liberal Education Office (now Director). This sequence of events had the advantage of combining leadership in assessment with coordination of the Miami Plan for Liberal Education, where the first long-term, university-wide assessment efforts originated as we evaluated our Miami Plan courses.

Second, the Provost appointed an Assessment Task Force, which he charged with recommending an overall blueprint for an ongoing, university-wide assessment plan that addresses all aspects of the educational experience, including both the curricular and co-curricular for both undergraduate and graduate students. Chaired by the University Director of Liberal Education and Assessment, the Task Force had 11 members whose collective affiliations included five of Miami's six undergraduate divisions, the Student Affairs Division, the Oxford and Hamilton campuses, the Office of Institutional Research, the Center for the Enhancement of Learning and Teaching, and the Center for Writing Excellence.¹⁰

To assure full coordination between the Assessment Task Force and the Accreditation Steering Committee, the University Director of Liberal Education and Assessment serves on the Steering Committee and the Steering Committee Chair served on the Task Force.

Through a year's work that entailed extensive research and 16 meetings devoted to exploring, debating, and resolving theoretical and practical assessment issues, the Task Force recommended an overall assessment strategy, which the Interim Provost approved.¹¹ The plan includes four major components: goals, administrative structure, sustainable process, and implementation strategy.

¹⁰ Appendix 5-6: Assessment Task Force Membership.

¹¹ Assessment Task Force Final Report (Resource Room 5-5).

Goals

As articulated in the Task Force's final report, the overarching goal of Miami's assessment plan is as follows.

The Miami assessment process is designed to gather useful information about students' learning and development and to use this information to continuously revise and modify the curriculum and co-curriculum to further enhance student learning and developmental outcomes. The assessment process is built on a learning-centered culture and the commitment of faculty and staff who value efforts to continuously improve students' education. Assessment is viewed as a seamless, collaborative process between Academic and Student Affairs that focuses on students holistically and involves the examination of the curriculum as well as the co-curriculum.

Notable in this set of goals are the ways it builds on Miami's close working relationship between Academic Affairs and Student Affairs, together with its concern for student learning outcomes from all university experiences, not just academic ones.

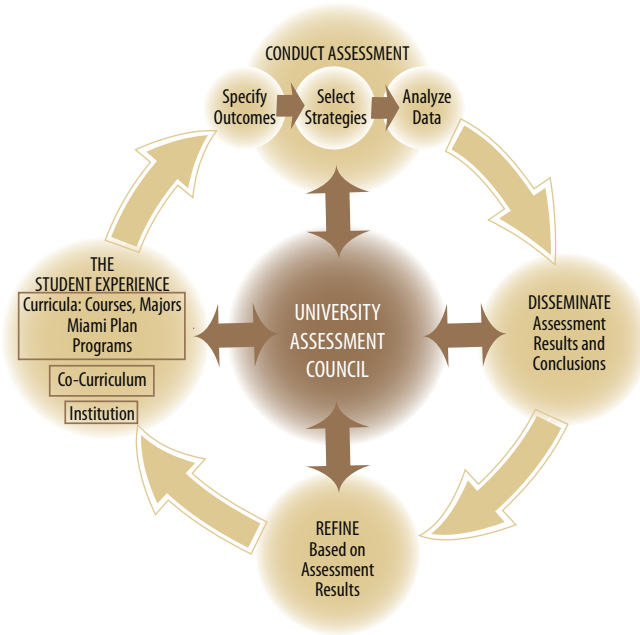
Administrative Structure

The university has adopted the administrative structure recommended by the Task Force. It includes three elements. Because our strategy includes assessment of all student learning experiences, including those created by curricular and co-curricular experiences, responsibility for university-wide assessment resides jointly with the Provost and the Vice President for Student Affairs. As the Task Force recommended, they have appointed two assessment groups.

- **The University Assessment Team.** This team is charged with creating and implementing the details of the assessment plan. It includes the University Director of Liberal Education and Assessment (chair), a Faculty Associate, a representative from Student Affairs who is responsible for assessment, and the Assistant Director of Institutional Research.¹² The Faculty Associate position is a special one-year, 0.5 release-time appointment of a tenured member of the faculty with expertise in assessment. The person holding this special appointment will change over time, depending on current needs. The University Assessment Team reports annually to the Provost and the Vice President for Student Affairs.
- **The University Assessment Council.** The Council advises the University Assessment Team on overall direction for assessment, appropriate assessment activities, future activities, and methods of evaluating the effectiveness of Miami's assessment plans and procedures. The Council includes representatives from the following units: one each from the Schools of Education and Allied Professions, Fine Arts, Engineering and Applied Science, Business Administration, and Interdisciplinary Studies; three from the College of Arts and Science (one each from nat-

¹² Appendix 5-7: University Assessment Team Membership.

Figure 5-1 Miami University's Full-Cycle Assessment Model.



ural science, social science, and the humanities); one from each regional campus; one Student Affairs staff member; one representative from among the Associate Deans; one staff member of the Center for the Enhancement of Learning and Teaching; and two student members.¹³ The members will include a graduate faculty member and at least one department chair. The University Director of Liberal Education and Assessment chairs the Council.

Sustainable Process

Following the Task Force's recommendations, we have taken two measures to ensure assessment is incorporated into Miami's ordinary practices on a continuing and productive basis. First, the university has adopted the full-cycle model of assessment that is discussed earlier in this chapter. Figure 5-1 shows the diagram of the model that is being used in presentations and discussions of assessment to explain the continuous-improvement process of assessment.

Second, the university has established a plan for continuously monitoring assessment efforts to assure that they are effective, that they are sustained, and that they change with the evolving accomplishments, needs and shape of Miami's curricular and co-curricular programs. The University Assessment Council monitors the assessment plan and progress. To accomplish this, the Council will utilize the model presented in "Assessing Student Learning: Using the Commission's *Levels of Implementation*" proposed by Cecilia Lopez. The model examines three levels of implementation of a university assessment plan in the areas of institutional culture, shared responsibility, support, and efficacy of assessment. Also, an ad-hoc group of associate deans responsible for Miami Plan assessment will also monitor the assessment efforts to ensure that they are meeting their goals. Overall responsibility for assessment is assigned to the University Director of Liberal Education and Assessment, who reports to the Provost's Office.

Implementation Plan

We have already embarked on a deliberate, incremental implementation plan designed to establish high-quality, full-cycle assessment firmly in the Miami culture. We have chosen to take a development approach in order to thoughtfully build assessment knowledge and skills across the university, thereby avoiding the creation of poor quality and unsustainable plans that can result from overly hasty implementation of assessment practices. In this plan, we have already begun working on many

¹³ Appendix 5-8: University Assessment Council Membership.

initiatives at once, all intended to reinforce one another while also broadening and increasing assessment expertise, engagement, and enthusiasm.

A key element in our implementation plan is to use existing “lead models” and to develop new ones. These lead models can demonstrate to other departments the value of assessment. The Assessment Task Force emphasized that enabling faculty and staff to see that assessment can help them attain their educational goals is essential to winning the widespread commitment that is necessary for sustaining assessment in the long run. Programs that have or are developing lead models can also demonstrate effective and efficient “best” practices that others can adapt. The following projects illustrate these efforts.

- **Outcomes in the Majors Project.** During 2004-2005, the university has committed more than \$25,000 to support nine departments as they develop and implement full-cycle assessment for student learning outcomes related to their majors.¹⁴ These departments include six in the natural sciences (Botany, Geology, Microbiology, Chemistry and Biochemistry, Mathematics and Statistics, Physics), two in engineering, and the Communication Department. The work of these departments will help us identify approaches that will work in Miami’s context. Their results will serve as lead models for others to adapt in subsequent years.
- **Critical Thinking Project.** Critical thinking was the first focus of the Assessment Fellows, a group of 13 faculty from across the university who were originally convened to identify and assess student learning outcomes for critical thinking, one of the four principles of the Miami Plan for Liberal Education. Initially supported with over \$20,000 from the Office of Liberal Education and an additional \$12,000 from the Office of the Provost, the Fellows identified a complex set of critical thinking learning outcomes, used a rubric to assess these outcomes using student work in senior-level Capstone courses, and reported the results to the University.¹⁵ This project produced local understanding of strategies that departments can adapt to assess critical thinking in their Miami Plan for Liberal Education and other courses. It has also provided a model that could be adapted to assess other Miami Plan goals. Just as important, the project highlighted an important focus for further exploration and experimentation: how to assess student learning outcomes for critical thinking in fields as diverse as English, chemistry, mechanical engineering, and painting.
- **Embedded Assessment Initiative.** To assist faculty in using the Assessment Fellows’ results to “close the loop” and revise capstone courses, each Fellow is working with three faculty who have agreed to use the rubric with students in their courses, use it to grade their Capstone papers, and plan strategies for enhancing instruction to facilitate critical thinking outcomes.

¹⁴ Outcomes in the Majors Project (Resource Room 5-6).

¹⁵ Appendix 5-9: The Assessment Fellows Project: Critical Thinking Outcomes in Capstone Courses” (Assessment Brief #3).

- **Additional Assessment Fellows Projects.** In the second year of their work together, the Assessment Fellows are identifying other ways they can advance assessment practice at Miami. For example, in spring 2005, they will hold a workshop open to all faculty that discusses results of the Critical Thinking Project, actions that academic programs can take as a result, and ways the assessment model used in the Critical Thinking Project can be adapted by academic programs into their own assessment plans.
- **Assessment of the Miami Plan for Liberal Education.** We are also engaging in assessment of the Miami Plan for Liberal Education, which includes over one-third of all courses required for a Miami bachelor's degree. The Assessment Fellows' Critical Thinking Project is a part of the assessment. Additionally, all proposals for courses to be included in the Miami Plan must be approved by the Liberal Education Council and must include statements of student learning outcomes for each of the four Miami Plan principles as well as an outline for an assessment plan. As a part of Program Review, departments review their Miami Plan courses. These departmental assessments are reviewed by an ad hoc group of associate deans, along with the University Director of Liberal Education and Assessment. Departments receive detailed feedback and suggestions based on steps they can take to revise courses based on their assessment results. To aid departments in preparing their assessments, the Office of Liberal Education has published a scheme for assessment, called the *Multi-Tiered Model of Assessment*.¹⁶ To aid the Liberal Education Council in assessing the Miami Plan, results of the NSSE and other similar questionnaires are examined.¹⁷ Finally, LEC commissioned a graduate course in Educational Leadership (College Student Development: Inquiry and Assessment) to conduct a study of first-year students and their perceptions of the Miami Plan and its courses.¹⁸ Action taken because of these assessments, as well as others, is discussed in Chapter 4.
- **Learning Communities on Assessment.** During 2002-2003 and 2003-2004, a total of 20 faculty participated in two faculty learning communities on assessment. These interdisciplinary groups read widely on assessment. Each community member designed and carried out an assessment project. Designed primarily to help faculty develop department-level assessments of the Miami Plan for Liberal Education courses, the communities have also created a corps of faculty who have expertise on assessment, who have been responsible for their home departments' Miami Plan assessments, and who have worked informally with other faculty to learn about assessment.
- **Employer Survey of Graduates' Effectiveness.** Between December 2004 and April 2005, the Division of Student Affairs' Office of Career Services will survey employers who've hired Miami graduates to

¹⁶ www.muohio.edu/led/assessment/multi-tiered.htm.

¹⁷ What Our Students Are Telling Us (Resource Room 5- 7) and Rigor Study-Phase I (Resource Room 5- 8).

¹⁸ Understanding Students' Perspectives: A Study by Students in EDL 661 (Resource Room 5- 9).

learn how effective these employers have found our graduates to be in comparison with graduates of other institutions. The division has hired a consultant to conduct the survey. The results will be widely disseminated. Where this survey identifies potential improvements in the preparation of our graduates, departments and programs will be asked to formulate actions that enhance the positive impact of a Miami education.

A second major element in our implementation plan is building the various kinds of support needed by faculty and staff as they create and enact continuous assessment plans. First, we have expanded the capacity of our institutional research office by the addition of another analyst and a graduate student research assistant. Second, we are building alliances around assessment with two other faculty and curricular initiatives: the Center for the Enhancement of Learning and Teaching and the Center for Writing Excellence. In collaboration with these two Centers, the University Director of Liberal Education and Assessment has sponsored seminars and workshops on assessment by national experts including John Bean (Seattle University), Marilee Bresciani (Texas A&M University), Michael Carter (North Carolina State University), William Condon (Washington State University), and Barbara Walvoord (University of Notre Dame). In spring 2005, we will begin workshops offered by Miami faculty and staff, beginning with the Assessment Fellows. In addition, both the Center for the Enhancement of Learning and Teaching and the Center for Writing Excellence are incorporating attention to assessment in their own programs.

Our implementation plan also includes fostering broad discussion of assessment and dissemination of information about it. These discussions and dissemination activities serve two purposes. First, they increase knowledge among faculty and staff about assessment, its goals, and its strategies. Second, they enable both the University Assessment Council and the Assessment Team to gather information that can help define and prioritize goals and plans. For example, during a recent “Provost’s Breakfasts” (monthly meetings of approximately 60 academic administrators), the University Director of Liberal Education and Assessment presented an overview of the university-wide assessment plan, described Miami’s full-cycle assessment model, and summarized results of the Assessment Fellows’ Critical Thinking Project. Meeting participants discussed two questions: What kinds of assessment results would be most helpful to their units? What strategies could be effective in encouraging and developing faculty buy-in for the university-wide assessment plan? Comments made during the discussion will guide the plan’s implementation.¹⁹

The workshops and seminars that were mentioned above are also part of our effort to foster broad discussion of assessment. In addition, during 2004-2005 the University Assessment Team is publishing 12 one-page *Assessment Briefs* designed to communicate to both faculty and staff the results of relevant assessment findings as well as suggestions for how to “close the loop”

¹⁹ Discussion Notes from Provost’s Breakfast Meeting, September 28, 2004 (Resource Room 5-10).

to use the findings in making course or curricular revisions.²⁰ Topics of the briefs include results of the Assessment Fellows' Critical Thinking Project, one department's Outcomes in the Major Project, and the results of various national surveys such as the NSSE.

Finally, our implementation plan involves the development of a growing community of faculty and staff who are committed to full-cycle assessment. The programs implemented so far have drawn on volunteer faculty and staff and on volunteer departments. The variety of the current and projected programs, workshops, seminars, and other activities that support our university-wide assessment effort are intended to provide many ways for interested faculty and staff to become involved. As their numbers increase, our assessment plan will have a growing number of ambassadors and persons who can assist others as we move toward university-wide participation.

Projected Implementation Schedule

By the end of 2005-2006, we expect the number of departments engaged in full-cycle assessment based on student learning outcomes to reach approximately 30, which is approximately half of our departments. These include the departments already engaged in full-cycle review as a result of licensure, accreditation, or other circumstance; the nine departments developing outcome-based assessment this year; and other departments who volunteer to join this effort. During spring 2005 the Assessment Team, in consultation with the Assessment Council and other stakeholders, will develop a schedule for assisting the remaining departments in the implementation of full-cycle assessment.

Evaluation of Core Component 3A

Our instructional programs have a demonstrated ability to produce a highly effective education for our students. We also have a strong commitment to excellence in teaching and curriculum. Moreover, we have a strong tradition of evaluating teaching and using the results in personnel decisions and in our academic program review process.

However, the systematic analysis performed in conjunction with our accreditation self-study also indicates that we have a substantial opportunity for building on our current assessment practices so that we maximize the use of full-cycle, outcome-based assessment at the university. Because of our strengths, it seems prudent for us to address this opportunity through a deliberate and patient approach that lets early adopters fully develop effective plans that can serve as models for others who might be less confident about what to do or less certain about the value to be gained. Our approach also has the advantage of allowing the University Assessment Team to confer about implementation strategies with the new Provost, for whom we are searching this year.

²⁰ Index to Assessment Briefs. (Resource Room 5-11).

Miami has a long-held and deep commitment to effective teaching. All mission statements of the units in Academic Affairs assert a commitment to high quality teaching, learning, and/or student achievement, as do the mission statements for all Student Affairs units that provide co-curricular programs. The researchers for the Documenting Educational Effectiveness (DEEP) Project found that Miami faculty are “absolutely committed to undergraduate education” (14).²¹ According to the 2001 HERI Faculty Survey, 80% of our faculty report that “to promote intellectual development of students [is the] high or highest priority” at Miami. Some 79% “agreed” or “strongly agreed” that “My teaching is valued by faculty in my department.” According to the DEEP report, “Faculty members reach out to all students and make an extraordinary effort to connect and provide support. They are absolutely committed to undergraduate education, a scholarship of teaching, and creating learning communities within the faculty” (14). This pervasive and abiding culture of teaching excellence is nurtured and sustained by two major factors: the broad and rich array of institutional supports that help faculty enhance their teaching effectiveness and the many ways Miami expresses the high value it places on effective teaching.

The faculty’s determination to further advance Miami’s instructional effectiveness underlies a current debate about the impact of the increasing emphasis on research at Miami. Some maintain that the emphasis erodes our ability to teach well. Others argue that more research will contribute in many ways to greater learning by students.

The following section describes Miami’s many supports for teaching, identifies the many ways it expresses the value it places on effective instruction, and explores the debate over the impact of research on the quality of teaching.

Supports for Effective Teaching

Faculty can find support for their efforts to raise continuously the quality of their teaching at every level of the institution.

University-wide Supports for Teaching

At the University level, the Center for the Enhancement of Learning and Teaching (CELT) has an enormously positive impact.²² Many of its programs have lengthy histories and wide participation by faculty members.²³ In the 2002-2003 academic year, 357 faculty and staff members took part in at least one CELT program. A number of the CELT programs have become national and international benchmarks for the improvement of teaching.

Among these are faculty learning communities (FLCs), a concept developed at Miami.²⁴ The first FLC was the Alumni Teaching Fellows program, which was established in 1979. In 1994, it won the Hesburgh Award, given annually to the best faculty development program that enhances undergraduate

CORE COMPONENT 3B
The organization values and supports effective teaching.

²¹ Documenting Educational Effectiveness (DEEP) Report (Resource Room 1-2).

²² www.muohio.edu/celt.

²³ Current CELT Programs (Resource Room 5-12).

²⁴ www.muohio.edu/flc.

education in the United States. The community, which continues today, assists selected early-career faculty in developing their teaching abilities and interests by enabling them to participate in a two-semester series of special activities and to pursue individual projects related to teaching. The Teaching Scholars receive financial assistance for their projects and reduced teaching assignments during one semester. They select and work with experienced faculty who agree to be mentors and with students who are involved as associates. Since 1979, the number of FLCs offered annually has increased to an average of ten. In addition to the Alumni Teaching Scholars, other “cohort” FLCs have involved mid-career and senior faculty, department chairs, and doctoral students in a preparing future faculty program. There have also been many “topic-based” groups that work together to explore a particular teaching challenge, theory, or practice. Topic-based FLCs have addressed such issues as cooperative learning, ethics across the honors curriculum, team teaching, and assessment. Approximately 40% of the current faculty have participated in a faculty learning community. Miami has received grants from the Ohio Board of Regents and the Ohio Learning Network to support faculty learning communities. In 2001 Miami received a \$324,800 FIPSE grant to disseminate its FLC program nationwide. In 2003, we won the 2003 Hesburgh Certificate of Excellence for the entire FLC program.

The Center for the Enhancement of Teaching and Learning sponsors many other events, such as presentations on teaching by faculty from Miami and elsewhere. It sponsors an important national conference, the Lilly Conference on College Teaching, which is held annually on the Oxford campus. In 2003, the conference had 584 attendees from all over the globe, including 35 Miami presenters and 163 Miami attendees. Some 299 of the current faculty at Miami have participated in one or more Lilly conferences. The center also maintains a library and website and provides individual consultations, and it awards grants for teaching improvement projects during the summer and during the academic year. Since 1990 CELT has published the *Journal of Excellence in College Education*, an internationally refereed journal on the scholarship of teaching and learning. Accessible on the Web for free, the journal provides an additional teaching resource for Miami faculty.

Many other units provide teaching support university-wide. For example, the Miami Libraries offer workshops and other assistance to faculty wanting to learn how to use its many resources effectively in their courses; the Center for Writing Excellence provides workshops, seminars, consultations, and other support to faculty; and the Advanced Resources for Educational Applications group (AREA 351), which is a unit of the Information Technology Division, assists faculty in using technology to advance the instructional and research mission of Miami University. The Honors and Scholars program provides workshops for faculty teaching honors seminars, the First in 2009 Coordinating Council has arranged workshops for faculty who will teach the new First-Year Seminars program, and the Liberal Education Office offers programs designed to help people teach Miami Plan courses

more effectively. The Center for American and World Cultures organizes programs for faculty desiring to teach about diversity or to use diversity as an educational resource in their courses. The School of Fine Arts publishes each semester a curriculum guide with resources that helps faculty in all disciplines determine how to employ art exhibits, performances, and other events in their courses. Beginning in 2000, the President's Academic Enrichment Awards have provided programs with up to \$150,000 out of an allocation of \$300,000 to develop curricular enhancements.

Miami also allocates up to 30 faculty improvement leaves per year. These may be used for a variety of purposes, including the development of projects related to instruction.²⁵

All university-wide programs are available to faculty on all three campuses. In addition, both regional campuses have special supports for their faculty. For instance, the Middletown campus sponsors a half-time faculty member to lead a communication-across-the-curriculum program and is planning to develop its own CELT Center.

These many opportunities to learn new teaching philosophies and techniques are welcomed by the majority of faculty. The 2001 HERI Faculty Survey indicated that 60% of Miami University faculty had participated in a teaching-enhancement workshop.

The university also provides support for the graduate students who are entrusted with teaching responsibilities. Particularly for doctoral students, the preparation for teaching is part of their professional training because many of them will become college faculty. For that reason, Miami has a Preparing Future Faculty Program and also welcomes graduate students with teaching responsibilities to programs and events sponsored by the Center for the Enhancement of Teaching and Learning and the Center for Writing Excellence. Several departments provide pedagogy courses for their students. For instance, new teaching assistants in English participate in a three-week course during the summer prior to their first teaching assignment. In addition, they take a pedagogy course throughout the first two semesters they are in the classroom.

Divisional Programs

All academic divisions sponsor their own programs to assist faculty as they seek to raise their teaching to higher level. In addition to sponsoring speakers, the divisions provide funds to individuals and programs for equipment, travel, and special projects directed toward the improvement of student learning. Before the university-wide Center for Writing Excellence was established, the School of Business benefited from the Howe Initiative, which provides business faculty with writing-across-the-curriculum support, and the College of Arts and Science and the School of Interdisciplinary Studies had both appointed specialists in writing across the curriculum to assist their faculties.

²⁵ Appendix 5-10: University Policy on Faculty Improvement Leaves.

Departments

Departments provide assistance that can help faculty continuously improve their teaching. In their annual reports each year, faculty report information about their teaching that is evaluated by the department chair. University policy requires that this information include student evaluations of at least two courses annually, but also requires multiple measures of teaching effectiveness.²⁶ All but seven departments indicated the use of some form of teaching portfolio.²⁷ Eighteen departments noted the use of survey instruments with existing students, exiting seniors, and/or alumni. Other teaching support programs include release-time for curriculum development, maintenance of teaching resources, and teaching workshops and seminars for faculty and graduate assistants.

Tenure-line faculty receive special support. Each year, the information they provide about teaching is reviewed by the department's promotion and tenure committee and chair, who provides comments and, when needed, guidance. In the third, fourth, and fifth years, it is also reviewed by the dean and provost, who also provide feedback. Some departments provide each probationary faculty a mentor who assists the new colleagues with teaching, among other things.

External Support for Teaching Effectiveness Projects

Perhaps because of the strength of our internal supports, faculty rarely submit grant proposals to external agencies for pedagogical projects. A current goal of our Office for the Advancement of Research and Scholarship is to raise faculty awareness of the many external funding opportunities that exist, to encourage faculty to apply, and to assist faculty in preparing their proposals.

Valuing Effective Teaching

Miami demonstrates the value it places on effective teaching in many ways, including the criteria it applies when making personnel decisions and the awards and other recognitions it gives for excellent teaching.

When recruiting new faculty, Miami makes clear that ours is a teaching institution, and the accomplishments and potential of candidates are evaluated during the selection process. As a result, 55% of Miami University faculty reported to the HERI Faculty Survey that Miami's emphasis on teaching was very important in their decision to work here, a much higher percentage than for faculty at the HERI comparison groups of public universities and all four-year institutions.²⁸ Our tenure and promotion criteria also emphasize that teaching effectiveness is a primary consideration when deciding who will be retained and who will advance. Most departments consider teaching effectiveness to be one of the primary considerations when determining annual merit pay raises.

Outstanding accomplishments in teaching are honored with special awards. Each year, the University Senate Committee on the Enhancement of Learn-

²⁶ Appendix 5-5: University Policy on the Evaluation of Teaching.

²⁷ Milt Cox in Seldin's (2004) *The Teaching Portfolio* (Bolton, MA: Anker).

²⁸ Higher Education Research Council Faculty Survey, 2001 (Resource Room 5-13).

ing and Teaching (CELT) selects one faculty member for the Knox Teaching Award (\$3,000). Most divisions also celebrate excellent teaching with annual awards. Some departments provide annual prizes to the most accomplished teaching assistants.

However, these many ways of recognizing effective teaching may not be enough to persuade individual faculty that the university notices their teaching accomplishments. When responding to the 2001 HERI Faculty Survey, only 19% said that the phrase “faculty are rewarded for being good teachers” was “very descriptive” of Miami University. There is striking contrast between that result and another one, reported above: 79% of faculty “agreed” or “strongly agreed” that “My teaching is valued by faculty in my department.” The distinction between what the respondents believe their departmental colleagues value and what they perceive the university’s overall values to be might be linked to the debate about the impact on teaching of the increased emphasis on research.

Debate over the Relationship between Teaching and Research

As an institution, we are engaged in a substantial debate about the relationship between teaching and research. Such debate seems to be common at any dynamic university. Here, it has continued for decades but intensified recently in response to the central administration’s emphasis on research. A major issue in the debate is the extent to which a greater emphasis on research is inevitably tied to a decreased emphasis on—and support for—teaching. The following paragraphs discuss the various views expressed on this issue. They also describe the steps being taken to resolve the debate by developing a widely shared understanding of the interrelationship of teaching and research that is appropriate for Miami, given our mission, traditions, strengths, and aspirations.

No one disputes that the central administration is placing increased emphasis on research. The President called for greater research accomplishment and greater emphasis on research in hiring, tenuring, promotion, and other personnel decisions in his 2003 State of the University Address.²⁹ However, the increased emphasis was already being enacted several years earlier, for instance, by the former Provost’s requirement that all departments obtain outside reviewers for promotion and tenure candidates, a practice that had been observed in some divisions but not others. The Provost also required that applicants for faculty positions be invited for campus interviews only if he believed that their records indicated sufficient promise as researchers.

It’s important to note that people holding all positions in the debate share one important value in common: All support a teacher/scholar model for faculty contributions. This model, which has a long history at Miami, conceptualizes teaching and research as indispensable and inextricably intertwined components of faculty accomplishment. It has shaped our hiring practices, our promotion and tenure decisions, and our image of ourselves as an institution. Accordingly, the question at issue is not whether teaching and scholarship go hand-in-hand but rather how *increasing* the emphasis on research will impact teaching.

²⁹ President’s State of the University Address, 2003 (Resource Room 5-14).

The answers that faculty give to this question are quite varied. At the risk of oversimplification, these answers might be imagined as points on a continuum. At one end of the continuum is the conviction held by many that increasing Miami's faculty's accomplishments is necessary to sustain high-quality teaching for Miami's students. Through research, these persons argue, faculty gain current knowledge in their fields that they can convey in their courses, whether at the 100-level or graduate seminars. In addition, they argue, the grants obtained by active researchers purchase the newest equipment and create positions for both graduate and undergraduate students to work with faculty on research projects, an especially rich form of education and professional mentoring. Productive research, they add, also attracts talented faculty to apply for positions at Miami, thereby adding to the qualifications of the instructors who teach our undergraduate and graduate students.

Expressing views at the other end of this imaginary continuum are persons who believe that a greater emphasis on research signals a diminished commitment to the education of students. From their perspective, more time spent on research is less time devoted to instructing and mentoring students, especially undergraduates. This perception is supported by reports that some departments are discouraging faculty from participating in programs by the Center for the Enhancement of Learning and Teaching on the grounds that these new members of the university community should invest their discretionary time on their research instead. In addition, they say, increased emphasis on research directs merit pay and other recognitions away from teaching, thereby reducing faculty incentives to concentrate on the quality of their teaching.

The debate over the role research should play at Miami is closely connected to important debates noted in other chapters. For instance, it is linked to the disagreements about the implications of our mission statement for the practical decisions we make. Proponents of both positions invoke the university's mission to support their arguments, as noted in Chapter 3.

Achieving a resolution of this debate represents one of Miami's greatest opportunities for improvement. If we can develop a common understanding of the ways that teaching and research can most productively support one another, we could mount a unified effort to pursue the vision we develop.

Working toward this outcome will require a multidimensional discussion. As explained in Chapter 3, the debate about the role of research is closely connected to the debate about the practical implications of Miami's mission. Additionally, it is tied to the question of the role of graduate study at Miami, an institution known primarily for its undergraduate programs.

This year, Miami initiated three projects aimed at launching this discussion. First, a committee of highly regarded teachers and researchers, including several faculty who hold the title of distinguished professor, has completed a

yearlong project to prepare a discussion paper on the relationship between teaching and research. This discussion paper has been distributed and will serve as the basis for ongoing conversations.³⁰ Second, the Associate Provost for Research and Dean of the Graduate School, working together with the First in 2009 Coordinating Council, is sponsoring university-wide forums for discussion of a white paper on the role of graduate education at Miami.³¹ In addition, the First in 2009 Coordinating Council has commissioned a committee to discuss ways to establish a national presence for Miami's graduate education.³² The committee is charged with considering the many impacts of the various strategies it might recommend. We are optimistic that these two initiatives will assist us in identifying ways to strengthen our graduate programs and research and also benefit our undergraduate programs.

Evaluation of Core Component 3B

Miami's resources to support teaching are exemplary, as are the ways that the high value Miami places on teaching are woven into the fabric of our formal policies. There is, in addition, a very strong commitment to excellent instruction by faculty and administrators alike.

At present, there is a great deal of uncertainty about the impact that an increased emphasis on research will have on teaching. Resolving the debate over this issue presents one of our most significant opportunities for improvement. The current discussions about research, teaching, and the role of graduate education at Miami all appear to be promising first steps in achieving this resolution.

³⁰ Reflections and Recommendations on the Role of Research and Scholarship at Miami University (Resource Room 5-15).

³¹ White Paper on Graduate Education at Miami University (Resource Room 5-16).

³² Charge of the First in 2009 Coordinating Council Committee on Creating a National Presence for Graduate Education (Resource Room 5-17).

CORE COMPONENT 3C
The organization creates effective learning environments.



One excellent source of evidence that Miami provides an effective learning environment is our students' accomplishments, some of which were mentioned at the beginning of this chapter. Another source is the responses our students make when responding to the National Survey of Student Engagement (NSSE) and other national and local surveys. These survey results show that Miami provides an environment in which students report that they learn more in several key areas than do their counterparts attending groups of comparison schools.

In the NSSE, a majority of Oxford first-year students reported that the education at Miami had contributed “quite a bit” or “very much” to their knowledge, growth, and skills in thinking critically and analytically (87%), writing clearly and effectively (67%), and acquiring a broad education (51%). In all three areas, Miami students rated their institution higher than did their counterparts at the NSSE comparison group of doctoral-intensive universities.

Even higher percentages of Oxford seniors said that Miami contributed “quite a bit” or “very much” to their knowledge, growth, and skills in those same areas: thinking critically and analytically (91%), writing clearly and effectively (78%), and acquiring a broad education (88%). Oxford scores remained statistically higher than those from seniors in the comparison group of doctoral-intensive universities. Moreover, with respect to two additional areas of student learning outcomes, Oxford students gave Miami statistically higher ratings than this comparison group: working effectively with others (87%) and speaking clearly and effectively (75%).

These NSSE results, which are typical of results from other surveys, indicate that, from our students' perspective, we have enabled them to learn many things that are central to our educational goal. Two of these—thinking critically and analytically and working effectively with others—are directly related to two of the four principles of the Miami Plan for Liberal Education. The NSSE results also highlight some areas we need to target in our ongoing efforts at improvement. For example, although our results compared with all NSSE four-year institutions are very favorable, they are not as outstanding as when compared with doctoral-intensive universities. Also, when matched against results from both NSSE groups, results from our first-year students are not as favorable as for our seniors. When we first noticed this latter comparison, we immediately developed and began implementing a first-year initiative that has several facets described elsewhere in this report.

There are also clear signs of the effectiveness of the learning environments at our Hamilton and Middletown campuses. Students from these campuses who relocate to the Oxford campus for a baccalaureate program have graduation rates and grade point averages that are indistinguishable from those of students who begin their studies at Oxford.³³ These data indicate that the regional campuses provide bachelor's degree students with a preparation for

³³ Appendix 5-2: Graduation Rates of Students Relocating from Hamilton and Middletown to Oxford.

their advanced studies that is on a par with the Oxford campus. Data from a 2003 report of the Ohio Board of Regents indicates that the three-year success rates (a sum of the percentages graduated, persisting, and transferring) for first-time, full-time students enrolled for an associate degree is 66% at Hamilton and 63% at Middletown.³⁴ These results approximate the average success rate of 63% for students at all of Ohio's regional campuses (Figure 5-2). In order to gain additional data for Hamilton and Middletown, we are participating in the first administration of the version of NSSE that is being prepared for two-year campuses.

The rest of this section describes several features of our learning environment that contribute to our favorable NSSE results. It also pinpoints a few features of the learning environment that provide us with special opportunities for improvement—opportunities on which we have already begun to act.

NSSE Perspective on Oxford's Learning Environment

Additional evidence that we have created an effective learning environment comes from the National Survey of Student Engagement's decile ranking of Miami's Oxford campus with respect to what NSSE calls "five benchmarks of effective educational practice: academic rigor, active learning, faculty interaction, enriching educational experiences, and supportive environment." Among doctoral intensive institutions, more than half of Oxford's rankings are at the 70th decile (Figure 5-3). For academic rigor, we are ranked at the 90th decile for first-year students and the 80th for seniors. Oxford's rankings among all NSSE four-year institutions are also high overall (Figure 5-4). In one area, however, both rankings show that we clearly have an opportunity for improvement: providing a supportive environment. We are already energetically addressing this opportunity in various ways, some of which are described later in this section. The following sections describe some of the ways we achieve these results. Because our Hamilton and Middletown faculty are members of the same departments and are closely tied to the Oxford campus in other ways, we are confident that information below that pertains to the Oxford campus applies to our regional campuses as well.

Figure 5-2 Three-Year Success Rate of First-Time, Full-Time Students at Hamilton and Middletown
Source: Ohio Board of Regents

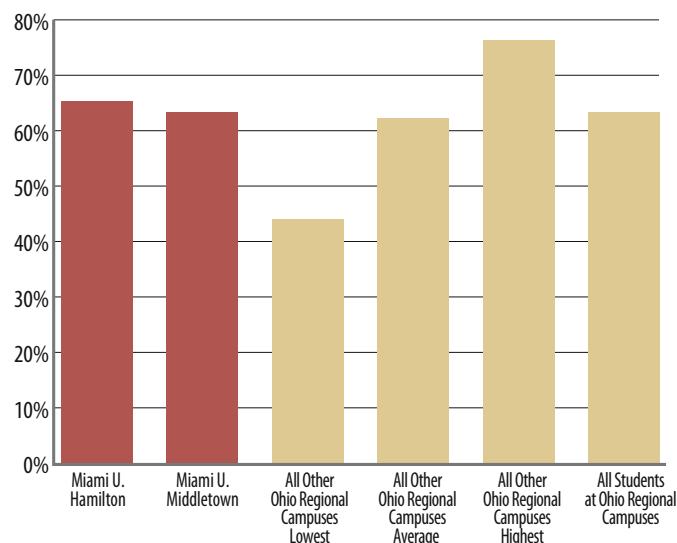
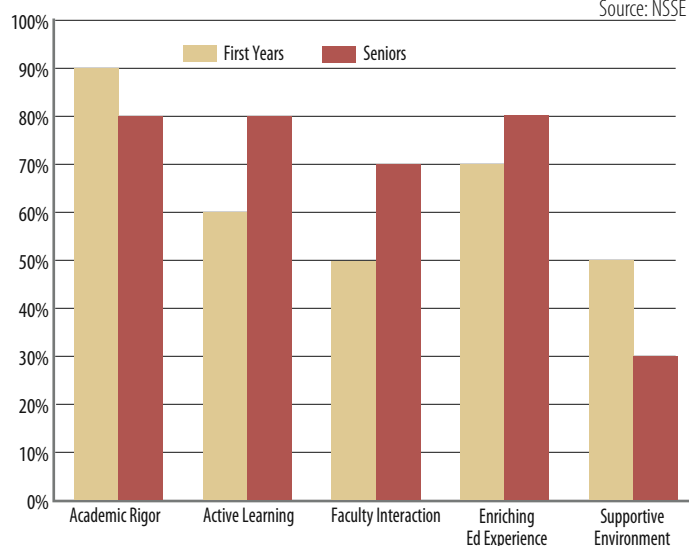
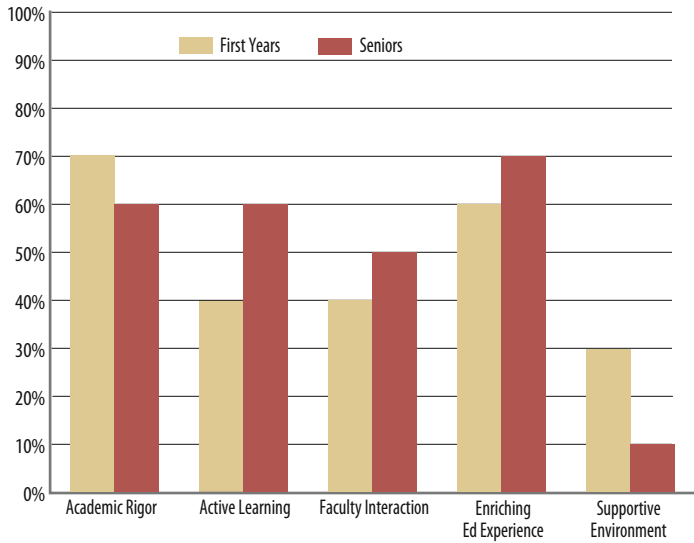


Figure 5-3 Oxford Decile Rankings among Doctoral-Intensive Universities for Benchmarks of Effective Educational Practice
Source: NSSE



³⁴ Appendix 5-11: Three-Year Success Rates of Students Enrolling for an Associate's Degree at Hamilton and Middletown.

Figure 5-4 Oxford Decile Rankings among all NSSE Four-Year Institutions for Benchmarks of Effective Educational Practice
Source: NSSE



Academic Rigor

Our high NSSE ratings for academic rigor result partly from our traditional emphasis on student learning and partly from the concerted effort we have made to increase intellectual challenge at Miami. The North Central Association’s site visit team identified raising academic challenge as one of Miami’s major opportunities for improvement. In his first State of the University Address in 1997, our current president, James C. Garland, called on the faculty to begin a long-term effort to strengthen the intellectual environment. One of the First in 2009 Initiative’s eight goals is “Strengthening academic standards and enriching campus intellectual and cultural life.”

As Miami’s president suggested in 1997, many of the initial efforts focused on undergraduate’s first college year. For example, we have expanded the availability and types of our theme living communities in the residence halls, which provide courses and programming around topics of common interest. This year, 65% of our first-year students live in a theme learning community. We have also developed the Choice Matters Program for first-year students. It is designed to give first-year students the tools they need to make purposeful and meaningful choices throughout their Miami Years. Beginning with summer orientation and throughout the first year, Choice Matters introduces new students to the wide-ranging opportunities and options of a Miami education and equips them to make meaningful connections among all these resources. In addition, this year we began offering 40 first-year seminars, making this experience available to 40% of first-year students who aren’t already taking such a seminar in the Honors Program, School of Interdisciplinary Studies, or other setting.

We have also revamped and enriched our University Honors Program. To join the program, entering students must have exceptional intellectual ability, as indicated by a rank in the top 5% of their class and composite SAT scores of at least 1360 (31 on the ACT). In 2001, Miami launched the Oxford Scholars Program, which offers in-depth intellectual experiences for students who are at the next tier of academic qualifications as they enter Miami.

Other projects that have increased academic rigor include a new program for reviewing Miami Plan for Liberal Education courses, an increased emphasis on student writing with the establishment of the Center for Writing Excellence, and many faculty development programs by the Center for the Enhancement of Learning and Teaching. As mentioned above, this year the Provost has asked all academic departments to discuss grading and grading standards.

One sign that we have enhanced academic rigor is our success in keeping the Oxford grade point average relatively steady even as the academic qualifications of our incoming students have risen substantially. Attracting a more academically qualified student body is the first of the First in 2009 Initiative’s eight goals. While we continue to pursue this goal, our success in this area has been gratifying. Over the past ten years, we have experienced a 49% increase in applications, with 20% of that growth occurring in just the last two years (Figure 5-5). Moreover, between 1995 and 2004, the percentage of high ability applicants has increased from 17.7% to 21.5%, and the percentage of high ability students in Oxford’s entering class has grown by 30%, from 14.6% to 19.0% (Figure 5-6). High ability students are defined as those who achieved an ACT score of 29 or higher (1280 SAT or higher) and ranked in the top 10% of their high school graduating class.

The following table reports additional data that demonstrate the increasing academic qualifications of our Oxford student body.

	1995	2004
SAT scores for middle 50% of entering class	1050-1210	1140-1300
ACT scores for middle 50% of entering class	23-28	25-29
Percentage of entering class ranked in the top 10% of their high school classes	36%	37%

Figure 5-5 Increase in Applications to Oxford Campus, 1995-2004
Source: Institutional Research Office

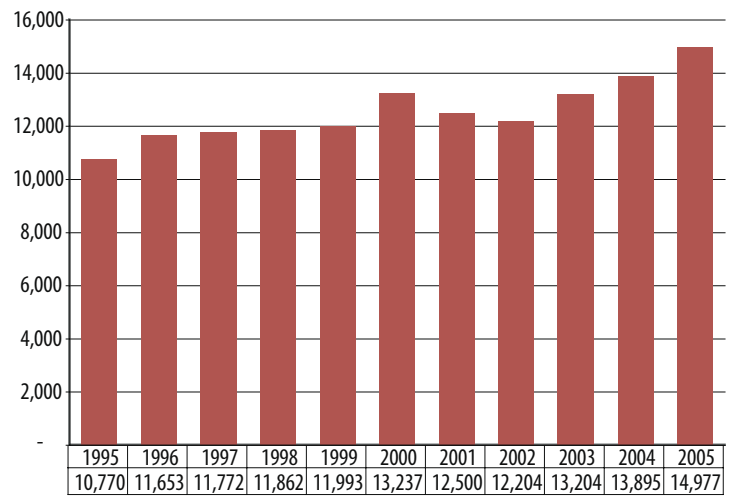


Figure 5-6 Increase in Percentage of High Ability Students in Entering Oxford Classes, 1995-2004
Source: Institutional Research Office

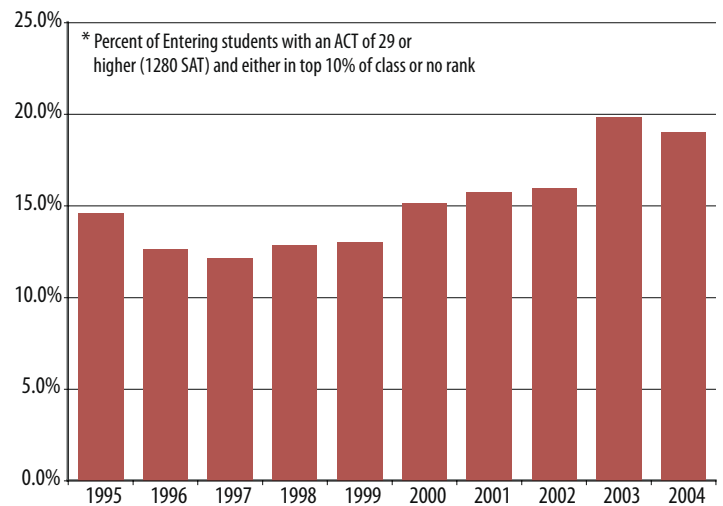
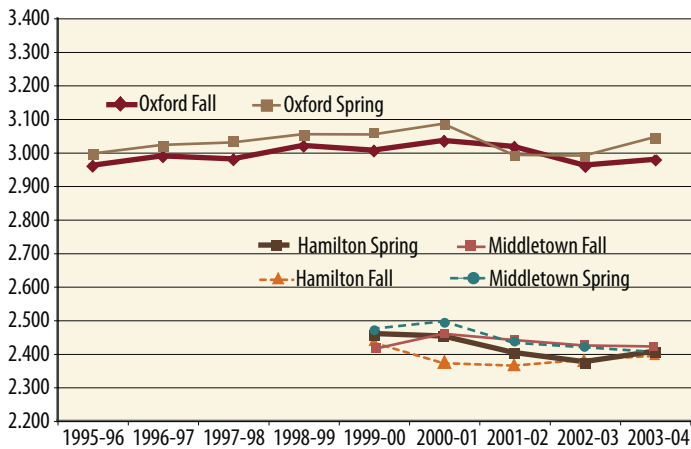


Figure 5-7 Average GPA for Oxford, Hamilton, and Middletown Campuses 1995-2004
Source: Institutional Research Office



From the perspective of academic rigor, the notable point is that during the ten years in which the student body’s academic qualifications have increased steadily and significantly, the overall GPA rose slightly, then declined (Figure 5-7). In fall 2003, it stood at its lowest since 1996 and was only two one-hundredths higher than in 1995. In spring 2004, the overall GPA was the lowest since spring 1999 and was only five one-hundredths higher than in spring 1996. At the Hamilton and Middletown campuses, which are open admissions, the GPAs have also dropped or stayed steady.

The NSSE, YFCY, CSS, and Oxford Campus Climate Study all report that most students feel their instructors challenge them and hold them to high standards. According to the Documenting Educational Effectiveness Project (DEEP) report, “Most students [at Oxford] felt challenged by their courses, many of which had lively, interesting instructors who ‘get to the student level’ effectively.” In the NSSE, more than 60% of first-year students reported working harder than they thought they could in order to meet their instructors’ expectations. YFCY data indicate that three-fourths of the first-year students agreed that “frequently” or “occasionally” their courses inspire them to think in new ways. Further, when responding to the 2002 Oxford Campus Climate Survey, three-fourths of the undergraduate students rated the amount of schoolwork and its level of difficulty to be either “somewhat difficult” or “very difficult.” These results are consistent with student comments in the Student Assessment and Expectations Study that their most challenging courses were those that required higher order thinking skills; writing on a frequent basis; library, field, or lab research; and application, analysis, and synthesis of ideas and information.

Small Classes and Active Learning

Two ways that Miami creates its effective learning environment are by offering small classes and by the widespread use of active learning.

Only 10% of Oxford’s classes enroll 50 or more students, a smaller percentage than at all but two of Oxford’s ten benchmark universities (Figure 5-8). Oxford’s average class size is 24. As part of our effort to provide a rich first-year experience to students, we are focusing special attention on the size of classes taken by

Figure 5-8 Class Sizes at Oxford and Benchmarks, 2003
Source: US News and World Report

	Student/Faculty Ratio	Under 20 Students	20 to 49 Students	50+ Students
PUBLIC UNIVERSITIES				
College of William and Mary	12:1	42%	51%	8%
Indiana University–Bloomington	19:1	40%	41%	19%
Miami University	18:1	36%	54%	10%
SUNY Binghamton	21:1	44%	42%	14%
University of Delaware	13:1	36%	44%	18%
University of Michigan–Ann Arbor	15:1	49%	45%	16%
University of N. Carolina–Chapel Hill	14:1	51%	37%	12%
University of Vermont	15:1	49%	41%	10%
University of Virginia	16:1	48%	37%	15%
PRIVATE UNIVERSITIES				
Northwestern University	7:1	73%	18%	9%
University of Notre Dame	13:1	54%	35%	11%

our first-year students. At present, 70% enroll 30 or fewer students; 88% enroll 50 or fewer students, and only 5% exceed 100 students. In fall 2004, we began increasing the number of first-year seminars taught by tenured and tenure-line faculty. We are able to achieve such small classes despite having a higher student-to-faculty ratio (18:1) than all but two of our benchmark universities. As we add the 50 new tenure-line faculty over the next five years, we will reduce average class size even further. These measures will also help us increase the percentage of classes that have fewer than 20 students.

It should be noted, however, that larger classes are among our most popular with students and our most effectively taught. Additionally, it is partly through our use of some large classes that we are able to assign faculty to teach so many smaller ones.

On the Hamilton and Middletown campuses, classes are generally smaller than at Oxford. In fall 2004, 49% of Hamilton's classes had fewer than 20 students, 51% had 20 to 49 students, and 1% had 50 or more. At Middletown, 59% had fewer than 20 students, 41% 20 to 49 students, and 0.2% 50 or more.

The small classes on all campuses support the widespread use of active learning strategies. For example, the 2002 Your First College Year Survey showed that, when compared to first-year students at all YFCY four-year institutions, our first-year students at Oxford more often benefit from courses that use the following instructional strategies: student presentations and performances, research projects, multiple drafts of written work, group projects, weekly essay assignments, student evaluation of each other's work, field experiences or internships, student-selected topics, and laboratory work. The College Student Survey (CSS), which is administered to seniors, affirms that active learning strategies continue to be used in advanced coursework. Discussion-oriented classes are another active-learning strategy used throughout the Oxford campus, as noted by the DEEP Project researchers. They are also very common on the Hamilton and Middletown campuses, where discussions are enriched by the life experiences and job knowledge brought to class by their varied student populations.

Faculty-Student Relationships

Faculty relationships with students profoundly influence the learning environment. Much data indicate that these relationships are very positive. The DEEP research team reported that most of the students they interviewed described the faculty as "highly engaged with students." When completing the 2002 Oxford Campus Climate Survey, more than three-quarters of the undergraduate respondents reported that faculty members were sensitive to their interests and needs, 84% of them reported that at least one faculty member had strongly influenced their intellectual development, and 86% indicated that Miami faculty were good teachers. According to the 2002 YFCY, Miami first-year students' mean response to the question, "How successful have you felt at getting to know faculty?" was statistically higher than the mean for the public university comparison group. At the Hamilton and Middletown campuses, students benefit from additional opportunities to develop relationships with faculty because classes are smaller, almost all classes are conducted by faculty rather than graduate students, and because faculty typically keep longer office hours than do Oxford faculty, who usually spend more time away while conducting research.

However, some survey results indicate that faculty-student relationships at Oxford provide an opportunity for improvement. For example, although Miami first-year students reported being more successful than their counterparts at all YFCY public universities, less than half (40%) said that they were either “completely” or “fairly successful.” Also, 39% said they were “frequently” or “occasionally” intimidated by their professors. Their mean response to this question is not statistically higher than that of their counterparts at YFCY public universities, but it is higher than at all YCFY four-year institutions. Similarly, we would like to see higher decile rankings for “supportive environment” in the NSSE (Figures 5-3 and 5-4). This benchmark involves several dimensions, including talking with faculty about grades, assignments, career plans, and ideas from reading or ideas from class outside of class; receiving prompt feedback about academic performances; and working or planning to work with a faculty member on a research project that is not a course or program requirement. When compared with all doctoral intensive universities, Miami is at the 50th decile for first-year students, but only at the 30th for seniors. Compared with all NSSE four-year institutions, Miami is at the 30th decile for first-year students and at the 10th for seniors.

When the data are examined from the perspective of gender and race, some specific targets deserving special attention emerge. Although the report on the 2002 Campus Climate Survey states that, “Overall, the faculty continue [since the 1996 survey] to receive very high marks in terms of their ability to teach, their sensitivity to student academic, vocational, and physical needs, and their influence on intellectual development,” it also points out that, “...especially female students and minority students, tend to be less generous in their assessment of faculty” (page 26). For example, only 54% of women undergraduates believe it is easy to develop close relationships with faculty members compared to 65% of the males (page 26). The report continues, “In general, just over one-half of the minority students (55%) believe that faculty are sensitive to minority issues, compared to three-fourths of the white students (84%). At the same time, minority students are more likely to believe that white students receive more encouragement and support from faculty (40% of minority students versus 14% of white students)” (page 27).

In sum, much evidence suggests that faculty-student relationships are good from the perspective of many students, but not as many students as we desire, particularly among women and minority students. We believe that several measures we are taking will enable us to improve in this area: our increased number of small-enrollment courses taught by faculty, the increasing number of faculty, the growing proportion of women and minority faculty, and improvements in the advising systems, which are discussed in the following paragraphs. Our Choice Matters initiative will also help substantially. Among other things, this initiative urges first-year students to think carefully about the ways they prioritize their activities and advises them to take the initiative and time to meet with faculty during office hours or by appointment. In addition, the First in 2009 Coordinating Council has charged one of its four committees for this year to generate new models of faculty development to support inclusive environments at Miami.

Advising

At Oxford, faculty, Academic Affairs staff, and Student Affairs staff work in partnership to provide student advising. First-year students attend a one-and-one-half-day summer orientation program during which they learn about the university's academic requirements and are advised by faculty as they select and enroll for classes. Then, during their first year, they are advised in their residence halls by first-year advisors, all of whom have master's degrees. These advisors participate in a one-week program about advising during the summer, with weekly training sessions continuing through the fall semester. Miami's ratio of students to advisors is between 150 and 165 to one; nationally the ratio is 350 to 500 students per advisor. In addition, the advising staff are observed and evaluated during academic advising sessions.

Faculty members serve as advisors to all students in their majors, a practice that has disappeared at many large institutions. As the DEEP Project report observes, this approach to advising, affecting all students who have selected a major, means that students come into contact with an individual faculty member on a regular basis (page 36). This system allows students to get advising "from the source"—that is, from the faculty involved in writing and coordinating the curriculum. Divisional advising offices provide additional advising to students with majors and also assist students who have not declared majors.

Data from the NSSE indicate that advising presents us with an important opportunity for improvement, one on which we have begun to act. Miami seniors rate Miami's advising statistically lower than do seniors at both the NSSE doctoral intensive universities and all NSSE four-year institutions. Only 57% of seniors felt that Miami's advising was good or excellent, as opposed to 71% of seniors at doctoral intensive universities and 65% at all NSSE four-year institutions. Perhaps because of recent changes we have made as part of the Choice Matters program, a much higher proportion of first-year students (74%) rated our advising good or excellent. However, the mean rating by our first-year students was still statistically lower than the mean from all NSSE four-year institutions.

To determine the best path for improving our advising, we completed studies in 1999 and 2004.³⁵ This year, the Provost has appointed an Advising Implementation Team that will act on recommendations advanced in these reports and identified for action this year by the Council of Academic Deans. Among the Implementation Team's ten primary tasks for the year are the following: developing a resource guide for students on advising, implementing registration holds requiring transfer students to see an advisor before registering, and exploring more effective ways to provide training and updates to chief departmental advisors. In the spring, Council will recommend a new slate of action items for 2005-2006.³⁶

³⁵ Report of the Ad Hoc Committee on Advising First-Year Initiatives, 1999 (Resource Room 5-17) and Final Report of the Ad Hoc Committee on Developmental Advising, 2004 (Resource Room 5-18).

³⁶ Action Items Stemming from the 1999 and 2004 Task Forces on Academic Advising, 2004 (Resource Room 5-19).

Supportive Environment

The NSSE report includes decile rankings for Miami with respect to a category called “supportive environment,” which is one of NSSE’s five benchmarks of effective educational practice. In the 2003 NSSE, we received our lowest decile ranking for this benchmark area (Figures 5-3 and 5-4). Among doctoral intensive universities, we were at the 50th and 40th deciles for first-year and senior students respectively. Among all NSSE four-year institutions, we were at the 30th and 10th deciles for first-year and senior students.

NSSE calculates this particular benchmark rating based on student responses to a group of six interesting questions:

1. To what extent does your institution emphasize providing the support you need to help you succeed academically?
2. To what extent does your institution emphasize helping you cope with your non-academic responsibilities (work, family, etc.)?
3. To what extent does your institution emphasize providing the support you need to thrive socially?
4. How would you rate the quality of your relationships with other students?
5. How would you rate the quality of your relationships with faculty members?
6. How would you rate the quality of your relationships with administrative personnel and offices?

As an examination of the data from these six questions shows, the mean response to every one is lower for doctoral intensive universities than for all NSSE institutions.³⁷ Therefore, we have focused our attention on comparing Miami’s results with those from other doctoral intensive universities. For most questions, Miami’s results are statistically indistinguishable from the results of this group. Seventy-one percent of our first-year students and 64% of seniors say that Miami emphasizes helping them succeed academically “quite a bit” or “very much.” Eighty-five percent of first-year students and 82% of seniors give positive ratings to their relations with other students. Eighty percent of first-year students and 84% of seniors give positive ratings to their relationships with faculty.

However, Miami’s means are statistically lower than those of the other doctoral intensive institutions on two questions. With respect to the students’ relations with university administrators, Miami’s mean is statistically lower for seniors but not first-year students. With respect to the institution’s emphasis on helping students cope with their nonacademic problems (work, family), the Miami mean is lower for both first-year and senior students. We believe the data related to these two questions and the other four in this set deserve careful study. For example, the NSSE data don’t reveal whether Miami’s traditional-aged Oxford students wish that Miami placed more emphasis on assisting them with their non-academic responsibilities.

³⁷ Appendix 5-12: Responses to NSSE Questions that Constitute “Supportive Campus Environment” by Students at Oxford and Benchmarks.

Student Affairs Contributions to the Learning Environment

Miami's Student Affairs Division contributes to the learning environment in three very major ways. First, the division partners with Academic Affairs in many ways, such as the creation and support for Oxford's living-learning communities. Over nearly 20 years, Miami has developed a rich variety of these communities, which are housed in Oxford residence halls. This year, 75% of our first-year students selected one of our 14 theme learning communities as their first choice during the housing selection process. Sixty-five percent of our first-year students were placed in one; in addition, 11% of our upperclass students live in one of the communities. Each theme learning community emphasizes a specific area of interest or academic discipline.³⁸ Each offers a one- to two-credit seminar associated with its theme that is taught in the buildings by faculty and staff. In addition, English Composition is taught in the residence halls of selected communities. During 2003-2004, more than one-third of all first-year students took at least one course taught in their living learning community.

The Student Affairs Division also contributes to the learning environment through its own programs for students, many of which focus on the development of leadership and civic responsibility (see the discussion of Core Component 5C).

Third, through its work in the residence halls and with fraternities, sororities, and other student organizations, Student Affairs helps to set a tone for the campus as one that promotes social development but also maintains a serious academic focus.

The DEEP Project researchers noted that, "Many people commented [during interviews] on the 'partnership' between the divisions of Academic Affairs and Student Affairs as particularly significant for 'enhancing learning' at Miami" (page 25).

Special Academic Programs and Academic Support that Impact the Learning Environment

Miami supports a variety of programs that enhance the learning environment. Some highlights are as follows.

- **Lectures and Performing Arts.** All three campuses offer an extensive menu of lectures, artistic performances, and cultural events that expand the intellectual and cultural life of the university. At Oxford, several lecture series bring prominent intellectual, political, and entertainment figures to campus. In recent years, these have included Gloria Anzaldua, Lani Guinier, Prime Minister John Major, Queen Noor of Jordan, Patrick Buchanan, and Cornell West. The Oxford campus has a Performing Arts series that sponsors approximately a dozen major performances for the university and Oxford communities.³⁹ Numerous other speakers, performances, and cultural events are sponsored by academic divisions, departments, and programs, as well as by the Center for American and World Cultures, the Student Affairs Division, and student organizations.

³⁸ Living Learning Communities, 2004-2005 (Resource Room 5-20).

³⁹ www.fna.muohio.edu/pas.

- **The Hamilton and Middletown campuses** also have lectures and cultural events that enhance the learning environment; however, these activities tend to have the additional goal of enriching the surrounding community as well. For instance the Michael J. Colligan History Project has brought a variety of national and local speakers to the Hamilton campus and also involved students in the service project “Kids Voting.” The principal goal of the project is to make the appreciation and study of history accessible and enriching for members of the university and the community at large. The Racial Legacies and Learning: How to Talk about Race project brings a wide variety of university, local government, and community members to talk together about issues of race and ethnicity as they relate to public policy and daily lives. It has been recognized as an outstanding outreach program by the National League of Cities. The Middletown campus Artist and Lecture Series presents “Fantastic Free Friday” performances, which are open to the general public as well as to Miami students. In 2001-2002, these performances brought more than 4,700 pre-college students to campus.
- **Opportunities for Research.** Miami offers several opportunities for undergraduates on all campuses to work with faculty on their own research or to collaborate on faculty research, including the Summer Scholars program, which provides stipends for 100 undergraduate students to work with a faculty mentor on a research or creative project for ten weeks. In several departments, undergraduates gain research experience by working side-by-side with graduate students. Graduate students receive several kinds of support for their research, including travel funds to present papers at professional meetings and thesis and dissertation fellowships. Additional details about opportunities for student research are provided in Chapter 6.
- **Service Learning.** To students on all campuses, Miami provides a variety of for-credit and volunteer opportunities for students to learn through service. Details are provided in Chapter 7.
- **Field Placements and Internships.** Several programs at Miami incorporate field placements as an integral component of their students’ education. In many programs, such as athletic training, clinical psychology, college student personnel, social work, and teacher licensure, field-based observation is followed by extensive supervised practice. In programs such as engineering, journalism, and technical and scientific communication, internships provide important professional experience. These experiences round out a student’s education by helping him or her integrate theory, content knowledge, and practice.
- **Honors and Scholars Programs.** The Oxford campus has three reinvigorated honors and scholars programs that accept students with records of outstanding achievement and offer enrichment opportunities to develop these students’ special intellectual and creative gifts.⁴⁰ Approximately 1,800 students participate in the honors and scholars programs, over ten percent of the undergraduate student body. Activities by these programs sometimes

⁴⁰ www.honors.muohio.edu.

involve broader groups of participants, enhancing the learning environment for all Oxford students.

- **Disability Services.** All three campuses have offices of disability services for students who need assistance or accommodations to achieve the best learning experience at Miami.⁴¹
- **Learning Assistance.** All three campuses have offices that provide assistance to students who desire help from professional staff or peer tutors.⁴²

Evaluation of Core Component 3C

The academic achievements of our students demonstrate the effectiveness of our learning environment. Particularly strong are our courses and programs where faculty combine high expectations and active learning. Also, the Student Affairs Division makes strong contributions through its partnership with Academic Affairs, its own programs, and its success in maintaining a social environment that promotes personal growth while sustaining the focus on academics.

However, we see significant opportunities for improvement in our advising and in building a larger number of supportive relationships between faculty and undergraduates, particularly women and minority students. We are confident that initiatives already in progress will help us improve our effectiveness in these areas.

Miami has an abundance of resources that support student learning and effective teaching. This section focuses on three: libraries, technology, and classrooms.

Miami University Libraries

The Miami University Libraries provide a highly respected resource for students and faculty.⁴³ They possess an extensive collection of information, ranging from tablets from ancient Babylonia to the latest information technology offering access to 200 research databases. The collection contains 2.8 million books (134,000 electronic) and 20,000 journals (15,000 electronic). In addition, the libraries provide access to more than ten million books that can be requested electronically through the state-of-the-art OhioLINK consortium of colleges, universities, and some public libraries statewide.

Miami Libraries have been among the leaders in advancing information management knowledge at the university. The Libraries' Center for Information Management in Oxford is one of the most advanced open facilities for students and faculty to use producing print, online, and video communica-

CORE COMPONENT 3D
The organization's learning resources support student learning and effective teaching.

⁴¹ Oxford's Disability Services Office: <http://affserver1.aff.muohio.edu/ODR>.

Hamilton: www.ham.muohio.edu/student-services/disability_srvs.htm.

Middletown: www.mid.muohio.edu/disability.

⁴² Oxford's Bernard B. Rinella, Jr. Learning Assistance Center: www.units.muohio.edu/saf/lrn/. Hamilton's Learning Assistance Center: www.ham.muohio.edu/learningassistance. Middletown's: www.mid.muohio.edu/student-services/learningassistance.cfm.

⁴³ www.lib.muohio.edu/external.

tions. Librarians deliver more than 400 guest lectures to courses per year, and they conduct classes through the interdisciplinary interactive Media Studies program, which the libraries helped to create.

At Oxford, there are four libraries: the humanities and social sciences library, which is about halfway through a total renovation; the art and architecture library, which is now housed in a facility constructed since 1995; the science library; and the music library. There is also a full-service library on each of the regional campuses.

In 2002, after participating in the national LibQUAL+ assessment project,⁴⁴ Miami University Libraries were recognized by their peers as having earned the highest level of overall client satisfaction among all 43 participating institutions, with exceptionally strong service in the following areas:

- Support for faculty and student research endeavors.
- Availability and usability of websites and electronic resources.
- Efficiency and helpfulness of staff.
- Efficacy of library instructional programs.

Students echo these high ratings of our library facilities, collections, and service. In response to the CSS survey, an extraordinary 91% said they were “satisfied” or “very satisfied” with Miami’s libraries; their mean rating is statistically higher than the mean rating of library facilities by seniors at CSS public universities (79%) and all CSS four-year institutions (65%). Miami first-year students responding to the YFCY also gave our libraries a statistically higher rating than did their counterparts in the two comparison groups. The libraries’ responsiveness to requests from students is matched by its responsiveness to help faculty who ask for support with their teaching and research.

Despite these high ratings, the libraries continue to conduct client surveys and to determine in other ways how they can better serve the Miami community. It also has a well-developed strategic plan for continuing to augment the support it provides to students and faculty. Recognizing the central role that the libraries play in the intellectual and creative life of the university, we have increased the libraries’ budget by disproportionately large—but fully justified—amounts.

In addition to the facilities of the Miami Libraries, there are several smaller libraries in Oxford, including a slide library in the School of Fine Arts and a research library in the Physics department.

⁴⁴ Miami University Libraries’ Ratings in the National LibQUAL+ Assessment Project (Resource Room 5-21).

Technology

Since 1995, Miami has invested heavily in making technology readily available to support student learning and effective teaching. On all three campuses, every classroom, meeting room, and office has high-speed Internet access. At Oxford, all residence hall rooms do as well. All campuses have computer labs for students. At Oxford, there are more than 1,000 computers in labs and classrooms for student use. Wireless access is available in all libraries, various academic hubs, and Oxford's residence halls. The three campuses are connected by fiber optic cable. Blackboard course management software is widely used.

To assist students and faculty with their use of technology, the university supports a telephone help desk and provides technical support staff for buildings or groups of buildings. There are also free classes on computer use open to faculty, staff, and students on various software programs.

Miami students are very satisfied with the technology available at Miami. In the 2001 CSS survey, 53% of the Oxford seniors who responded indicated that they were satisfied or very satisfied with the quality of computer training/assistance, 81% with the campus's computer facilities, and 88% with the availability of Internet access. All of these ratings were higher than for the comparison groups of all CSS public universities and all CSS four-year institutions.

Many faculty believe that increased availability of technology for teaching would enhance their courses. Some very good facilities exist, and many departments have enhanced classrooms with specialized software for majors. In 2003-2004, the university provided technology upgrades for 77 classrooms in Oxford, 12 in Hamilton, and 16 in Middletown at a cost of over \$425,000. However, information provided by departments to the Accreditation Steering Committee shows that approximately 70% desire more technological support and resources for classes. Departments also expressed a desire that support for technology and "state of the art" facilities be distributed more evenly among departments.

The strategic plan developed by the new Information Technology Division is designed to address these concerns and to develop many other ways to use technology resources to enhance learning and teaching at Miami.⁴⁵

Classrooms

In the past few years, we have begun looking comprehensively at improving the ways that space on our campuses can better support teaching and learning. In addition to traditional classroom space, we have considered laboratory space, study and meeting space, and space in the residence halls. Response to the YFCY and CSS surveys indicate that Oxford students are more satisfied with classroom facilities than is the case nationally. Nevertheless, the First in 2009 Coordinating Council and the Student Assessment and Expectations Committee have raised concerns. The first concerns the style of many classrooms. Designed for lecture courses, many have tiered

⁴⁵ Information Technology Strategic Plan (Resource Room 2-2).

seating or furniture that is conducive only to note taking. As faculty have moved to more learner-centered and active-learning pedagogies, these traditional spaces inhibit the learning process. Second, faculty report difficulty finding space to meet with groups of students outside the classroom. Third, there is not a sufficient amount of quiet study space or adequate sites for informal intellectual faculty-faculty, faculty-student, student-student exchanges.

To address these concerns, we hired a consulting firm in spring 2002 to analyze classroom facilities and space at the Oxford campus. Results will assist us in thinking about space on regional campuses as well. The consultants found that the university utilizes its classrooms about 9% below the guidelines for room use issued by the Ohio Board of Regents. This makes it difficult for us to seek state funds for additional classroom construction. In addition, the consultants found that the distribution of instructional technology throughout the campus appears to be very good. However, they found some deficiencies, the majority involving the need for overhead projectors, video projection systems, lighting enhancements, switch control modifications, and chalkboard/marker board replacements. In addition, the consultants recommended ways to modify existing classrooms to support instructional trends. The consultants also reviewed space in the residence halls for living learning community classes, which some faculty have said presents special challenges. The consultants provided no recommendations, however, because the space is also used for other purposes.

Our long-range construction plan for the Oxford campus includes increased office, lab, and support space. In addition, Miami has built four prototype classrooms, each with different configurations, to allow faculty to investigate alternative pedagogical approaches within flexible classroom environments. Since fall 2003, when the rooms were first available for use, information has been gathered about them from faculty and students. This study showed, first, that the flexibility of the room designs and furniture inspired a wide variety of pedagogical approaches. Second, none of the three rooms were perfectly configured. Physical facilities gained considerable insight into the furnishings, the whiteboard space, lighting, and climate control from the Web log diaries, case studies, and open-ended questions on the student surveys. Third, a student survey of approximately 880 students who used one of the rooms (25% response rate) was overwhelmingly positive.

Evaluation of Core Component 3D

Miami has very good resources to support teaching and learning. In all three of the areas discussed in this section on Core Component 3D, we have conducted assessments and developed long-range and strategic plans for the continued development of already strong facilities and services.

Conclusions

Our self-study research has provided extensive evidence that Miami is fulfilling its educational mission and that it has the resources and determination to continue to raise the level of student learning and teaching effectiveness.

Strengths

1. Miami has a long tradition of assessing its teaching and making improvements based on the results. The formal structures for building on this tradition are being developed.
2. The university's programs and support for faculty development with respect to teaching are exemplary.
3. The university is fostering an institution-wide discussion of the relationship between teaching and research.
4. The university has created a learning environment that provides an intellectually challenging environment for students.
5. The university's learning resources are very good and will continue to improve through the assessment and planning that have already been started.

Major Opportunities for Improvement

1. Increasing the number of academic programs that use full-cycle assessment based on explicitly identified student learning outcomes.

Action: Implement the recommendations of the Assessment Task Force and use various faculty development resources to provide faculty with the knowledge and support they need to create and use full-cycle, outcome-based assessment.

2. Provide departments and programs with improved resources and support for using technology in their teaching.

Action: Follow and monitor results as the Information Technology Strategic Plan is implemented.

3. Upgrade classrooms to support active-learning and other instructional approaches; provide more spaces for quiet study and for informal interactions among students and faculty.

Action: Follow and monitor the Long-Range Facilities Plan.

4. Improve student advising and increase strategies for providing a learning environment that an even larger portion of students finds to be supportive.

Action: Follow through on action steps planned for the Advising Implementation Team and monitor its progress; support the work of the First in 2009 Coordinating Council committee that is generating new models of faculty development to support inclusive environments at Miami.

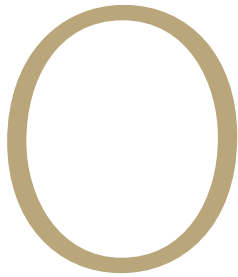
Issues for the Next Three to Five Years

1. As our discussion of the relationship between teaching, learning, and research evolves, we will need to ensure that we are also creating the resources and programs in ways that most fully support contributions of teaching, learning, and research to one another.

CRITERION 4 ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE



The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.



ne of Miami University's most central goals is to enable our students, faculty, and staff to acquire, contribute to, and use knowledge in socially responsible ways. This chapter describes the ways we foster and maintain a university where the responsible acquisition, discovery, and application of knowledge is a focal activity of our community's daily life.

CORE COMPONENT 4A
The organization demonstrates through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.



Our commitment to a life of learning is demonstrated in many ways that are discussed throughout this report. The following sections concentrate on research, scholarship, and creative activity. The first describes university policies, and the next three summarize the resources we provide for research by faculty, students, and staff.

Policies Supporting Research, Scholarship, Creative Activity

Through several formal actions taken over the last half century, Miami's Board of Trustees has asserted what was implicit long before: The central concern of the university is knowledge, and the university is committed to protecting the freedom of inquiry that faculty and students require in order to be able to pursue and employ knowledge with intellectual and personal integrity.

The Board of Trustees affirmed these principles when it adopted Miami's mission statement, which begins:

The mission of Miami University is to preserve, add to, evaluate, and transmit the accumulated knowledge of the centuries (Figure 3-1).

Similarly, the Board approved the University Values Statement, which begins by declaring:

Miami University is a scholarly community (Figure 3-4).

In two other statements and in the Values Statement, the Board has affirmed the principle of academic freedom.

◆ **Principles of Academic Freedom:** *“Academic freedom is essential to these purposes [of higher education] and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning”¹ (adopted from the statement on academic freedom created by the American Association of University Professors (AAUP).*

¹ Miami University Principles of Academic Freedom (Resource Room 6-1).

- **Policy on Professional Ethics and Responsibilities of the Faculty:**

“As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.”²

- **University Values Statement:** *“We defend the freedom of inquiry that is the heart of learning and combine that freedom with the exercise of judgment and the acceptance of personal responsibility”* (Figure 3-4).

These policies and statements, which were adopted over a span of more than 50 years, demonstrate the Board of Trustees’ support for research and for the academic freedom necessary for research to flourish.

Faculty

Consistent with Miami’s mission and the Board of Trustees’ policies, we provide many resources to support inquiry and creative activity by our faculty.

Internal Support for Faculty Research

Internal funds devoted annually to research include 18 summer research appointments of \$6,200 each (plus \$2,170 in fringe benefits), 10 research graduate assistantships, a variable number of \$3,000 “grants to promote research,” and four to eight Shoupp Awards of up to \$8,000 to initiate collaborative research projects with business and industry. We also have special funds to promote scholarship abroad. In 2003-2004, the Faculty Development Fund for International Travel awarded \$15,625 to 53 faculty from 24 departments to present papers in 31 countries. Miami’s Hampton Fund for Faculty International Initiatives awarded \$62,020 to 16 faculty representing 14 departments for projects in 17 countries. Also, new faculty in some fields are provided with start-up funds, with the amounts differing according to the nature of their research. Since 2001-2002, we have given new faculty members a summer research stipend to be used during one of his or her first three years at Miami. The Richard T. Farmer School of Business awards all new faculty summer research support equal to 15% of their base salary for the first three years of their probationary period. All faculty may draw from a fund with a \$30,000 annual budget that helps them disseminate their research and scholarship or share their performances and artwork. Individual academic divisions and departments support faculty research in a variety of other ways, including large or small research grants, reduced teaching loads, and research travel funds.³ The Hamilton and Middletown campuses also provide small research grants. In 2004, Hamilton established an automatic one-semester release from teaching for tenure-track faculty sometime before their tenure decisions.

Miami provides two types of leave that faculty can use to begin a new line of research or continue an existing one. Assigned Research Appointments (ARAs) may release a faculty member from teaching but require them to be

² Miami University Policy on Professional Ethics and Responsibilities of Faculty (Resource Room 6-2).

³ A Sample of Divisional and Departmental Support for Research (Resource Room 6-3).

present on campus, or they may allow faculty to conduct research away from campus. Faculty Improvement Leaves (FILs) release a faculty member from all campus responsibilities. Both leaves are for one semester at full pay or two semesters at two-thirds pay. During 2003-2004, the university awarded 38 ARAs and 21 FILs.

In addition to leaves and funds, Miami provides many other kinds of support essential to research. For instance, as part of its strategic plan, the Information Technology Division is currently adding three positions for Ph.D.-level employees who will help faculty create complex databases, write analytical programs, and use technology in other ways that advance faculty research and scholarly and creative projects. Similarly, the University Libraries' collections and partnerships with OhioLINK and the Center for Research Libraries and other consortia are essential resources for researchers. In recognition of their importance, the Libraries have received larger budget increases than have many other units for the past few years.

Faculty Research Accomplishments

Miami's many forms of research support have helped faculty to achieve a commendable amount of research success. Furthermore, an analysis of the available evidence indicates that we have a substantial potential to increase our research productivity.

Research by Miami faculty appears in top journals nationally and internationally. Faculty research accomplishments have been recognized by prestigious national awards, including a Guggenheim Fellowship, Fulbright Fellowships, a National Science Foundation Career Award, and selection as a Carnegie Scholar. In almost every year since 1995, we have increased the amount of external funding we have garnered (Figure 6-1), obtaining a record \$17.5 million in 2002-2003. Also, the licensing of intellectual property created by our faculty and staff generate a significant amount of revenue. Miami's licensing income in 2002 would have ranked it nationally as the 82nd highest university, including research extensive institutions.⁴ In 2003, for which survey results are not yet available, our licensing income reached \$452,000.

Data from the 2001 Higher Education Research Council's Faculty Survey show that Miami faculty publish at about the average pace of similar institutions nationwide. Seventy-three percent of Miami faculty reported that they had at least one professional piece published or accepted for publication in the past two years. In comparison, 80% of the faculty at public universities reported this rate, and 70% of faculty at all participating four-year institutions. Seventy-eight percent of the Miami faculty indicated that they were satisfied or very satisfied with the opportunity to develop new ideas, which is comparable to the 80% responding from public universities and 78% responding from all four-year institutions.

⁴ Association for University Technology Managers 2002 Survey (Resource Room 6-4).

Research activity occurs in all academic divisions and departments, as an examination of annual reports indicates.⁵ However, publication, performance, and exhibition rates vary across the university (Figure 6-2).⁶ Data from the College of Arts and Science for 2001-2002 and 2002-2003 indicate that faculty in departments with Ph.D. programs publish at about double the rate of those in departments with the master's as the highest degree and at about four times the rates of those with departments that offer only undergraduate degrees. There are also variations for individual divisions and departments from year to year.

Despite our faculty's research accomplishments, comparison with our benchmark universities suggests that our research success can grow significantly. It would, of course, be unreasonable to measure our success in garnering government research support against that of all our benchmark universities. Some, such as the University of Michigan, are large, research extensive institutions. However, as Figure 6-3 shows, even if we tripled the government research dollars we obtain, our expenditures of government research funds per FTE faculty member would still be lower than that of any of our benchmark institutions. This evidence corresponds with the President's estimate that our federal research funding is about one-third of what it could be.⁷ Another comparison with our benchmark institutions also indicates that we have room to extend our research accomplishments: Our number of faculty who have received certain prestigious awards is lower than those at almost all of our benchmark institutions (Figure 6-4).

Beyond a desire to approximate or exceed the research achievements of our benchmark institutions, we have another reason to increase our research productivity: political trends in Ohio state government. In 2003, Ohio's Governor appointed a Commission on Higher Education and the Economy. Ten months later, the commission issued a report that argues that Ohio's institutions of higher education should be held accountable for increasing research that creates jobs for Ohioans and spurs economic

Figure 6-1: External Funding for Research, 1994-1995 to 2003-2004
Source: Office for the Advancement of Research and Scholarship

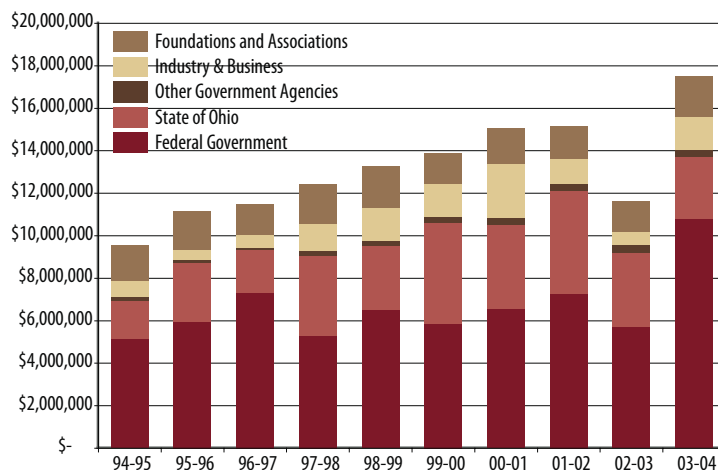
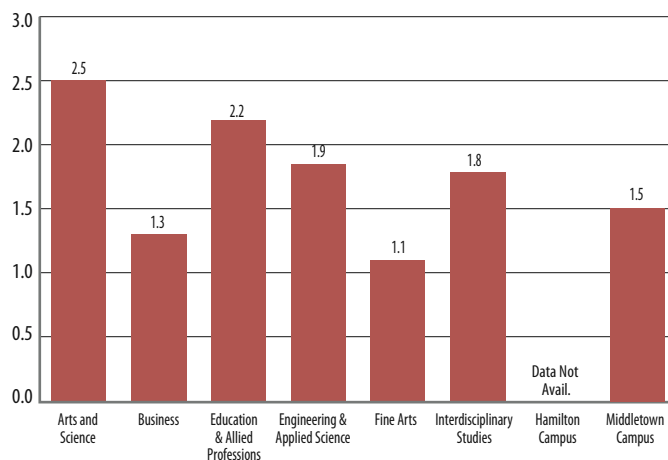


Figure 6-2: Publications and Performances per Full-Time Faculty Member, 2003-2004

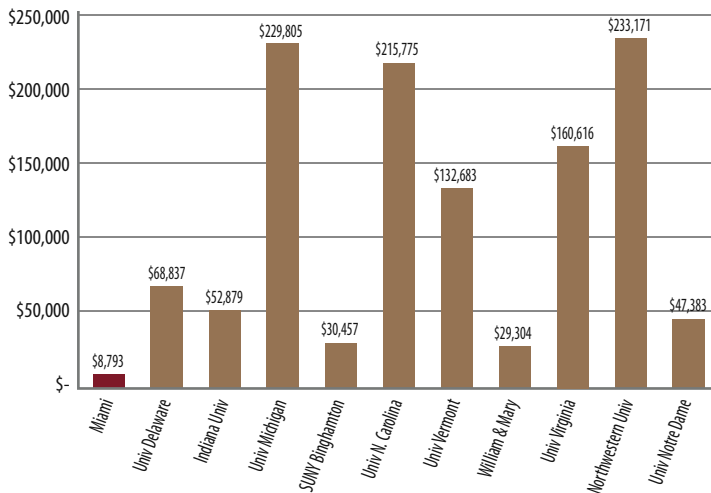


⁵ Divisional and departmental annual reports (Resource Room 6-5).

⁶ Research Productivity for Academic Divisions and Regional Campuses, 1999-2000 to 2003-2004 (Resource Room 6-6).

⁷ President James C. Garland's 2003 State of the University Address (Resource Room 6-7).

Figure 6-3: Expenditures on Government-Sponsored Research per Full-Time Faculty, All Campuses, 2002-2003



growth in the state. It also recommends that the Ohio General Assembly “grant authority to the Ohio Board of Regents to remove an institution’s authority to offer graduate-level and professional programs if the university’s internal priority setting and reallocations do not yield world-class, university-based research” (48).⁸

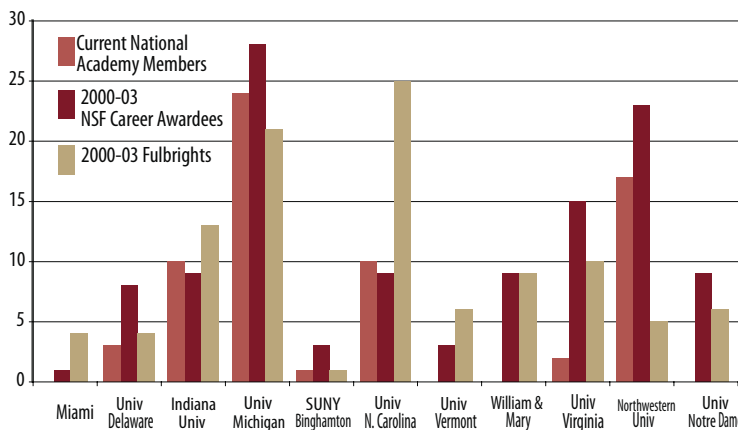
For several reasons, then, increasing external funding for research at an accelerated pace represents one of our major opportunities for improvement.

Recent Steps to Increase External Funding for Research

We have recently embarked on several initiatives to increase external research support. A key step was splitting in two the former Office for the Advancement of Scholarship and Teaching in order to establish the Office for the Advancement of Research and Scholarship (OARS) and the Center for the Enhancement of Learning and Teaching (CELT). This reorganization increased the office space for OARS and was accompanied by the appointment of a new Associate Dean for Research and Scholarship to assist faculty and students in identifying and applying successfully to external sources for research funds. Among other new programs, the office has also begun the 10X Postdoctoral Fellow Program, which provides a postdoctoral fellow for a faculty member who will write proposals equaling at least 10 times the cost of the fellowship. In addition, OARS has hired a part-time budget specialist and employs a proposal writer and a proposal editor to assist faculty with research proposals on a consulting basis. This year, the Hamilton campus created and filled a position for a grants development specialist.

Two important points need to be included in a discussion of increasing our faculty research productivity. First, research takes very different forms in different disciplines. Some faculty in the humanities, social sciences, and fine arts point out that the amount of external research funds is not necessarily a good measure of research success. Second, as the section on Core Component 3A explains, Miami is in the midst of a conver-

Figure 6-4: Sample Prestigious Research Awards for Faculty at Miami and Benchmark Universities



⁸ Report of the Commission on Higher Education and the Economy (Resource Room 6-8).

sation about the relationship that research and teaching should have with one another in the context of our teacher/scholar model. Continued discussion and a resolution will be needed in order for us to be able to realize the full potential of research's contribution to teaching—and vice versa.

Recognition of Faculty Research Accomplishments

We recognize research accomplishments in many ways. Among these are the University Distinguished Scholar Awards, which are given publicly when faculty are assembled to hear the President's annual State of the University Address; the Benjamin Harrison Award, which is given at Spring Commencement; and the title of Distinguished Professor. If faculty submit the information, their publications, performances, and presentations are listed in *The Miami University Report*, a weekly newspaper for faculty and staff.

Support for Student Research

At Miami, we provide numerous research opportunities for undergraduates, and we support research conducted by our graduate students in a variety of ways.

Undergraduate Research Opportunities

Undergraduate student research and creative work is a hallmark of Miami University and one of the major reasons for our educational effectiveness. In the 2001 Higher Education Research Institute Faculty Survey, 71% of Miami faculty reported having worked with undergraduates on a research project in the past two years, a higher number than at the comparison groups of public universities and all HERI four-year institutions. In the 2003 NSSE survey, more than one-third of seniors reported participating in research projects with faculty members, a higher rate than for seniors in either the doctoral-intensive comparison group or the four-year-institutions group.

In addition to the undergraduates who conduct research through independent study for credit, others, especially those in the natural sciences, are invited by faculty and graduate students to participate in research by working as student employees. Students can also take advantage of many special research opportunities. Some examples are as follows:

- **Undergraduate Summer Scholars Program.** Our very successful Undergraduate Summer Scholars Program provides students with an extended research experience and fosters close interaction between students and faculty in an intellectual adventure. Each year, we devote approximately \$1 million to the program, which provides 100 students with a stipend, allowance for supplies and services, and waiver of academic fees for 12 credit hours. Each student works with a faculty mentor, who receives a stipend. In 2004, students from 31 academic departments and programs took part in the program, working with 89 faculty mentors.

- **Undergraduate Research Program.** The Undergraduate Research Program encourages small-scale, independent research projects by undergraduate students in all divisions. Each project is also sponsored by a faculty member. Typical awards are in the range of \$150 to \$500, but individual or group projects of exceptional merit may be funded up to \$800. Last year, the program supported 70 students working with 30 faculty members on 55 projects with awards totaling \$23,900. Since our last reaccreditation review in 1995, support for the program has increased 25% and the number of awards has increased 38%.
- **DUOS Program.** Jointly sponsored by the Graduate School, the Office of Advancement of Research and Scholarship, and Miami's Preparing Future Faculty initiative, our Doctoral-Undergraduate Opportunities for Scholarship Program (DUOS) aims to heighten the synergy between graduate and undergraduate students. In this program undergraduates undertake research or other creative activities with the guidance of a post-master's doctoral student. The undergraduate and his or her graduate-student mentor each receive a project allowance of \$400, plus an additional \$100 apiece if they participate in training offered by the Preparing Future Faculty program for their roles as mentor and mentee in a research partnership. In 2003-2004, nine student pairs participated in the program.
- **NSF REU Program.** Miami faculty with research grants from the National Science Foundation in Chemistry and Biochemistry, Ecology, and Mathematics have obtained the National Science Foundation's Research Experience for Undergraduates (REU) Awards to include undergraduates in their projects.
- **Dean's Scholars Program in the College of Arts and Science.** Each spring, the College of Arts and Science selects approximately 30 juniors to participate as Dean's Scholars their senior year. Dean's Scholars conduct independent study with a departmental mentor. The scholar and the mentor each receive a \$750 professional expense stipend, and students earn academic credit for the project, which is expected to culminate in significant work of scholarship, with an aim toward national or international dissemination through publication or performance.
- **School of Interdisciplinary Studies.** As seniors, all students in our School of Interdisciplinary Studies complete an original research or creative project under the direction of a faculty advisor.
- **Honors and Scholars Program.** Our Honors and Scholars Program also stimulates undergraduate scholarship, as many honors students conduct research or pursue creative work as a part of their honors theses requirements. About 100 honors students complete a senior thesis each year.
- **Foundation and Endowment Grants for Undergraduate Research.** Miami students are eligible for a variety of research grants assigned to Miami by foundations or funded by university endowments. For example, the Beckman Foundation has assigned two of its prestigious scholarships, the maximum number possible, to Miami. These \$17,600 scholarships enable outstanding Chemistry and Biochemistry majors to conduct research with a faculty mentor during two summers and an academic

year. One of the largest awards of its kind in the nation, Miami's Joanna Jackson Goldman Memorial Prize is awarded to a graduating senior who is supported for a year to carry out independently designed projects in scholarship, journalism, or the arts. This year's winner is conducting a series of ethnographic studies of students of Carnatic music in Chennai, India. In 2003-2004, the Honors and Scholars Program gave students over \$65,000 to conduct research projects.

- **STARS Program.** Ohio's STARS Program encourages undergraduate students of color to pursue graduate school and careers in higher education. Students are assigned faculty mentors, receive funding for undergraduate research assistantships, and attend professional conferences, graduate school preparation workshops, and other programs. Funded by the Ohio Board of Regents, 14 Miami students participated in the program this year.
- **Independent Study and Departmental Honors Programs.** Departments across the university encourage students to participate in independent research through an independent study course, which may be linked with the department's honors program.
- **Travel Funds for Undergraduates.** Various sources at the university provide undergraduates with travel funds that enable them to conduct research or participate in competitions and summer music festivals, including the Ensemble Instrumental du Festival International Echternach in Luxembourg.

Some departments have internal awards for undergraduate research. With the aid of these awards, students can produce notable results. For example, the Anthropology department's Rebecca Jeanne Andrew Memorial Award, established in 1995, has sponsored undergraduate research resulting in three peer-reviewed journal articles; three other peer-reviewed journal articles now being revised for publication; one peer-reviewed journal article under review; one book chapter in preparation; and research presentations at national meetings of such professional organizations as the American Association of Physical Anthropologists.

The presence of our graduate programs also contributes to the research and creative opportunities for undergraduates. In addition to the graduate-undergraduate relationships fostered by the DUOS program, undergraduates in many departments work together with graduate students in laboratories, studios, and off-campus programs. In the Department of Music, for example, graduate and undergraduate students perform together in concerts nationally and internationally, bringing the level of undergraduate student performance to a higher plane than what might be realized by undergraduates alone. In science departments, such interactions are common.

Each April, the Office for the Advancement of Research and Scholarship, the College of Arts and Science, and the Honors and Scholars Program hosts a one-day undergraduate research conference that features poster sessions and presentations. In April 2004, more than 150 students participated. For students in the College of Arts and Science Dean's Scholars Program, the conference program concludes with an evening banquet and presentation of a certificate for each scholar.⁹ Other academic divisions are planning to institute similar celebrations of their students' research accomplishments. In addition,

⁹ http://www.miami.muohio.edu/academics/honors_scholars/deansscholar.cfm.

students in the visual arts display their creative works in university galleries and present final design projects to visiting professionals, while students in the performing arts present public recitals and plays. Departments also arrange ways for undergraduates to present their research and performances in external venues. Each April, the School of Interdisciplinary studies hosts a Senior Projects Conference.

To enable undergraduate students to present their work at professional state, regional, national, and international meetings, we provide Undergraduate Presentations Awards that help to cover the students' expenses. Some academic units offer additional incentives, such as funds for travel to conduct research or to participate in the arts, special venues for presentation of student work, or awards for exemplary research or creativity.

Our support for undergraduate research propels some students to notable accomplishments. In 2002, a student who had participated in our Summer Scholars program was one of 32 students nationwide selected as a Rhodes Scholar. Since 1995, 14 Miami students have received Barry M. Goldwater Scholarships, the highest awards for undergraduates in the sciences. In fact, in 2004, three of our students were among 310 who received the scholarships. Only 32 other schools in the nation—and only 14 public schools—had more than two Goldwater Scholars that year. Among the other public universities were the University of California, Berkeley, Pennsylvania State University, the College of William and Mary, and the University of Virginia.

Graduate Student Research Support

Beyond the extensive support given by faculty and departments to every graduate student, we provide stipends for graduate fellowships, research assistantships, and graduate summer fellowships totaling \$8 million for 2003-2004. As a result of determination to provide greater support for graduate student research, the total amount for the stipends has increased by 25% since 1999-2000. The stipends are accompanied by fee waivers. In 2003-2004, the value of these fee waivers reached \$18 million, up 55% since 1999-2000.

Independent research is an integral part of graduate study. For example, several departments in the natural sciences expect graduate students to have one or more articles in print or in press with a refereed journal before graduation. Some students in all graduate programs make presentations at professional conferences or display their artistic and creative accomplishments in public settings. Graduate students also apply for external grants. For example, since 1996 Geology students have acquired \$124,000 in research funding and authored or co-authored 30 peer-reviewed scientific articles and 166 abstracts of conference presentations. Students in other fields such as the biological sciences and chemistry and biochemistry are similarly accomplished.

Faculty also support graduate student research by collaborating with graduate students in research that results in publication and conference presentation. In the sciences, co-authorship by faculty and graduate students is very common and also occurs in other fields. For example, a faculty member in

Educational Leadership published a book that includes a chapter co-authored by a graduate student, and a faculty member in Technical and Scientific Communication co-authored with two graduate students an article published in a leading journal in that field. From such collaborations, graduate students obtain intensive and detailed mentoring in the conduct and presentation of research that is strong preparation for success in their careers.

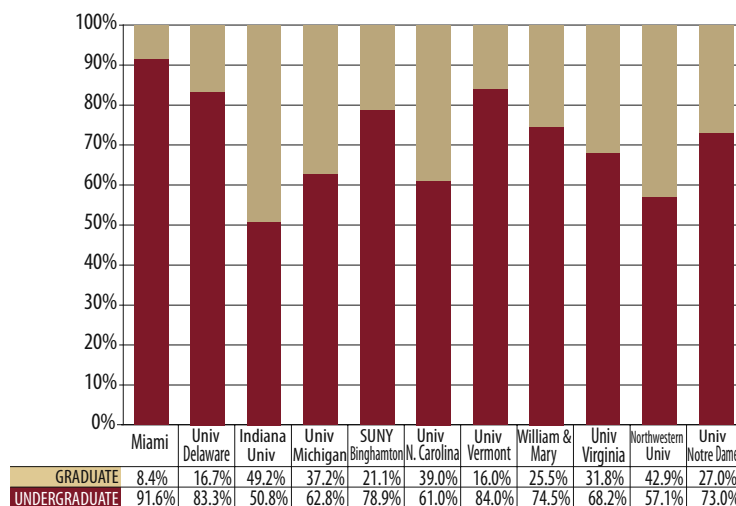
Possible Impact of Size of the Graduate Program on Research Productivity

In our deliberations about ways to increase research productivity among faculty and research opportunities for students, we have encountered the question of how large our graduate program should be. We are just beginning to address this question directly through the discussions of the white paper on graduate education that is described in the section on Core Component 3B.

Graduate programs can bolster faculty and student research. As mentioned above, departments in the College of Arts and Science with doctoral programs publish at about double the rate of departments with the master's as the highest degree and at about four times the rate of those that offer only the undergraduate degree. Also, larger graduate programs create more situations in which undergraduates can engage in research.

On the other hand, our strength as an institution resides in our pursuit of the goals of a research intensive university, one that offers an excellent undergraduate education and an excellent graduate education in a select, and limited, number of areas. How much could our graduate programs grow, and in what ways could they grow, and still enhance our effectiveness? The data in Figure 6-5 suggest that some expansion of graduate programs would be possible. Every one of our benchmark institutions has a larger ratio of graduate students to undergraduates than we do. This observation suggests that it would be possible to increase our research productivity while still retaining the Miami traits we don't want to lose.

Figure 6-5: Percentage of Undergraduate and Graduate Students



Opportunities for Staff

In addition to supporting faculty and student efforts to extend their knowledge, we also promote inquiry and study by our staff. In keeping with this commitment, we provide a fee waiver benefit for all employees through doctoral-level instruction. University Senate has passed a resolution encouraging managers to make accommodations to schedules so that employees can attend classes during normal work hours. The Senate resolution has been endorsed by the Finance and Business Affairs Division.

To encourage staff employees to extend their job-related knowledge, we offer them various job enrichment programs. Some are university-wide:

- **Leadership and Development Program.** Designed for both classified and unclassified staff, the four-semester Leadership and Development Program teaches general leadership principles and skills. The first two semesters employ outside professional commercial training consultants who cover managerial skills. The third semester focuses on managing personnel, safety, purchasing, and similar administrative operations, and the final semester requires each participant to complete a formal university course in a subject appropriate to his or her job that will allow the employee to gain knowledge, leadership skills, and/or communication skills.
- **Supervisory, Administrative, and Technical Staff (SATSS).** The Job Enrichment Program encourages staff to accumulate points by taking academic courses, workshops and training programs, and other opportunities for learning; after accumulating a certain number of points, participants are given a cash award. In FY2003, we awarded more than \$132,000 to participants of this program.
- **University Libraries.** The services of the university library are available to staff who want to obtain additional job skills through workshops offered by the libraries. The Center for Information Management is a self-directed learning library facility where staff, as well as faculty and students, may learn to use new technologies for creating and editing information in digital formats such as videos, posters, websites, slide shows, and CD-ROMs for their job-related or personal activities. Of course, the libraries' collection of more than 2.7 million books on campus and more than 8 million titles through OhioLINK and more than 21,000 journal subscriptions is also available to staff.

Vice presidential divisions also have job enrichment programs and policies for their staff. Two examples are as follows:

- **Student Affairs Division.** The Student Affairs Division provides ongoing training for staff at all levels and encourages its staff to serve on national and regional professional organization leadership bodies, read journals and newspapers related to their field, and conduct presentations at national and regional conferences.
- **The Finance and Business Services Division.** The Finance and Business Services Division encourages and often financially sponsors participation of its unclassified staff in professional development opportunities, such as accounting workshops, executive leadership seminars, the Collegiate Management Institute, or other job-related education.

In addition, departments and offices across our university offer programs that enable classified and unclassified staff to extend their knowledge related to their job responsibilities.

- **Physical Facilities.** The Physical Facilities Department designed a job enrichment program for staff in the skilled trades represented by employees in the bargaining unit (AFSCME) and SATSS. For example, it sponsors Lunch and Learn conversations during which staff share their expertise (landscaping, gardening, auto maintenance, interior decorating, etc.) during brown bag lunch sessions.
- **Student Counseling Service.** The Student Counseling Service holds weekly 90-minute professional development sessions for all clinical staff. The service also funds staff attendance at one or more regional or national conferences each year. All staff are encouraged and provided time to attend a wide variety of educational opportunities on campus, such as computer skills courses and lectures.
- **Student Financial Assistance Office.** The Student Financial Assistance Office provides staff the opportunity to travel to off-campus training or conferences focusing on financial aid topics and sponsors a monthly staff meeting that focuses exclusively on SCT Banner or other systems-related training.

Evaluation of Core Component 4A

Miami supports a life of learning for its faculty, staff, and students through a variety of means. These include funding and other support for research, scholarship, and creative activity, as well as opportunities for staff to take courses, pursue degrees, and advance their job-related knowledge. However, we trail our benchmark institutions in generating external funding for research. In fact, one of our major opportunities for improvement is to increase significantly the amount of our externally supported research. In the past two years, we have begun taking steps needed to build on our strengths in order to take advantage of this opportunity. The results could enable us to increase faculty research accomplishments, producing the many benefits to undergraduate and graduate education that research can bring. Faculty research models intellectual and disciplinary activity for students. It provides faculty with enriched content for the courses they teach. It creates research opportunities in which students can work closely on research projects as they are mentored by faculty. When conducted with external funding, it can purchase research equipment that students can use, and it can create assistantships that support undergraduate and graduate students participating in research. Also, the licensing of intellectual property created by our faculty and staff generate a significant amount of revenue. An accelerated increase in faculty research can also help Miami respond to mounting interest by Ohio's state government in greater research productivity by state-assisted universities.

CORE COMPONENT 4B

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

As explained in Chapter 3, the most central features of Miami's mission are the goals of providing an excellent liberal arts education to our undergraduates and offering excellent graduate programs in selected areas. These goals are stated in our university-wide mission statement, values statement, and functional mission statements of our three campuses. They are also highlighted in the First in 2009 Goal 4, which includes creating a "richer intellectual and cultural life" for the university. The centerpiece of our strategy for fulfilling this aspect of our mission is the Miami Plan for Liberal Education. However, other major elements of our curricular and co-curricular programs also advance liberal learning. The following sections survey the ways we incorporate breadth of knowledge and skills along with intellectual inquiry into our undergraduate—and graduate—education.

Miami Plan for Liberal Education

Developed over several years through a collaborative process among faculty across the university, the Miami Plan for Liberal Education provides students with intellectual tools that stretch far beyond the specialization of the major and prepare students for lifelong learning.¹⁰ In a survey conducted by the Accreditation Steering Committee, faculty, staff, and students identified liberal education and the Miami Plan as one of the top five strengths of the university. This result demonstrates the high level of university-wide commitment to the plan's centrality in our curriculum.

Implementation of the Miami Plan began in fall 1992 and was completed during the 1996-1997 academic year, shortly after our previous reaccreditation review. Since then, the Miami Plan has continued to evolve, as existing courses are reviewed on a regular cycle and new courses are proposed. In 2002, we added a U.S. Cultures requirement to supplement the original World Cultures requirement. Also in 2002, we created the Extended and Service Learning Option, which enables students to add an extra credit hour in any Miami Plan course for academic work or service-learning activities directly connected to the course's content and objectives.

The Miami Plan is administered by the Office of Liberal Education and the Liberal Education Council, which is a standing committee of University Senate composed of faculty from a range of disciplines, staff, and students. The Director of Liberal Education and Assessment chairs the council.

Structure of the Miami Plan

For bachelor's degree students, the Miami Plan has three elements:

- **Foundation courses.** The plan's 36 hours of foundation courses guide students to coursework in a variety of intellectual domains. To provide students with a breadth of knowledge and skills, the foundation requirement includes six hours of English; 12 hours of Fine Arts, Human-

¹⁰ www.muohio.edu/led.

ities, and Social Science; six hours of U.S. and World Cultures; nine hours of Natural Science (including a laboratory course); and three hours of Mathematics, Formal Reasoning, or Technology. In addition, students must take at least one foundation course that presents an historical perspective and one first-year seminar. This last requirement is usually accomplished by taking an appropriately designated course in any foundation area. This year, students can select from 275 foundation courses.

- **Thematic sequence.** Students create a thematic sequence by taking a series of related courses (nine hours minimum) that lead to in-depth work in a subject outside the department of their majors. Students choose from an expanding list of sequences that now includes 136 options. Through their thematic sequences, students extend their breadth of knowledge and skills while making a deeper exploration of an area outside their majors.
- **Senior capstone.** In the capstone course, students integrate liberal learning with specialized knowledge. Each small-enrollment capstone emphasizes sharing ideas; synthesis; and critical, informed reflection as a precursor to action. Each includes student initiative in defining and investigating problems or projects. Capstones may be completed within or outside a student's major; in some departments, the capstone experience is a requirement of the major. At present we offer 143 capstones. In 1998, University Senate approved student-initiated capstones, which enable students to propose their own capstones by working with faculty sponsors.

All associate degree programs incorporate components of the Miami Plan by requiring a course in English Composition; Fine Arts, Humanities, and Social Sciences; U.S. or World Cultures; and either Natural Sciences or Mathematics, Formal Reasoning, and Technology. All certificate programs require a course in English Composition; Fine Arts, Humanities, and Social Science; and U.S. or World Cultures.

Principles

At the core of the Miami Plan are four principles that inform all plan courses and unify its elements:

- **Thinking critically.** Students achieve perspective by combining imagination, intuition, reasoning, and evaluation. Critical thinking develops the ability to construct and discern relationships, analyze arguments, and solve complex problems.
- **Understanding Contexts.** Because how people know may be as important as what they know, examining assumptions is an important part of learning. Knowledge of the conceptual frameworks and achievements of the arts, sciences, technology, and the character of global society is crucial to our future.
- **Engaging with Other Learners.** A healthy exchange of ideas and viewpoints encourages rethinking of accepted perspectives. Therefore, diversity among learners and a supportive atmosphere of group work, active listening, and opportunities to critique results encourage learning through shared efforts.
- **Reflecting and Acting.** By making thoughtful decisions and examining their consequences, students may enhance personal moral commitment, enrich ethical understanding, and strengthen civic participation. This Miami Plan principle directly

addresses our goal of having students learn about and experience the responsible application of knowledge.

These principles are also infused in many courses throughout the university that do not satisfy a Miami Plan requirement.

Action Taken as a Result of Miami Plan Assessment

To keep the Miami Plan vibrant and discover ways to enhance its effectiveness, we have completed three self-studies in recent years. They are described in the following paragraphs.

Initiated in 2000, a Liberal Education Council (LEC) self-study noted several issues that needed to be addressed, most prominently, the need to create a new assessment plan.¹¹ Originally, departments were given assessment responsibility, but the self-study revealed that many departments lacked assessment knowledge and some viewed assessment as an administrative task, rather than as a process for continuously improving student learning.

In conjunction with the Liberal Education Council's self-study, we commissioned an external review by Dr. Ann Ferren, Vice President for Academic Affairs at Radford University, and Dr. Cynthia Margolin, Associate Dean for Curriculum and Assessment at San Jose State University.¹² These reviewers looked at all aspects of the Miami Plan.

Most recently a university-wide committee issued reports on the "Quality and Rigor of Miami Plan Courses" and "Assessment Responsibilities and Faculty Development."¹³

As a result of these three studies and the results of the assessments discussed in the section on Core Component 3A, we have taken the following steps:

- Redefined the role of the Director of Liberal Education to include assessment and given the director lead responsibility for making assessment a more prominent issue at the university.
- Created an assessment page to the liberal education website.¹⁴ The page includes a Multi-Tiered Model of Assessment developed by the Director of Liberal Education and Assessment that is being used for Miami Plan assessments and as a template departments can employ for assessment of their Miami Plan offerings.
- Placed assessment of student learning outcomes for the Miami Plan at the center of concerns for the new Assessment Task Force, which is described in the section on Core Component 3A.
- Created 12 Assessment Fellows from across the university who are developing effective assessment tools for Miami Plan capstone courses.¹⁵
- Reorganized responsibilities for assessing Miami Plan courses. Associate deans from each academic division have formed an all-university Miami Plan assessment team and have assumed the responsibility for coordinating assessment of Miami Plan courses in their divisions. Feed-

¹¹ Liberal Education Council's Self-Study of the Miami Plan (Resource Room 6-9).

¹² External Reviewers Report on the Miami Plan (Resource Room 6-10).

¹³ Reports of the University Committee to Review Assessment and Rigor in the Miami Plan (Resource Room 6-11).

¹⁴ www.muohio.edu/led/assessment

¹⁵ Index of Assessment Fellows Documents (Resource Room 6-12).

back from this team is used in the Academic Program Review process. Occasionally departments are asked to conduct more complete assessments or to make revisions in their Miami Plan offerings.

- Developed a rubric for evaluating new Miami Plan courses that is now being piloted by the Liberal Education Council. The rubric is intended to ensure that each new course is rigorous, meets the goals of the Miami Plan, and is evaluated in a fair and consistent manner.¹⁶
- Assigned the Liberal Education Council a more active role in faculty and course development related to the Miami Plan.¹⁷ For example, the council is now offering faculty workshops and serving as consultants to faculty proposing or assessing courses.
- Increased the number of small classes students can take that embody Miami Plan principles by funding and creating 26 additional first-year seminars offered on the Oxford campus.¹⁸
- Created an ad-hoc committee to identify ways to streamline the petitions process and reduce the number of petitions filed.

In sum, the Miami Plan is a fully developed strategy for integrating the acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry into the education of every undergraduate student. Nevertheless, we are engaged in processes aimed at its continuous improvement.

Divisional and Departmental Requirements Contributing to a Breadth of Knowledge

Several academic divisions have their own sets of course requirements that supplement the Miami Plan, thereby extending students' knowledge even further beyond the major. The College of Arts and Science requires a foreign language, and humanities, social sciences, natural sciences, and formal reasoning courses. In many cases, but not all, these courses overlap with Miami Plan requirements. All students in teacher licensure or educational personnel programs in the School of Education and Allied Professions and the School of Fine Arts must take coursework that addresses national and state standards; in many cases, this coursework provides in-depth knowledge of a content knowledge (e.g., science content) and technology. Similarly, students in accredited programs, such as athletic training and college student personnel, must take coursework that is designed to meet standards set by national accrediting bodies.

Students in the School of Interdisciplinary Studies live together during their first year, when they also complete a core of interdisciplinary seminars before designing their individual curricula.

Perhaps what one might think of as the most narrowly focused majors, in a vocational sense, would be located in the School of Engineering and Applied Science and in the Richard T. Farmer School of Business. However, when the Dean of the School of Engineering and Applied Science recently laid out

¹⁶ Pilot Rubric for Evaluating Miami Plan Courses (Resource Room 6-13).

¹⁷ www.muohio.edu/led/workshops.htm.

¹⁸ Descriptions of New First-Year Seminars (Resource Room 6-14).

his vision of what his graduates should know upon graduation, he included the ability to: work on multidisciplinary teams; speak and write effectively; engage in lifelong learning to keep pace with changing technology; understand their professional and ethical responsibilities; contribute meaningfully to social and international issues; and place their work in global and societal contexts. In the School of Business, faculty have agreed that most courses in their division should help students build their writing, oral communication, team, technology, and analytical and problem-solving skills. Each course is assessed on the basis of this list, and the assessment includes student evaluations.

Individual courses in departments also offer students an opportunity to broaden their knowledge and skills and to expand intellectual inquiry. For example, the Department of Architecture and Interior Design offers design/build studios in which students address a design problem in a studio setting and then implement the solution. For instance, one class designed a library for a village in Ghana, then traveled to Ghana to build it.

Co-Curricular Programs that Enhance Breadth of Knowledge and Intellectual Inquiry for Undergraduate Students

Providing students with the opportunity to acquire a breadth of knowledge and skills and to engage in intellectual inquiry extends beyond the confines of formal coursework at Miami. Five of the major co-curricular programs are the Summer Reading Program, theme living-learning communities, leadership programs, civic responsibility programs, and sorority and fraternity programs.

Summer Reading Program

For the past 19 years, the Oxford campus has combined the efforts of its Summer Reading Program (founded in 1982) with those of its Summer Orientation Program to introduce its first-year students to their new home as an intellectual community.¹⁹ At a University Convocation the day before their first classes, the students listen to a presentation by the author of a book they've read over the summer, then immediately discuss the book in small groups. The reading program centers not only the attention of its first-year students but also the entire university on a common text. Although similar programs have been in place throughout the country, Miami's may be one of the longest-running, and, in terms of its size (3,300 first-year students and a discussion staff of 150 professors, student affairs professionals, and upper-division students) it may be one of the largest.

Theme Living-Learning Communities

Theme living-learning communities are residence halls that provide students with an opportunity to explore topics with others who share their interests.²⁰ This year, 63% of our first-year students and 11% of our upperclass students live in one of the communities. Examples of this year's 15 communities include "Celebrate the Arts," "Mosaic: Individuality and Diversity," and "Women in Math, Science, and Engineering."

¹⁹ www.muohio.edu/srp.

²⁰ Living Learning Communities, 2004-2005 (Resource Room 6-15).

Leadership Programs

The Student Affairs Division offers many programs that enable students to extend the knowledge and abilities they gain in the classroom into co-curricular programs designed to develop their leadership skills. These programs allow students to put the principles of the Miami Plan for Liberal Education to work, especially in relation to the principle of “reflecting and acting.”

The programs are based on the vision of developing the “leadership potential in all students for the global and interdependent world of the future.”²¹ The values that serve as the foundation for these programs include becoming active in the campus community and beyond, seeing potential in yourself and others, thinking critically, respecting the dignity of others and appreciating diversity, communicating directly and honestly, being flexible and open to change, taking purposeful risks, and being responsible for one’s actions. The combination of scholarship funding, program endowments, and other resources for these programs totals over \$10,000,000, one of the largest endowments for leadership programs in U.S. higher education.

Program resources that are part of Miami’s leadership initiative include the following:

- The LeaderShape Institute, an annual six-day educational program designed to help students learn to lead with vision and integrity.²² Miami is one of the first campus-based programs of LeaderShape, a program now offered at more than 30 of the nation’s finest colleges and universities.
- Leadership-themed residence halls for both first-year and upperclass students.
- Conferences and workshops, including the annual Perlmutter Leadership Conference and the Women’s Leadership Celebration.
- Lectures funded through the Etheridge Center for Reflective Leadership and the newly endowed Harry T. Wilks Leadership Institute.²³
- The Leadership Resource Center, which houses books, videos, and other resources on leadership and service.
- The Office of Service Learning and Civic Leadership, which augments classroom learning by offering substantive curricular and co-curricular programs and services.²⁴
- The Office of Student Activities and Organization Leadership, which supports Miami’s 300+ student clubs and organizations.
- Student Affairs outreach van, which is available free of charge to Miami students wishing to engage in community service.

Collectively, these programs are named the “Miami’s Leadership Commitment” to convey that all students are welcome and encouraged to participate.²⁵ The latest assessment indicates that 38% of Miami students participate in these various programs by the time they graduate, 14.5% higher than

²¹ www.muohio.edu/saf/mlc.

²² www.muohio.edu/saf/mlc/Leadershape.htm.

²³ www.muohio.edu/saf/wilks.

²⁴ www.muohio.edu/saf/service.

²⁵ www.muohio.edu/saf/mlc.

all other institutions participating in the survey in 2004. The assessment program also reflects that participants in these programs achieve key educational outcomes that are superior to those of other students. Examples are provided later in this chapter.

Civic Responsibility Programs

The Student Affairs Division also complements the curriculum and enhances the reach of its leadership programs by offering numerous opportunities for Miami students to become involved in the civic affairs of the community and nation. Three examples illustrate their nature and scope.

- **Empower.** Empower is a social action program that provides opportunities for students to address various social justice issues. Participants volunteer at agencies in a service-learning capacity and work in small groups to explore solutions to local and global community concerns.
- **The Miami University Center for Community Engagement.** Located in the Over-the-Rhine neighborhood of Cincinnati, the Center provides a setting for faculty and students from a variety of disciplines to work collaboratively with neighborhood organizations and residents on common projects for the community's cultural and economic advancement.
- **Experiential Weekend Initiatives.** Participants work in a homeless shelter, spend the night at one of the community organizations, help rehabilitate low-income housing, or meet with community activists and leaders to discuss current city issues. Guided reflection activities at the end of each immersion weekend help students make connections between what they have experienced and what they are learning on campus.

Arts, Cultural, and Intellectual Events

Students' breadth of knowledge and range of inquiry are expanded through the many arts, cultural, and intellectual events offered on campus. The University Lecture Series, the Center for American and World Cultures, and departments, divisions, and both regional campuses bring well-known individuals from around the world to speak on a variety of topics. The Casper Lecture Series on the Middletown campus brings to Miami Middletown national and international leaders from many fields, beginning in 1973 with Supreme Court Justice William O. Douglas. The Miami University Lecture Series on the Oxford campus brought P.J. O'Rourke, Gloria Steinem, Ralph Nader, Alan Keyes, and Caroll Spinney to Oxford during the 2003-2004 academic year. On the Hamilton campus, the Harry T. Wilks Lecture Series brings to the campus national and international speakers such as Tony Snow, Mario Cuomo, and Jane Bryant Quinn. The Jack R. Anderson Distinguished Lecture Series in the School of Business has presented Colin Powell, Gary Becker, John Major, Queen Noor of Jordan, and Rudolph Giuliani. Departments provide disciplinary speakers who present students with fresh perspectives on their fields.

The School of Fine Arts presents numerous visual and performing arts events and distributes a Curriculum Guide to the Arts to all university faculty. The Performing Arts Series in Oxford, the Miami Hamilton Artists Series, and arts events at the Middletown campus afford students the opportunity to experience world-class performances and to interact with artists through residencies and workshops.

A review of the university calendar provides evidence of the large number of lectures, seminars, programs, performances, and exhibitions that are available to enhance student learning and broaden horizons. During the week of March 28–April 4, 2004, for example, campus events included eight lectures by prominent political, academic, or popular figures; one musical; a student play; five ongoing art exhibitions; four concerts; five student recitals; three faculty recitals; two films; three student sponsored events; two panel discussions; and several lifestyle workshops.

Breadth of Knowledge and Intellectual Inquiry in Graduate Programs

Because graduate study concentrates on knowledge within a single discipline or interdisciplinary area of study, the term “breadth of knowledge” assumes a different meaning than it possesses in undergraduate education. At the graduate level, breadth of knowledge involves obtaining a general knowledge of the student’s field to provide a context and expanse of understanding for the more specialized study the student pursues in a thesis, dissertation, or other culminating project. In the Ph.D. program in Composition and Rhetoric, for example, students take a set of five core courses and three seminars on varying topics that introduce them to the history of the field and the variety of theoretical perspectives developed in it. The program also requires students to develop a cognate field. In addition, the interdisciplinary nature of some programs gives graduate students a significant degree of breadth. The new Ph.D. program in Social Gerontology is taught by a multidisciplinary faculty team with backgrounds in anthropology, economics, human development, sociology, social work, psychology, and demography. All graduate programs have entrance requirements or supplementary course requirements that assure an appropriate breadth of knowledge in the discipline prior to graduate study.

As at other universities, our graduate programs engage students in inquiry at a level much deeper than that required in undergraduate studies. To ensure the quality and intellectual rigor of our graduate programs, the Ohio Board of Regents and Miami’s Graduate Council have instituted standards for graduate curricula and also for graduate faculty. Faculty who, in the judgment of Graduate Council, have achieved regional or national recognition for continuing scholarship, research, or creative activity are assigned to Graduate Level A. These faculty may chair thesis, comprehensive examination, and dissertation committees. Level B faculty may serve on these committees, but not chair them. Faculty at both levels may teach graduate courses. Level A

Figure 6-6: Seniors Reporting That They Are “Very Satisfied” or “Satisfied” with Their General Education Courses
source: 2004 CSS

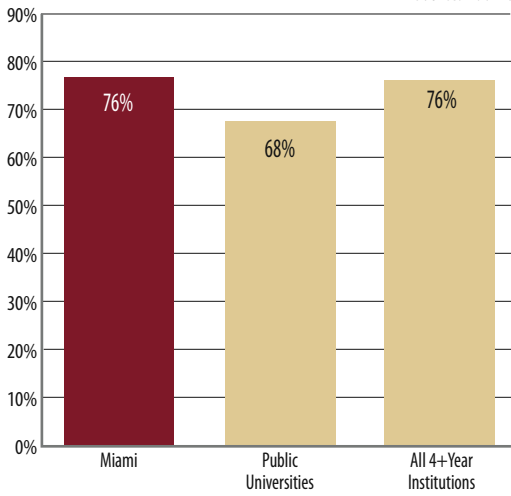


Figure 6-7: Seniors Reporting That Their General Knowledge is “Much Stronger”
source: 2004 CSS

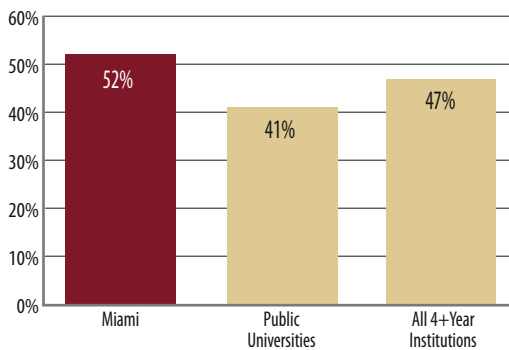
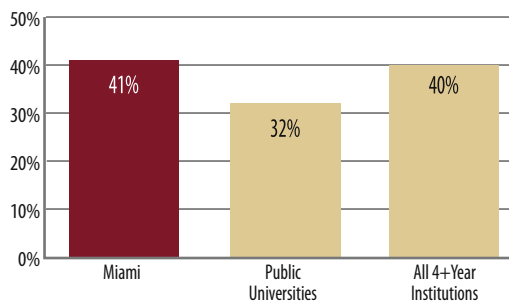


Figure 6-8: Seniors Reporting That Their Ability to Think Critically is “Much Stronger”
source: 2004 CSS



status must be renewed every five years to ensure that the faculty leading graduate student committees are maintaining their research productivity.

Departments vary in the extent to which original research is required of master’s students. In some departments the thesis, practicum, or recital is required; in other departments a master’s degree may be earned through coursework alone. Our doctoral programs normally require a minimum of four years of post-baccalaureate work. All require students to demonstrate a capacity for independent research by writing an original dissertation on a topic within the major field of study.

Assessment of Programs that Enhance Breadth of Knowledge and Intellectual Inquiry for Students

Surveys of Miami seniors indicate that the Miami Plan and other curricular and co-curricular features of Miami’s undergraduate education are very effective in enhancing the breadth of knowledge and intellectual inquiry among our students.

Responding to the 2004 CSS survey, 76% of Miami seniors said they were very satisfied or satisfied with their general education or core curriculum courses (Figure 6-6). When asked how their general knowledge compared with their general knowledge when they first entered college, 52% of Miami seniors selected “much stronger,” the highest choice on a five-point scale (Figure 6-7). Also, 41% selected “much stronger” when asked how their ability to think critically compared with when they first entered college (Figure 6-8).

Seniors responding to the 2003 NSSE survey gave similarly positive responses to similar questions. Forty-nine percent selected “very much,” the highest choice on a four-point scale, when asked how much Miami contributed to their acquiring a broad general education (Figure 6-9). Fifty-three percent chose “very much” when reporting how much Miami contributed to their ability to think clearly and analytically” (Figure 6-10). Our seniors’ mean response to the first question was statistically higher than that from seniors at all NSSE doctoral-intensive universities, and their mean response to the second was higher than that of both the doctoral-intensive and all NSSE four-year institutions.

Using an option provided by the CSS, we added a question that asked seniors the degree to which their Miami Plan courses served as an incentive for them to explore new ideas and issues. Forty-nine percent agreed somewhat and 13% agreed strongly (Figure 6-11).

Other questions on the 2003 NSSE survey shed light on the extent to which our curriculum advances students' intellectual inquiry. Ninety percent of Miami seniors reported that during that academic year they had worked on a paper or project that required integration of ideas from various sources. Their mean response was statistically higher than that of students at other NSSE doctoral-intensive universities. Sixty-nine percent of seniors worked on papers and projects that integrated ideas from other courses. Our seniors' mean response was higher than those of both comparison groups.

As positive as these results are, we are in the process of developing ways to assess student outcomes that will help us see how we can increase our effectiveness in enhancing the breadth of knowledge and intellectual inquiry among our students. We are particularly interested in learning more about the effectiveness of our undergraduate curriculum in enabling our students to think critically. As explained in Chapter 3, we are now sponsoring the second year of work by a group of 12 Assessment Fellows who are developing ways to accomplish that goal by evaluating student work in Miami Plan courses. Because the CSS and NSSE surveys are administered only on the Oxford campus, we also wish to obtain insights concerning students in our associate degree programs at Hamilton and Middletown. For that reason, we are planning to participate in the first administration of the forthcoming version of the NSSE that is being designed for two-year colleges.

We are also studying results from the CSS, NSSE, and other surveys for insights into ways we could further enhance students' critical thinking and inquiry skills. For example, one set of questions asks student to report on the extent to which their courses during the current year emphasized various mental activities, including analyzing ideas, experiences, and theories; synthesizing ideas, information, or experiences into new, more complex relationships; judging the value of information, arguments, and methods; and applying theories or concepts to practical problems or new situations. In all of these areas, responses from Miami seniors were not statistically different from those of seniors in the comparison groups. These results suggest that we should consider challenging our students more with respect to these higher-level thinking skills. This effort could begin with first-year students. Their responses to this set of questions were also statisti-

Figure 6-9: Seniors Reporting That Their Institution Contributed "Very Much" to Their Acquiring a Broad General Education
source: 2003 NSSE

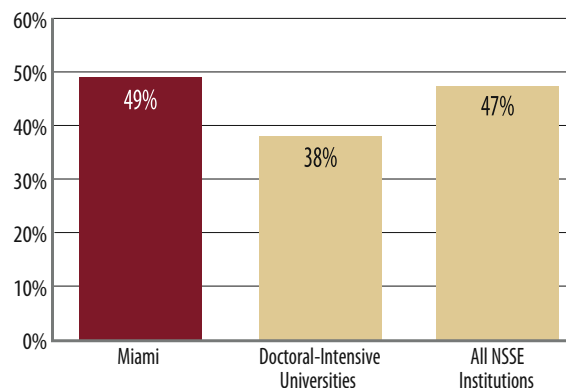
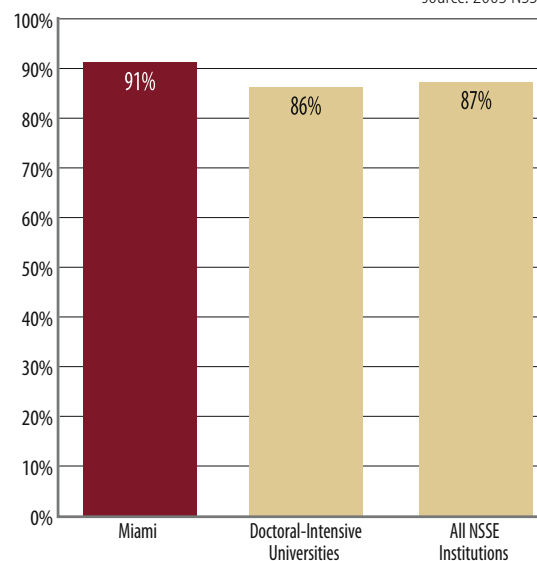


Figure 6-10: Seniors Reporting That Their Institution Contributed "Very Much" to Their Ability to Think Critically and Analytically
source: 2003 NSSE



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Figure 6-11: Seniors Reporting That Their Miami Plan Courses Served as an Incentive to Explore New Ideas and Issues
source: 2004 CSSE

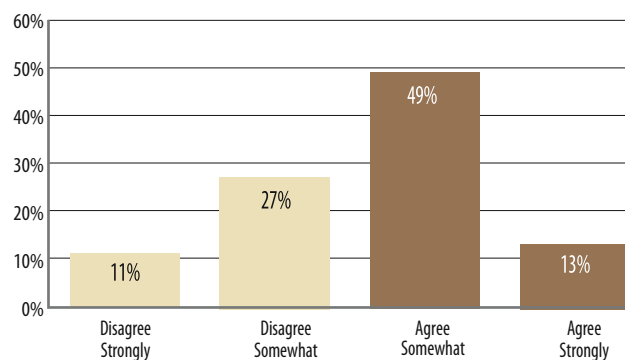
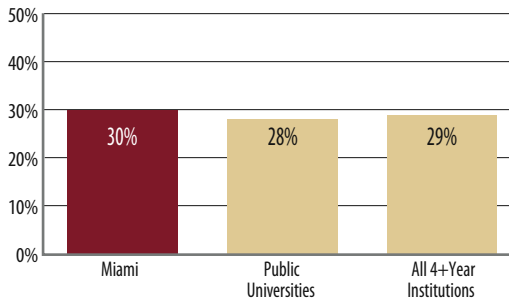


Figure 6-12: Seniors Reporting That Their Leadership Skills Are “Much Stronger”
source: 2004 CSS



cally indistinguishable from those of the comparison group, except that they reported that Miami first-year coursework emphasized analyzing more than did the comparison groups. Increasing the intellectual challenge of our curriculum, beginning with first-year courses, is one element in First in 2009 Goal 4, which we are currently addressing in several ways, including the Choice Matters initiative described in Chapter 5 and our ongoing assessment of the Miami Plan.

Leadership Programs

We are also assessing the effectiveness of the Student Affairs Division’s leadership programs, which support our efforts to prepare students to reflect and act (Principle 4 of the Miami Plan for Liberal Education). When responding to the 2004 College Student Survey, 38% of seniors indicated that they participated in leadership training while at Miami (14.5% points higher than other campuses). Thirty percent of Miami seniors said that their leadership skills were “much stronger” (highest choice on a five-point scale) than when they first entered college (Figure 6-12). Internally gathered data comparing participants and non-participants show that participants report a variety of gains that exceed their non-participant peers. Examples include interest in developing leadership potential in others, commitment to civic responsibility, and understanding of leadership theories. These are all key indicators of program effectiveness and outcomes sought through the “Miami Leadership Commitment” initiatives. The results of these longitudinal assessments are discussed and acted on by the staff who coordinate them, and they are posted on the website for these programs.

Graduate Programs

Assessment of our graduate programs’ effectiveness at providing students with an appropriate breadth of knowledge and increasing the abilities in intellectual inquiry is accomplished through our Academic Program Review process, which is described in Chapter 5. Doctoral departments must conduct a review of their programs according to guidelines developed by the Ohio Regents’ Advisory Committee on Graduate Study; the results are reported to the Ohio Board of Regents for review. Feedback from the internal program review team, the external reviewers, the Academic Program Review Committee, and the Provost allows departments to make needed revisions in their graduate programs.

Evaluation of Core Component 4B

Miami has created an educational environment in which curricular and co-curricular programs combine to enhance our undergraduate and graduate students' breadth of knowledge skills and to increase their abilities in intellectual inquiry. The Miami Plan is a particularly comprehensive approach to general education that involves courses throughout a student's bachelor's study and is informed by a unifying set of principles. Appropriate portions of the plan are also integrated into our associate degree and certificate programs. Our co-curricular programs and the general intellectual and cultural environment of the university support and extend our academic offerings. The available assessment results indicate that the full range of our programs is successful in achieving the objectives of Core Component 4B. These results also indicate that we could improve in these areas and that developing additional assessment methods would be a major engine of improvement. We are already addressing the need for more extensive assessment in ways described in Chapter 5.

Miami has devoted special efforts and resources to preparing our students for their careers and lives after graduation. In particular, we've emphasized equipping them for the global, diverse, and technological dimensions of the society we all inhabit.

Our commitment to these efforts is expressed in our mission documents. Using the language of the era in which it was drafted, the university-wide mission statement affirms our determination to educate students for "meaningful employment" and "responsible, informed citizenship" and to provide students with "opportunities to achieve understanding and appreciation . . . of their own culture . . . [and] the cultures of others" (Figure 3-1). Miami's Statement Asserting Respect for Human Dignity highlights the ways that the diversity of our Miami community benefits students, faculty, and staff alike. Similarly, First in 2009 Goal 3 is to create greater campus diversity, which is a means of preparing students for their lives in a diverse, global society, and First in 2009 Goal 2 is to develop a curriculum for the 21st century. The mission statements of the Hamilton and Middletown campuses (Figures 3-2 and 3-3) identify the same goals. In its mission statement, the School of Engineering and Applied Science includes the goals of "making ethical choices and acting responsibly," "recognizing broad societal contexts and interests," and "dealing effectively with diverse cultures" as a part of its mission statement, and the Student Affairs Division's comprehensive leadership program, "Miami Leadership Commitment," embraces a vision "to develop the leadership potential in all students for the global and interdependent world of the future."

CORE COMPONENT 4C
The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse and technological society.

Our Strategies for Preparing Students for a Global, Diverse, and Technological Society

We employ a wide variety of strategies for preparing our students to work and live in a global, diverse, and technological society. The following paragraphs look separately at strategies focused on diversity and on technology.

Diversity

One of the most significant strategies is the Miami Plan for Liberal Education. One of its four principles is “understanding contexts” by means of understanding that “the conceptual frameworks and achievements of the arts, sciences, technology, and the character of global society is crucial to our future.”²⁶ Consistent with the principles, the foundation requirement includes one class on U.S. Cultures and one on World Cultures.

Many courses that satisfy another Miami Plan requirement but not the U.S. and World Cultures requirement also help students learn about our diverse and global society. Examples include “Latino/a Literature in the Americas,” “The Making of Modern Africa,” and “Asian Art in Context: India and Southeast Asia.” The Honors Program offers a first-year course on multicultural issues. Our Center for American and World Cultures, opened in 2002, offers an interdisciplinary course titled “Strength through Diversity,” which enrolls about 300 students per year. The center also sponsors many lectures, events, and other co-curricular programs.²⁷

Students also have the option of taking courses in Black World Studies, International Studies, Jewish Studies, Latin American Studies, and Women’s Studies programs. The Curriculum Subcommittee of the University Multicultural Council has also recommended establishing programs in Native American Studies, Gay and Lesbian Studies, and Disabilities Studies.

This year, Miami established an academic theme for the university: “Citizens of World.” It involves a full calendar of events that can be used by faculty to enrich their courses.²⁸ Additional information about our extensive curricular programs is provided in Chapter 5’s description of the learning environment at Miami (Core Component 3C) and in Chapter 9, which discusses our efforts related to diversity.

We also prepare students for their future lives in a global, diverse society by offering international study programs. In 2002-2003, Miami’s participation rate in international studies ranked 28th nationally among research and doctoral institutions. The centerpiece of our international programs is Miami’s Dolibois European Center, located in Luxembourg.²⁹ Each year, over 250 undergraduates from all majors may study at the center for one or two semesters. The center also hosts a summer program for about 60 students from the School of Business. In addition, approximately 750 Miami students take part in mainly summer programs led by Miami faculty in Europe, Asia, South America and Africa.³⁰ Our Office of International Education assists a continually growing number of Miami students—175 in 2002-2003—who

²⁶ www.miami.muohio.edu/documents_and_policies/bulletin04/requirements/miami_plan.cfm.

²⁷ <http://casnov1.cas.muohio.edu/cawc>.

²⁸ http://newsinfo.muohio.edu/news_display.cfm?mu_un_id=30150259 and http://www.cas.muohio.edu/cawc/cow_events.html.

²⁹ www.muohio.edu/luxembourg.

³⁰ www.units.muohio.edu/continuingeducation/summer/workshop/interworkshops.html.

choose to participate in semester programs offered abroad by Miami's affiliated universities and organizations.³¹

Co-curricular programming focused on global and diversity issues is also a major focus of our Student Affairs Division through its Multicultural Enrichment Office and other offices. Additional details about these programs, too, are provided in Chapters 3 and 9.

Technology

Technology is becoming so broadly infused throughout the curriculum and environment of our three campuses that it has almost achieved the status of background element in our students' lives. All classrooms and offices have 100-megabit network connection, as do all residence hall rooms. Wireless access is available at many places including the libraries, university center in Oxford and campus centers in Hamilton and Middletown, and residence halls. In spring 2004, approximately 1,500 courses used the Blackboard course management system. The Information Technology Division and the University Libraries help students learn to use technology. Two organizations, the Center for the Enhancement of Learning and Teaching and the Center for Writing Excellence, offer programs that help faculty incorporate technology in their courses. To satisfy the Miami Plan requirement in Mathematics, Formal Reasoning, and Technology, students may take a course in "Computers, Computer Science, and Society" or "Perspectives in Technology." All three campuses offer majors in technology, including associate programs in Business Technology and Computer and Information Technology, as well as bachelor's programs in Computer Science, Technical and Scientific Communication (English department), and a variety of engineering and applied science fields. In addition, some programs have explicit curricular emphases on technology that are connected to best practices and national standards (for example, teacher education).

Assessment of Preparation of Students for a Global, Diverse, and Technological Society

We use a variety of effective methods for assessing how well we prepare students for their jobs and lives in the contemporary society which is now, and will remain, global, diverse, and technological. Furthermore, as explained in Chapter 5 on Criterion 3, we are in the midst of a concerted program for improving our assessment methods and our processes for using assessment results to enhance our educational effectiveness.

Our Academic Program Review process provides an effective, institution-wide framework for assessing how well we prepare students for their careers and lives in a global, diverse, and technological society. (Overviews of this program and most others mentioned in this section are presented in Chapter 5's section on Core Component 3A.) In their Program Review self-studies, departments are to evaluate the contemporaneity of the degree requirements and curricula of all their programs, both undergradu-

³¹ www.units.muohio.edu/internationalprograms.

ate and graduate.³² They are also to describe measures taken to develop a curriculum for the global, diverse, and technological 21st century, which is First in 2009 Goal 2. In line with our emphasis on benchmarking, they are to compare the contemporaneity of requirements and curricula with those of similar programs and with disciplinary trends and standards. Because Miami Plan assessment is folded into Program Review, Program Review also involves assessing departments' Miami Plan foundation courses, thematic sequences, and capstone courses from the perspective of their success in preparing students for their careers and lives.

For departments that offer programs accredited by professional or disciplinary organizations, the standards of their accrediting agencies provide a second framework of assessing their programs' effectiveness at preparing students for work and living in our contemporary world.

Within this overall assessment framework, individual academic divisions, departments, and programs develop their own methods for assessing the usefulness of their programs to students who will live in a global, diverse, and technological society.³³ These methods include alumni surveys, which are administered by all academic divisions. The Student Affairs Division is in the process of developing a survey of employers of Miami students, and some academic divisions and departments gather similar information through advisory boards or other contacts with employers of their graduates.³⁴

Because of their special focus on preparing students for their futures in a global, diverse, and technological society, the Information Technology Division, University Libraries, the International Programs Office and Dolibois European Center, and the Student Affairs Division all devote special attention to these areas in their assessment strategies.³⁵

Finally, results of the National Survey of Student Engagement and the College Student Survey provide us with insights into the overall effectiveness of our varied efforts to prepare students for their lives after graduation. Because the following results are for seniors only, they apply to all Miami bachelor's degree students regardless of whether they began their studies at Oxford, Hamilton, or Middletown.

The results of these two surveys indicate that continuing to develop our strategies for preparing students to live in a global and diverse society remains one of our major opportunities for improvement. Fourteen percent of Oxford seniors responding to the College Student Survey said that their ability to get along with people of different races and cultures was "much stronger" (the highest of four choices) compared with their ability when they first entered college (Figure 6-13). This percentage was about the same as for seniors at all CSS public universities (15%), but lower than for seniors from all four-year institutions (20%). Larger gaps separated responses by Oxford seniors and the two other groups when asked how much their knowledge of people from other races and cultures had changed. Only 9% of Oxford seniors said, "much different," compared with 17% of seniors from public

³² Academic Program Review Guidelines (Resource Room 6-16).

³³ Index to Plans for Assessing Usefulness of Curricula for Students Who Will Live and Work in a Global, Diverse, and Technological Society.

³⁴ Index to Student Affairs Employer Survey Documents (Resource Room 6-17).

³⁵ Index to Assessment Plans for the Information Technology Division, University Libraries, International Programs Office, and Dolibois European Center, and the Student Affairs Division (Resource Room 6-18).

universities and 20% from all CSS institutions (Figure 6-14). The 2003 National Survey of Student Engagement produced similar results. Only 9% of seniors reported that their experience at Miami contributed “very much” (the highest of four choices) to their understanding of people of other racial or ethnic backgrounds (Figure 6-15). Their mean response was statistically lower than—and less than half—the means of the two comparison groups of NSSE doctoral-intensive universities and all NSSE four-year institutions.

Responses to other questions provide possible insights into these Miami results. First, when asked how often they had included diverse perspectives in class discussions or writing assignments, Miami seniors’ responses were not statistically different from those of the two NSSE comparison groups (Figure 6-16). Second, the Miami responses were statistically lower for having engaged in a serious discussion with students of a different race or ethnicity (Figure 6-17). Third, when responding to a question that asked how often in the past year they had serious conversations with students who were very different from them in terms of their religious beliefs, political opinions, or personal values, the mean response for Miami seniors was statistically higher than those from the two comparison groups (Figure 6-18). Taken together, these three results suggest that Miami faculty and students are paying about the same attention to diversity issues as are their counterparts at other NSSE institutions and also that Miami students may even be more inclined than their counterparts to engage in serious conversations across differences. It may be, then, that the relatively small portion of Miami students who are from minority groups may be having a practical impact on the preparation of our students for their lives in a global and diverse society. At Oxford, our minority enrollment in 2003-2004 was 9%, which was less than half the averages for all NSSE respondents (21%) and all four-year institutions nationally (32%).

Our assessment results show that we are doing an effective job at preparing our students technologically, but that we also have an opportunity to do better. Responding to the CSS, 46% said that their computer skills were “much stronger” than when they entered college, a much higher percentage than from the comparison groups (Figure 6-19). When asked by the NSSE how much their experience at Miami had contributed to their ability to use computing and information technology, only 35% chose “very much,” the highest rating on a four-point scale (Figure 6-20). Their mean response was statistically lower than

Figure 6-13: Seniors Reporting That Their Ability to Get Along with People of Different Races and Cultures was “Much Stronger”
source 2004 CSS

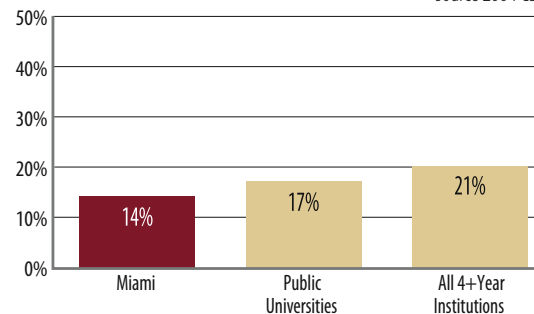


Figure 6-14: Seniors Reporting That Their Knowledge of People From Different Races and Cultures was “Much Stronger”
source 2004 CSS

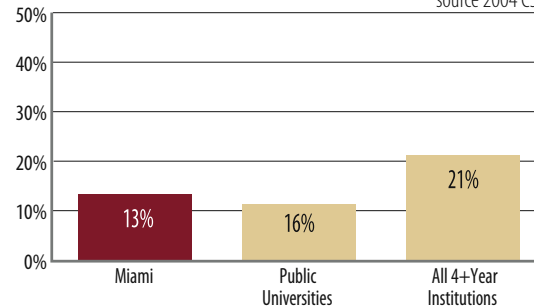


Figure 6-15: Seniors Reporting That Their College Experience Contributed “Very Much” to Their Understanding of People of Other Racial or Ethnic Backgrounds
source 2003 NSSE

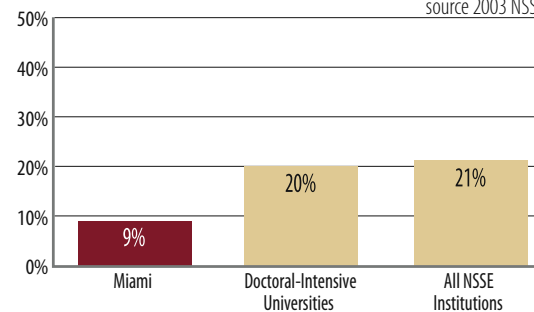


Figure 6-16: Seniors Reporting That They “Very Often” Included Diverse Perspectives in Class Discussions or Writing Assignments
source 2003 NSSE

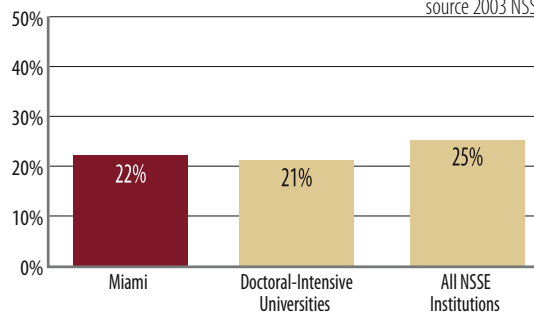


Figure 6-17: Seniors Reporting That They “Very Often” Had Serious Discussions With Students of a Different Race or Ethnicity in the Past Year
source 2003 NSSE

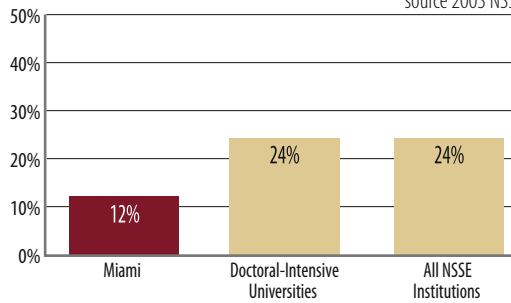


Figure 6-18: Seniors Reporting That They “Very Often” Had Serious Conversations With Students Who Held Very Different Religious Beliefs, Political Opinions, or Personal Values
source 2003 NSSE

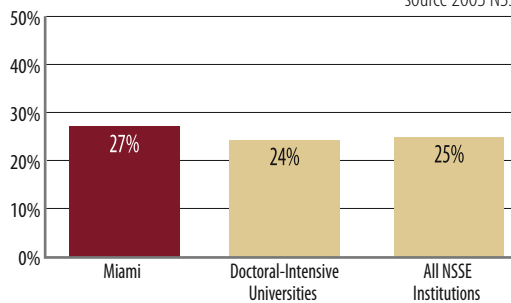


Figure 6-19: Seniors Reporting That Their Computer Skills were “Much Stronger”
source 2004 CSS

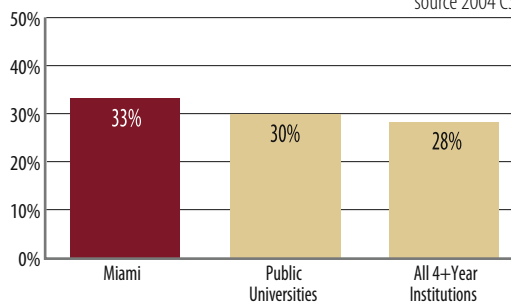
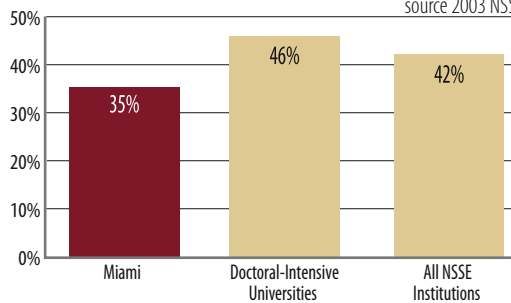


Figure 6-20: Seniors Reporting That Their Experience at Miami Had Contributed “Very Much” to Their Ability to Use Computing and Information Technology
source 2003 NSSE



that of seniors at other NSSE doctoral intensive universities, and it was not statistically different from that of seniors at all NSSE four-year institutions.

Evaluation of Core Component 4C

In sum, we use a variety of assessment methods to evaluate our many efforts to prepare students for their work and lives after graduation. Furthermore, as described in Chapter 3’s discussion of Core Component 3A, we are developing a more robust array of assessment methods.

Equally important, we are using our assessment results to refine our means of achieving our educational goals. For example, in 2002 we opened our Center for American and World Cultures, which is directed by a person hired for that new position three years ago. This year we are conducting a national search for a senior administrative position to focus on diversity and multicultural affairs. This person will sit on the President’s Executive Council and report directly to the President, also with a reporting line to the Provost. In addition, the First in 2009 Coordinating Council has established a committee to work this year on “Enhancing Students’ Learning Abroad,” which will identify strategies for increasing the percentage of Miami undergraduates studying abroad and propose ways that those students’ experiences can enrich the Oxford, Hamilton, and Middletown campuses.³⁶ Chapter 9 describes our many initiatives related to diversity.

With respect to the technological education of our students, the Information Technology Division and the University Libraries both have strategic plans that outline ways they will continue to build technology resources and education for students and faculty.³⁷

In sum, we believe that we have developed an effective set of assessment methods for examining and improving our strategies for preparing our students to work and live in a global, diverse, and technological society. Moreover, these assessment methods will be significantly enhanced as we continue to implement our overall plans for increasing the amount of full-cycle, outcomes-based assessment that are described Chapter 3.

³⁶ Charge of the First in 2009 Committee in Enhancing Students’ Learning Abroad. (Resource Room 6-19).

³⁷ Information Technology Divisions’ Strategic Plan (Resource Room 6-20).

Through a combination of policies, procedures, administrative structures, and instruction to students, Miami ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly. By means of related sets of policies and practices, we also ensure responsible action by our faculty, staff, and students with respect to business and contractual relationships that are often involved with the acquisition, discovery, and application of knowledge.

Support Ensuring Responsible Acquisition, Discovery, and Application of Knowledge

We have several policies to guide faculty, staff, and students in the research projects through which they acquire, discover, and apply knowledge. All research conducted by our faculty, staff, and students must comply with federal regulations on the use of human subjects, laboratory animals, radiation, chemicals, and recombinant DNA in research. Miami has a regulatory committee for each of these kinds of research that reviews all relevant proposals and projects, whether or not they are externally funded.³⁸

The Office for the Advancement of Research and Scholarship (OARS) has primary responsibility for coordinating the work of the regulatory committees and for seeing that researchers receive appropriate training, a task that it often achieves with assistance from the regulatory committees.³⁹ At present, it is developing Responsible Conduct of Research (RCR) training, which will include the following topics:

- Data acquisition, management, sharing, ownership
- Human subjects
- Animal subjects
- Research misconduct
- Conflict of interest/commitment
- Mentor/trainee responsibilities
- Publication practices and responsible authorship
- Peer review

In 2004, the Office for the Advancement of Research and Scholarship filled a new position for a compliance officer, who is responsible for assisting researchers in understanding and following the federal regulations that apply to their research. The libraries routinely help faculty to obtain clearances for the distribution of copyright-protected materials used in their classes, and the libraries provide password protections for items that faculty place on electronic reserve for their students' use.

Faculty take the lead in teaching students about responsible research. Thirty programs offer one or more courses that, according to their listings in the university *Bulletin*, include a discussion of ethics in their respective fields.

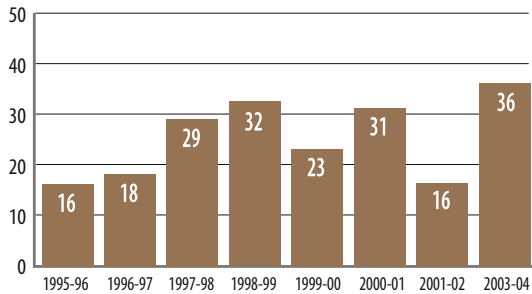
CORE COMPONENT 4D

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

³⁸ www.muohio.edu/oars/compliance_committee.

³⁹ www.muohio.edu/oars.

Figure 6-21: Cases of Academic Dishonesty Reported to the Provost's Office
source: Provost's Office



Forty-three of the courses are for undergraduate students, 17 for graduate students, and nine for courses that normally enroll both undergraduates and graduates. Most departments offer only one course dealing with ethics. The departments offering more than one course dealing with ethics are primarily from the schools of Business, Engineering, Education, and Fine Arts. An online search of electronic syllabi showed that in many additional courses, faculty discuss the responsible acquisition, discovery, and application of knowledge even though the course descriptions in the university *Bulletin* don't note that fact. Faculty also guide students to regulatory committees when the students' projects require committee approval. For courses in which students conduct research involving vertebrate animals or human subjects, faculty ensure that research protocols are submitted to the appropriate regulatory committee either by the professor for the entire class or by students conducting individual projects.

All students are expected to maintain ethical standards in their coursework. At Oxford, incoming undergraduates learn about the university's commitment to ethical behavior and academic honesty at their student orientation. The university's policy on academic dishonesty is included in the *Student Handbook*, which is given to students on all three campuses and available online.⁴⁰ Many faculty include discussions of plagiarism in their course syllabi. At least six departments include such discussions in all their syllabi. In addition, faculty discuss ethical behavior and the importance of honesty with their students. Both the University Libraries and the Center for Writing Excellence provide information to students about plagiarism. Both also provide faculty with information about preventing and detecting plagiarism. The *Student Handbook* states that academic misconduct should be reported to the Provost's office. The number of letters sent to the Provost annually since Miami's last reaccreditation review has varied between 16 and 36 (Figure 6-21). No trend is evident. However, the Center for Writing Excellence, which conducts workshops on plagiarism, states that it hears about many cases of academic dishonesty that are not reported to the Provost.

⁴⁰ Academic Misconduct Policy (Resource Room 6-21).

Supports Ensuring Responsible Contractual and Business Relationships in Research

Miami also has safeguards to ensure that both the university and the external organizations that contract with the university or otherwise provide funds for research are treated responsibly. These safeguards include policies on misconduct in research, conflict of interest, commercialization, and outside employment.

In addition, the University Budget and Institutional Research Office reviews contracts for sponsored faculty research grant proposals. The Office of the Controller has a staff of four to provide accounting support for research grants and contracts. The Physical Facilities Department plans for research facilities, their infrastructure, and operating support. The Environmental Health and Safety Office ensures that university research facilities comply with national, state, and local regulations and that the work force is not at risk.

Evaluation of Core Component 4D

Miami's policies, procedures, administrative structures, and instruction to students ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Conclusion

In sum, Miami promotes a life of learning for our faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility.

Major Strengths

1. Miami successfully encourages and supports research, scholarship, and creative activity by faculty.
2. Undergraduate students have many opportunities to work with faculty and graduate students on research projects.
3. The Miami Plan for Liberal Education is an effective means of engaging students in a life of learning and preparing them to work and live in a global, diverse, and technological society. The plan draws strength from involving classes students take throughout their four years and from having clearly articulated principles that influence the teaching of courses that are not designated plan courses.

Major Opportunities for Improvement

1. Increase the amount of externally supported research.

Action: We will continue and supplement the new programs recently put in place by the Office for the Advancement of Research and Scholarship.

2. Continue to develop curricular and co-curricular strategies for preparing students to work and live in a global, diverse society by increasing the students' understanding and interactions with people from other racial and ethnic groups.

Action: We will continue to use our new tuition and scholarship plan to create a more diverse student body, and we will continue to develop new curricular and co-curricular strategies for diversity education for our students. We will fill a newly created senior administrative position to focus on diversity and multicultural affairs.

Issues Arising in the Next 3 to 5 Years

1. At present, the university has substantial control over the quality and quantity of transfer students as well the articulation of transfer credit for courses taken elsewhere. Potential changes in the state regulations governing these processes could have a profound effect on the university's ability to ensure that transfer students are adequately prepared for advanced coursework.

CRITERION 5 ENGAGEMENT AND SERVICE



As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Miami engages with many internal and external constituencies through programs and actions by all vice-presidential divisions and all three campuses. Students, both graduate and undergraduate, comprise the primary internal constituency. Assuming that other chapters have provided the relevant information concerning the university's engagement with its internal constituencies, this chapter focuses on external ones.

This chapter presents Miami's first comprehensive study of our engagement and service. Responding to requests from the Accreditation Steering Committee and the Accreditation Subcommittee on Criterion 5, individual units and persons across the university described an abundance of activities, projects, and programs in which we can now take collective pride. Moreover, throughout preparation of this chapter, we continued to discover additional ways that Miami learns about, addresses, and assesses the needs and expectations of our constituencies. We are confident, therefore, that Miami's engagement and service extends significantly beyond what is presented here.

CORE COMPONENT 5A

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Miami's extensive engagement with its external constituencies springs from two sources. The first is the university's mission documents, which provide a general framework. The second is the university community's felt sense of mission, which guides faculty, staff, and students to initiate specific projects and take particular actions.

Miami's 1974 university mission statement asserts Miami's commitment to serving the "community, state, and nation." The mission statement of the Middletown regional campus also includes a specific reference to service, while Hamilton addresses service by providing lists of ways they accomplish their service mission in their local community.¹ The most detailed accounts of the university's commitment to its external constituencies are provided in the functional mission statements that each campus provided to the Ohio Board of Regents in 1994.² In the section where the Regents requested a description of external constituencies, the Oxford campus' general statements and the examples it offered painted a picture of mixed regional and national constituencies. On their campuses and through off-site course offerings, the Hamilton and Middletown campuses serve a seven-county region. In all three functional mission statements, the external constituencies included a mix of business, governmental, and community organizations as well as the general public in their respective regions and beyond. Finally, the First in 2009 Initiative, which serves partly as a mission statement, refers im-

¹ Index of University Mission Statements (Resource Room 7-1).

² Index of Ohio Board of Regents Functional Mission Statements (Resource Room 7-2).

PLICITLY to service in several places. Its goals of creating a curriculum for the 21st century, enriching the cultural and intellectual life of the university, and enhancing the profiles of its students and faculty all relate to the university's determination to respond to the changing needs of society.³

The Miami community's felt sense of its service mission fills out the general framework provided by the university's mission documents. Miami takes an embedded rather than centralized approach to service and engagement. Of course, it does have units focused explicitly on service with external audiences, such as the Continuing Education Office on the Oxford campus and Offices of Continuing Education/Business and Industry Centers at Middletown and Hamilton, Center for Public Management and Regional Affairs, Alumni Office, and Office of Service Learning and Civic Leadership. However, the university does not have a central office or committee that coordinates or oversees engagement and service. Rather, individual divisions, departments, and offices identify their own constituencies and determine how best to engage with and serve them. This approach mirrors its approach in many other areas for which the general direction or goal is established centrally, but local units make decisions about implementation. To gain an overview of the university's service and engagement, the Accreditation Steering Committee asked divisions, departments, and offices across the university to name the external constituencies they serve. The result is an extensive list that includes, among many others, the following: prospective students; graduates; parents; business and industry; local, state, and federal government agencies; local community-based organizations; elementary and secondary school personnel in the area and across the nation; professional societies; the Miami tribe of Oklahoma; and villages in Ghana.⁴ Details about some of these constituencies and the university's engagement and service with them are provided later in this chapter.

Miami's engagement and service almost always benefit the university by helping it enrich and refine its educational programs, enabling its faculty, staff, and students to conduct significant research; and helping it monitor the evolving needs of its constituencies. In fact, the constituencies selected by academic units appear often to have been chosen in light of the ways the constituencies can assist them in pursuing the units' educational and research objectives. Overall, the university rarely thinks of itself as simply providing a service to constituencies that depend on it.

This interdependence characterizes many of the means through which units at the university learn about the needs and expectations of its external constituencies. For example, many academic units have advisory committees whose membership is determined by the nature of the unit. For example, the School of Business Administration's Advisory Committee consists of business leaders in the fields that employ the school's graduates, the regional campuses have advisory committees of community members, and various academic departments have advisory committees that include members related to their

³ Index of key First in 2009 Documents (Resource Room 7-3).

⁴ Index of Documents Concerning Engagement with External Constituencies (Resource Room 7-4).

specialties. The advisory committees not only provide guidance concerning the university's curricula and programs but also help these units learn about ways they can better serve their constituencies. The Citizen Advisory Committees at the Hamilton and Middletown campuses function in much the same way. Each meets at least three times a year with its campus' executive officers in order to discuss the needs of the local communities and to inform these communities of the campus planning and activities underway.

Various units learn about the needs and expectations of their constituencies in a variety of other ways. Many rely on the contacts faculty and staff have through their professional associations, consulting agreements, and participation in civic and nonprofit organizations in their local communities. The use of personal contacts by faculty and staff, together with the ongoing relationships afforded by advisory committees enables the university to identify and respond to emerging needs in the future. Some units, such as the Middletown campus and the Richard T. Farmer School of Business, supplement direct contacts with needs assessment surveys of their constituencies.

Evaluation of Core Component 5A

Our direct contacts with our constituencies enable us to gain a deep understanding of their needs and expectations and also to respond as their needs and expectations change. Because these relationships are maintained by the same units that would provide the service, these units are in the best position to determine their capacity to do so. As the discussions of the other three core components of Criterion 5 indicate, our overall capacity to serve our many and varied constituencies varies substantially.

A major result of Miami's decentralized approach to engagement and service is that the university's commitment to its constituencies is broad-based and deeply rooted in the institutional structure, processes, and vision of itself. Individual units have established their own connections and developed their own structures, methods, and resources for interacting with and serving the constituencies they identified. The following discussion highlights examples from various areas and at various levels within the university. They are selected from the extensive list assembled by the accreditation subcommittee that conducted research related to Criterion 5.

Outreach to Prospective College Students

Miami's outreach to prospective college students provides an important type of engagement and service. Although the goal of recruiting students underlies these efforts, many also encourage students in areas where college attendance is low to continue their education and provide them and their families

CORE COMPONENT 5B
The organization has the capacity and commitment to engage with its identified constituencies and communities.

with advice about how to prepare for college. Examples of Oxford’s outreach programs include ESTEEM, a week-long program organized by the School of Engineering and Applied Science for 7th- and 8th-grade students of color; the Richard T. Farmer School of Business’ Business Week program, which brings talented minority high school students to campus; and the Junior Scholars Program, which brings highly qualified students to the Oxford campus for college-credit courses and offers them guaranteed admission to the university. As examples of our regional campus programs that reach out to high school students, Middletown hosts a summer leadership institute for multicultural students, and Hamilton’s Admission Office staff coordinates a leadership and self-esteem program for at-risk female students at a local high school.

Continuing Education

To serve the educational needs of citizens in the surrounding areas, Miami’s three campuses offer a variety of non-credit and continuing-education-unit (ceu) workshops, seminars, and courses. Since 1995, all have major new programs, and the Hamilton campus has built a new conference center. In 2003-2004, the continuing education offices at the three campuses together had 2,733 registrants in credit workshops, 4,862 in open enrollment non-credit courses, and 862 in contract courses for businesses, government, and other organizations (Figure 7-1).

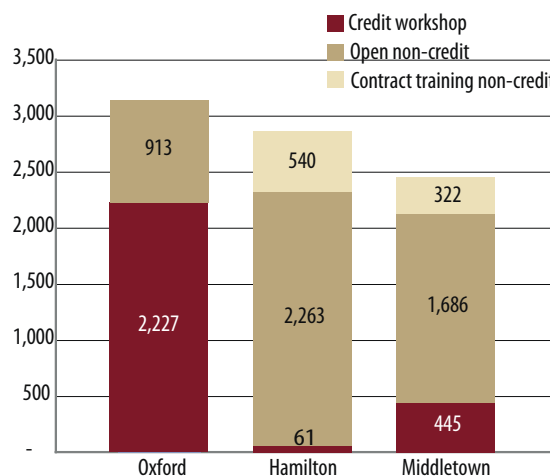
Under the umbrella of the Oxford Continuing Education Office, Miami offers the Institute for Learning in Retirement to meet the needs of the growing number of older citizens in Oxford, which is becoming a retirement destination. In addition to courses offered locally, the Institute is organizing a burgeoning number of travel programs.

The Hamilton and Middletown campuses are participating in the planning for a new learning center on the former “Voice of America” site that will respond to licensure and certification needs among entry, mid-career, and continuing education work force groups.⁵ At this site, Miami and other institutions of higher education will offer programs for the second fastest growing region in the state.

During 2004-2005, a task force will complete a comprehensive study of the Oxford Office of Continuing Education, including review and revision of its mission, goals, and objectives. The intent will be to maximize the services provided to all the internal and external constituencies and to build on past contributions made in continuing education.

In addition, at all three of its campuses, Miami offers credit courses intended to serve public school teachers and others who need

Figure 7-1: Continuing Education Enrollment at Oxford, Hamilton, and Middletown Campuses.



⁵ www.muohio.edu/voalc

additional education in order to maintain their certification or advance in their professions. For instance, to meet the needs of public school teachers, the School of Education and Allied Professions offers graduate work in the summer, the Department of English offers courses through the Ohio Writing Project for Language Arts Teachers who want to learn ways to teach writing more effectively in their courses, and the Department of Music offers a three-summer master's degree program for in-service teachers.

Other Educational Opportunities for the General Public

In addition to continuing education programs, all three campuses offer many other educational opportunities for their constituencies. These include educational programs for pre-college children and young adults such as "Kids in College"; sports programs in basketball, soccer, baseball, softball, and hockey; art programs such as Saturday Art and CraftSummer (also for adults); and science and math courses for advanced students.⁶ Post-secondary instruction is available for qualified high school students, and approximately 300 annually take these courses as an enrichment to their advanced placement options.

Programs for pre-college students are also provided by the Miami University Art Museum, the Hefner Zoology Museum, Terrell Herbarium, the Limper Geology Museum, William Holmes McGuffey Museum, and Anthropology Museum. Miami has extended the reach of its educational service to elementary school children through Project Dragonfly, which Miami's School of Interdisciplinary Studies created in collaboration with the National Association of Science Teachers and initial support from the National Science Foundation. Project Dragonfly provides elementary school children with opportunities for inquiry-based learning. *Dragonfly Magazine* is an insert in *Scientific American Explorations* magazine (published by Scientific American). The Dragonfly website has won many awards. KTCA-TV (St. Paul, Minnesota) has produced a Dragonfly television show now airing on PBS.

Lectures and public presentations are provided at all three campuses. Oxford schedules an annual Lecture Series, and the Center for American and World Cultures, the School of Business, various academic departments, and other units provide numerous events that are open to the public. Speakers during the 2003-2004 year in Oxford included Gloria Steinem, P.J. O'Rourke, Rudy Giuliani, Mary Youngblood, Otto Scharmer, John Glenn, Julian Bond, Robert F. Kennedy, Jr., Ralph Nader, and Alan Keyes. Hamilton offers the Harry T. Wilks Lecture Series and Middletown the Casper series.

Sharing Expertise, Skills, and Time

By sharing its expertise, skills, and time, Miami not only aids its constituencies but garners benefits for itself by broadening institutional horizons, learning from others, building networks of clients and colleagues, and generating goodwill that improves the reputation of the university.

⁶ www.mid.muohio.edu/conted/kidsincollege.cfm.

In some programs, engagement with external constituencies is central to the program's mission. For example, the Center for Public Management and Regional Affairs (CPMRA), housed in Political Science, provides many kinds of help to almost all 1,300 township governments across the state. Among its many activities, the Scripps Gerontology Center manages the Ohio Long-Term Care Project, for which it conducts research and training related to the state's long-term care policy.

Many other programs share their expertise with external constituencies. For instance, the Women's Center has prepared the Butler County Resource Guide for Women; the Black World Studies Program has organized conferences concerning effective parenting, college preparation, and teen socialization and development for parents in the Lincoln Heights area of Cincinnati; English department faculty have consulted with NCR Corporation and the National Institutes of Health; and Middletown faculty established a poetry workshop for the Middletown community.

In some cases, Miami faculty and staff share their expertise internationally. For example, one anthropologist is a consultant to the Bolivian government concerning sustainable development, and another participated in a UNESCO meeting in Paris on Afghanistan. A faculty member in Political Science who is an expert on the Middle East has served as consultant to the departments of State and Defense and the Central Intelligence Agency; he has also made presentations at such influential think tanks as the Council on Foreign Relations, the Brookings Institute, and the Carter Center, among others.

Faculty in the English Department help faculty in universities in China improve their English language and literature courses. Miami Libraries is a charter member of the OCLC Digital Preservation Cooperative, a new international organization whose mission is to explore the future of the digital library.

Advice to Lawmakers and Government Agencies

Among the university's constituencies are local, state, and federal lawmakers and agencies. Miami provides advice to lawmakers through our Director of Institutional Relations and our Executive Officers.⁷ Their continuous communications with the governor, senators, and representatives in the state government were essential to gaining legislative support for Miami's new tuition and scholarship plan. They were also key advisors in the effort to create an exemption for higher education facilities in a new law permitting Ohio residents to carry concealed weapons.

In addition, in 2003-2004 the university's President, Provost, and Institutional Representative helped to influence deliberations concerning renewal of the Higher Education Act by providing information to U.S. Representative John Boehner, who represents Miami's region of Ohio and chairs the House Committee on Education and the Workforce.

⁷ Appendix 4-6: Office of Institutional Relations.

Various academic programs and individual faculty also advise government agencies. For example, the Scripps Gerontology Center, mentioned above, is a highly regarded advisor to state and federal legislatures and agencies concerning policies that affect the lives of older adults. Also just cited, the Center for Public Management and Regional Affairs engages in applied research, technical assistance services, training and education, and database development in the areas of public management and capacity building, local government economic development and planning, and public program evaluation and policy research. The Middletown Applied Research Center serves the Ohio Department of Public Safety and Ohio Department of Health by conducting program assessment. Butler, Madison, and other counties are served through assessment activities in drug policy, pre-natal care, and abstinence. The Applied Research Center at the Middletown campus has provided assessment assistance to local, county, and state agencies, as well as to non-profit organizations, educational institutions, and private business and industry. Its projects have included assessment of prenatal care and drug policy programs, needs assessment for local school districts and senior citizen services, and customer satisfaction. Among the research projects currently underway are county human service agency evaluations and statewide assessment projects for Ohio's Department of Education, Department of Health, and Department of Public Safety.

Participation in Local Business and Economic Organizations

All three Miami campuses engage with their communities and surrounding areas through their involvement in local business and economic organizations. For example, Middletown belongs to local and area chambers of commerce; Hamilton is a member of three; Oxford plays an active and supportive role in the Oxford Chamber; and an Oxford staff member who represents the university on the Butler County Alliance, which is an economic development coalition, also serves as Chair of the Alliance's Board of Directors.

Resources for Research

Prominent among the resources Miami offers for researchers, scholars, and local communities are its libraries. All are open to the public and provide access to the nationally renowned OhioLink system that provides online access to and rapid borrowing from almost all university libraries and most major public ones in Ohio.

The Limper Geology Museum and Terrell Herbarium include research-quality collections that are frequently consulted by scholars. The Art Museum also welcomes researchers.

Some programs conduct research for clients on a contract basis. The Molecular Microspectroscopy Laboratory and the Paper Science and Engineering Program provide contract services to industry, and other units have received grants and contracts for research, as described in the chapter on Criterion 4.

Resources for K-12 Educators

The level of engagement with K-12 educators is particularly strong. A few examples follow.

- Through its charter membership in the National Network for Educational Renewal, Miami University (particularly our School of Education and Allied Professions and the College of Arts and Science) developed intensive partnerships with area schools. Partnership activities emphasized professional development of school and university faculty and administrators, improved outcomes for preschool through 12th-grade students, development of excellent placements for preservice teachers, and inquiry around improved practice. Although the formal structure at Miami University that supported these partnership activities has changed over time, Miami's collaboration with K-12 schools on projects that the schools themselves deem important has continued.
- All university museums provide tours and educational programs for area K-12 schools. Graduate students working with the Hefner Zoology Museum participate in the Science Alliance, which offers outreach education to hundreds of school children in local school districts.
- The Middletown campus offers Fantastic Free Fridays, which are live performances scheduled on Fridays at 10 am. K-12 schools in a five-county region are invited to bring their students without charge.
- Miami houses the Discovery Center, a statewide initiative that serves as a catalyst to improve the teaching and learning of mathematics and science across Ohio. Guided by the Ohio Board of Regents and the Ohio Department of Education, Discovery staff and Miami faculty collaborate with schools to provide professional development to teachers and administrators and to conduct research on the effectiveness of its reform initiatives as well as on issues of equity.
- A joint project of Miami University and the University of Cincinnati, the Evaluation and Assessment Center for Mathematics and Science Education provides schools with expertise in qualitative and quantitative evaluation and research, the refinement and development of measurement instruments, and the presentation of evaluation and research results to policy-makers and the general public.
- The Ohio Writing Project is one of the largest professional development and outreach programs in language arts in the state. In 2003-2004 alone, the OWP worked with a total of 499 K-12 teachers in 14 workshops and assessed the writing of 9,000 students. OWP has long-term partnerships with 20 area school districts.
- Music education and performance faculty provide assistance to music teachers and school music programs by serving as guest conductors, clinicians, and consultants. Some serve as adjudicators in competi-

tions. All are active in teacher education. Similarly, the Art Department assists with exhibits of local/regional school art students.

- The Center for Chemistry Education at Middletown helps K-12 teachers nationwide develop hands-on, minds-on chemical education that encourages teachers and students to work together to solve scientific challenges, think critically, and use their powers of observation.⁸ Through programs begun in the 1980s, the center served about 16,500 teachers who teach more than 1.3 million students each year. For about as many years, the Physics and Chemistry and Biochemistry Departments have headed a smaller-scale workshop for K-12 science instructors titled “Teaching Science with Toys.”
- Business students in the Buck Rodgers Business Leadership Program serve as student mentors for elementary and secondary students from Jefferson Elementary (40% Latin American heritage) and the Hope Program in Hamilton. Spanish students volunteer at area (Hamilton) schools to provide translation services.

Service to Individuals in the Community

Some programs offer professional services to individuals in the community. These include the Speech and Hearing Clinic, which serves as an educational resource for students in the Speech Pathology and Audiology Department, and the Psychology Clinic, which provides doctoral students in the Psychology Department with clinical training. Consistent with their campuses’ mission, Hamilton and Middletown faculty and staff serve on many community boards, volunteer time to schools and community organizations, and contribute to the civic and cultural lives of their areas in many other ways.

Cultural, Entertainment, and Sports Programming Open to Public

The public is invited to a rich variety of cultural and entertainment options organized by the School of Fine Arts and other units on all three campuses. In a typical academic year over 300 concerts, exhibitions, lectures, and programs combine to serve audiences of more than 200,000. The school reflects rich cultural diversity in its programs. As an example, the 2002-2003 Oxford Performing Arts Series featured African-American performers Denyce Graves and Wynton Marsalis/Lincoln Center Jazz Orchestra; Turkish performers with Burhan Öçal and the Istanbul Oriental Ensemble; Latin performers in Real Tango; the performances of the Moscow Circus and The St. Petersburg Legacy; and Russian composer Vladimir Martynov’s new work for the Kronos Quartet. Department of Theatre productions of *Execution of Justice* and *Anowa* both included forums and panel discussions centered on race, sexual orientation, and difference.⁹ Both of our regional campuses also offer performing arts series and other public programs that provide entertainment and cultural enrichment to their communities.

⁸ www.terrificscience.org.

⁹ 2002-03 SFA Annual Report (Resource Room 7-5).

The Oxford campus fields NCAA Division I teams in 18 sports, plus many club sports, whose competitions are open to the public. Teams on the regional campuses compete in other leagues. These cultural, entertainment, and sports events provide especially valuable opportunities for the many persons in the area whose nearest large cities, Cincinnati and Dayton, may be an hour or more away. The university's radio station, WMUB, provides local and National Public Radio programming to its portion of southwest Ohio.

Service to Alumni

The Miami University Alumni Association serves graduates in a variety of ways. For example, it maintains a career network that provides advising, information about companies recruiting at Miami, and access to an online suite of job search and career management tools. The Association also provides ways for graduates to stay involved with Miami through its many local alumni chapters and a new Winter College program for alumni.

The Association also enables graduates to contribute to the education of current students. For instance, it maintains an online career network through which current students can contact volunteer alumni to inquire about such things as career opportunities. The Association also invites graduates to help recruit high school students for Miami.

Faculty Service to Their Professional Organizations

Nearly every department has representation in the major professional organizations in its discipline. In some cases, faculty serve as officers. In other cases, Miami is the host site or headquarters for these associations. Some faculty serve as reviewers for program accreditation, and some serve as consultant evaluators for the Higher Learning Commission. Many serve as editors or reviewers. For example, faculty in the Anthropology Department review for 22 journals. The Marketing Department reports 27 positions as editor, editorial review board member, or reviewer of journals and conference proposals.

Facilities

For the local communities of Oxford, Hamilton, and Middletown, the three Miami campuses also provide important facilities. All three have meeting space as well as gyms and playing fields used by local organizations. Oxford has a natural area bordering the campus on which a full-service team challenge (ROPES) course is located, a large recreational center, and an ice arena that local residents may use.

Myaamia Project

One of the engagement and service initiatives that touches most closely on the tradition and spirit of the university is the Myaamia Project, in which the university collaborates with the Miami Tribe in Miami, Oklahoma. The university is located in an area that, prior to the mid-19th century, was home

to the Miami nation. It takes its name from the tribe and has built strong relations with it. Established in 1991 with a Miami Tribe member as director, Myaamia involves students, faculty, and staff in a variety of projects, including ethnobotany studies, development of a language curriculum to teach the Miami language to children of the tribe, and mapping of the historical landscapes of the Miami. In fall 2002, the tribe and the university signed an historic document that establishes the university as a central repository for Miami Indian cultural, linguistic, and historical resources. At least five academic courses (journalism, architecture, linguistics, anthropology, and mass communication) involve the Miami Tribe in projects and summer workshops conducted on site in Miami, Oklahoma. The university offers full-tuition Miami Heritage scholarships to students from the tribe. In 2003-2004, 13 tribe members attended the university as undergraduates.

Curriculum and Co-curriculum

The engagement and service activities mentioned involve Miami faculty and staff. In addition, Miami students provide a very significant amount of service on behalf of the university. The service students provide is doubly beneficial because it not only assists the constituents helped by the students, but it also enriches the students' education. The extent to which service pervades the academic and co-curricular student experience at Miami may be ascertained through results of national student surveys in which Miami's Oxford campus participates. According to the 2003 National Survey of Student Engagement (NSSE), 78% of Miami senior students had performed community service or volunteer work or planned to do some before graduating, compared with 59% at NSSE's doctoral-intensive universities and 66% at all NSSE four-year institutions.¹⁰ This result is corroborated by the 2004 College Student Survey (CSS), which found that 62% of Miami seniors spent time in a typical week performing volunteer service.¹¹

Other data from the 2004 College Student Survey suggest that Miami has offered fewer service learning courses than the average of schools in one of the CSS comparison groups. According to the survey, 34% of Miami seniors reported that they had taken at least one course that included community service or service learning—more than the 32% of seniors at all public universities but far fewer than the 51% at all four-year institutions. However, responses to several other questions asked in the 2001 CSS but not the 2004 version indicate that Miami professors may have been more effective at achieving the course goals by encouraging more class discussions, connecting the service experience to the course material more often, and requiring students to prepare more written reflections of their service experience. In fact, one of the most notable outcomes of a Miami education is that students graduate with a stronger belief that they can make a difference in the world. When asked the degree to which they believe “an individual can do little to bring about changes in our society,” Miami seniors endorse this half as much when they graduate as when they entered the university (19% upon

¹⁰ 2003 National Survey of Student Engagement (NSSE) results (Resource Room 7-6).

¹¹ 2004 College Student Survey (CSS) results (Resource Room 7-7).

entry and 10% upon graduation), and they endorse it half as often as seniors at other institutions (20% at NSSE public universities and 21% at all NSSE four-year institutions). Of course, our students' high degree of participation in service and leadership activities undoubtedly contributes to this outcome as well.

In order to increase the number of service learning courses available to students, the Office of Service Learning and Civic Leadership assists both faculty and students in developing service-learning concepts and courses. Pursuing the same goal, in 1998, Miami adopted an Extra Credit Option through which students may gain an extra credit hour in any Miami Plan course for service-learning activities directly connected to the content and objectives. This extended learning opportunity expanded to include any Miami Plan Foundation course in 2001.

In many courses that are not designated as service-learning courses, students also provide service and engage with external constituencies. For example, Oxford undergraduate and graduate courses have projects in which students serve as consultants to companies, government agencies, and non-profit organizations. In a marketing department course called Laws, Hall and Associates students design marketing campaigns for such companies as Ford, KFC, and Xerox. Students in Interactive Media Studies have prepared the website for the Taft Museum of Art, created a section of the website for the National Underground Railroad Freedom Center, and prepared proprietary interactive media for Procter & Gamble. Middletown students participate in Business Technology (BTE) Marketing where they engage in research projects and marketing studies for police agencies, city councils, and other regional organizations.

Students who seek service opportunities outside of their courses have a multitude of opportunities to select from. On the Oxford campus, there are 300 student organizations, many of which have service missions.¹² Miami has 33 fraternities and 21 sororities, whose membership include 33% of the student body. All perform philanthropic activities, which range from raising funds for such organization as The Susan G. Komen Foundation for Breast Cancer Research and Cincinnati Children's Hospital Medical Center to participating in Crop Walk and raising funds for the Talawanda School District. Fraternal organizations began the Adopt-a-School program that has now spread to other campuses, and they started the first Greek Habitat for Humanity chapter to build its own house in the nation. In 2003, the university established the Miami University Social Action Center in Hanna House, which provides meeting space and other resources for students who wish to develop community projects that model purposeful and effective social action initiatives. Examples of service projects spawned at the Social Action Center include the ReSTOC crew leader program in which students from Miami University guide teams of community members who participate in weekly volunteer projects that help Cincinnati's Race Street Tenant Organization pursue its

¹² <http://www.orgs.muohio.edu/muasg/contacts>.

mission of providing safe, affordable housing in the Over-the-Rhine neighborhood. Middletown and Hamilton regional campus students engage in public service through their respective student governments and other activity- and interest-based student organizations.

The service performed by students in the curriculum and co-curriculum contribute in important ways to Miami's efforts around diversity. Service learning courses often engage students with people whose racial, ethnic, and economic backgrounds differ from the students. Some service-learning sites are in Oxford or nearby areas of the rural county in which Oxford is located; the majority are in poor urban neighborhoods. For example, the Architecture Department has established the Design/Build Studio, through which students collaborate with community-based organizations to advance the social and physical rejuvenation of Over-the-Rhine, a Cincinnati neighborhood about 35 miles from Oxford. Students develop design concepts and provide construction skills to help renovate the neighborhood's historic housing stock and provide safe, affordable housing to community residents. In that same neighborhood, the university maintains the Miami University Center for Community Engagement. The center provides a setting for faculty and students from a variety of disciplines to work collaboratively with neighborhood organizations and residents on common projects for the community's cultural and economic advancement. Some service learning and volunteer projects bring students to other nations. An Architecture professor routinely takes students to Ghana, where they build children's libraries and similar facilities for villages. "Witness for Peace" sent students on alternative spring break activities to Central and South America for the past four years.

In the co-curriculum, Miami endeavors to link service with leadership development. Consequently, the new University Social Action Center integrates programs for service and leadership, where students can discuss needs, develop strategies, and manage projects. One of the university's residence-based theme living communities focuses on Leadership, Excellence, and Community. In addition to sharing their commitments, plans, and community service projects, students in this community take a 300-level course offered by the Educational Leadership Department that challenges them to analyze the leadership roles they take in service situations, the motives and understandings that underlie their approaches, the effectiveness of their approaches, and ways they might enhance their effectiveness as leaders. In 2002, the university received a \$5 million gift to establish the Harry T. Wilks Leadership Institute, which will enhance the university's efforts to help students develop the leadership skills needed to engage in ethical practices that result in community service. This year, the university received a \$10 million endowment to establish the John T. Petters Center for Leadership, Ethics and Skills Development; among other things, the endowment will support two endowed professorships, one in ethics and one in leadership.

Evaluation of Core Component 5B

Miami's capacity and commitment to engage with our constituencies is extensive, as the preceding examples indicate. Moreover, the preceding discussion describes only a sample of the various ways Miami has committed its resources to engagement with and services to its many external constituencies. As explained above, a fuller list was compiled by the accreditation subcommittee for Criterion 5—and that list, being the first to be assembled at the university, undoubtedly missed many additional instances of Miami's commitment to those who depend on it for services.

Miami's distributed approach to engagement and service means that it responds to its constituencies at the level of the individual unit. One measure of the pervasiveness of its responses is the diversity of commitments, programs, and projects with which it serves the large variety of its constituencies. The following examples, drawn from the discussion of Core Component 5B, illustrate this point.

- The advice that the President, Provost, and Institutional Representative provided to the Chair of the U.S. House of Representatives Committee on Education and the Workforce concerning the renewal of the Higher Education Act.
- The testimony of the Vice President for Students Affairs before the Congressional Education and Workforce Committee about Miami's superior graduation rates.
- The Myaami Project efforts to preserve the language of the Miami Tribe and to educate children in the language, a response to the tribe's fear that the language would die away. For only a few elders had the language been a first language.
- The initiation of the Voice of America Learning Center project mentioned above.
- The several service and engagement projects based in the Over-the-Rhine neighborhood of Cincinnati that respond to many economic and social problems faced by residents of this area.

The rest of this section provides additional examples of Miami's responsiveness to our constituencies.

CORE COMPONENT 5C
The organization demonstrates responsiveness to the constituencies that depend on it for service.

Administration and Academic Department Responses

The following examples illustrate some of the ways that the university's administration and academic departments develop projects and programs to respond to the needs of constituencies dependent on it for service or those that would benefit from some university support.

- **Talawanda-Miami Partnership.** In response to the jointly felt need to strengthen educational offerings to Oxford's public school students, in 2001 Miami and the Talawanda School District created a formal partnership that built on existing cooperative efforts. The partnership's goal is to collaboratively address mutual needs, define joint aspirations, and pursue excellence and equity for all students in the community.
- **Sharing Fiber-Optic Lines with Schools.** Miami is sharing the fiber-optic lines that link its three campuses with K-12 school districts, providing them with high-speed connections to the university and to the Internet. As the university experiments with wide-range (approximately five-mile) wireless connectivity, it is exploring the possibility of cooperative agreements with governments and schools located in the area of its campuses.
- **Center for School-Based Mental Health Programs.** In 1998, Miami's Psychology Clinic responded to the need to provide improved mental health services for school-age children and adolescents by partnering with the Talawanda School District and the Butler County Mental Health Board to pilot a school-based intervention program. The program has now been expanded to other districts, and the number of programs sponsored by the center has expanded.
- **Enterprise Ohio Network.** The Business and Industry Centers on our regional campuses are part of the statewide Enterprise Ohio Network of two-year institutions.¹³ Established in 1986, the Network fosters collaboration and mutual support among community and technical colleges and university regional campuses in the delivery of workplace education, training, and related services. Our regional campuses' Business and Industry Centers enable companies to access Targeted Industries grant funds set aside by the Ohio legislature. The goal is to provide employers with affordable, non-credit training that will increase the competitiveness of Ohio's businesses and assist in attracting, developing, and retaining companies of strategic importance to Ohio's economy.
- **Miami Debit Card for Off-Campus Use.** After Miami instituted the use of a student debit card for use at on-campus dining facilities, copy machines, ticket office, and vending machines, merchants in Oxford complained that they were losing business. In 2002, Miami responded to the merchants' concerns by reaching an agreement that enables students to also use their debit cards at cooperating uptown restaurants and shops.

¹³ Hamilton: www.ham.muohio.edu/ce/bus_n_ind.htm. Middletown: www.mid.muohio.edu/conted/enterpriseohio.cfm.

- **Command Spanish.** Miami's regional campus Continuing Education offices are the licensed providers of specialized Spanish language and cross-cultural training through Command Spanish, Inc.¹⁴ Command Spanish is the country's leading provider of customized programs and products for non-Spanish-speakers who interact with Spanish-speakers in the workplace, and the programs are designed to train persons who have no prior knowledge of Spanish. The training combines the expertise of language and curriculum specialists with the knowledge and experience of real world practitioners (police officers, physicians, paramedics, probation and correctional officers, counselors, social workers, nurses, teachers, dentists, business persons, and supervisors, etc.). Government agencies and businesses that have availed themselves of this service from our regional campuses include police and fire departments, hospitals, county Job and Family Services, Baker Construction, a county Head Start Program, a school district, and private companies.
- **Translation Services.** The Spanish and Portuguese Department responded to the needs created by a growing Spanish-speaking population in the area by working with emergency and law enforcement personnel, social service agencies, and allied health professionals.
- **Oxford Bike Trail.** The university and city have agreed to collaborate in the creation of a ten-mile bike trail that will circle Oxford. Miami will provide the portions that are on university property.

Student and Student Affairs Responses

At all three campuses, student affairs offices take a very active role in developing service projects that enable students to respond directly to the expressed needs of community-based organizations. The following examples from the Oxford campus' Office of Service-Learning and Civic Leadership illustrate the ways that these projects strengthen local communities and provide students with co-curricular experiences that enhance learning.

- **Shared Harvest Foodbank, Inc. Distribution Assistance**

As a member of America's Second Harvest, a national network of food banks, Shared Harvest provides services and support to food pantries, soup kitchens, and other emergency service providers in southwest Ohio. Workforce reductions in June 2004 reduced significantly Shared Harvest's capacity to acquire and distribute food and other essential items to local families facing hunger.

The Office of Service-Learning and Civic Leadership worked with the executive director of Shared Harvest to develop a program that provides the food bank with volunteer assistance each Saturday morning. Campus-based community service leaders guide volunteer groups from the university and local communities as they process food and other items to be distributed locally. The initiative ensures that the food bank continues to meet obligations associated with the USDA's Commodi-

¹⁴ Hamilton: www.ham.muohio.edu/cs/. Middletown: www.mid.muohio.edu/conted/commandspanish.cfm.

ties Supplemental Food Program, a program that distributes over 1,200 boxes each month to senior citizens in Butler and Warren counties whose incomes are at or below 130% of the poverty level.

• **Family Resource Center Food Pantry**

Oxford, Ohio's Family Resource Center promotes increased self-reliance to individuals and families living in the Oxford area's school district by providing emergency assistance, including referrals to other agencies and selected basic living essentials such as clothing, household items, and food. Due to limited financial resources, agency staff used their personal vehicles to pick up monthly food allocations from the local food bank. More than one trip often was required in order to transport the complete order. Recognizing inefficiencies associated with this process, the executive director sought assistance from Miami's Office of Service-Learning and Civic Leadership.

The office responded by collaborating with the Family Resource Center to develop a monthly food distribution project. Campus-based community service leaders guide student groups who pick up the monthly order from the food bank, deliver it to the agency, and restock the pantry shelves. The university provides the vehicles required to transport the food.

• **The America Reads Challenge**

America Reads is a grassroots national campaign that challenges every American to help children learn to read. In response to needs expressed by area schools and agencies, the Office of Service-Learning and Civic Leadership has organized programs through which Miami students tutor K-6 children at five sites in our school districts in the areas of reading, writing, spelling, and vocabulary.

Evaluation of Core Component 5C

The many projects and partnerships described in the discussions of Core Component 5B and 5C illustrate the ways we respond to the constituencies that depend on us for service, as well as those who are our neighbors.

Units at various levels and locations in the university assess their engagement and service in ways that enable them to cite specific evidence that their engagement and service are valued by their external constituencies. These units have defined their evaluative criteria, then systematically gather and analyze data and other evidence. Here are some of these units and some of the evidence they provide.

- **Admission Office** points to a significant increase in the total number of student applications for Oxford admission as an indication that it is successfully serving the needs of prospective students and their families.
- **Aerospace Studies Department** cites an excellent rating from the USAF Air Education and Training Command, USAF periodic staff assistance visits by the northeast regional office of AFROTC, and feedback from former military members.
- **Art Museum** notes that requests for museum resources (facility tours, staff expertise, and collections) have increased. Favorable comments in periodic surveys, sign-up books, and on the comments board are also good indicators of success. Approximately \$20,000 has been donated to the museum through the membership association, and attendance at its annual meetings has been 100-125 members.
- **Fine Arts Series.** Student attendance at performing arts events has increased substantially in recent years as evidenced by university box office data (for ticketed events) and informal observations of audience size for non-ticketed events.
- **Center for Public Management and Regional Affairs** highlights collaborative relationships with various state, local, and national organizations, such as the Ohio Township Association, Ohio Rural Development, Small Communities Environmental Infrastructure Group, and the Ohio Association of Municipal Management Assistants. Formal letters of evaluation and satisfaction from local government clients have been received, and local employers are willing to provide field experiences for students associated with the center.
- **Intercollegiate Athletics** has increased ticket sales, financial gifts, and student attendance. Membership in the athletic support club has increased by 15%, and major gifts totaling millions of dollars have been received.
- **Interactive Media Studies** has had a growing number of requests for work by its interdisciplinary student teams. It has received favorable press coverage and glowing evaluations by its clients.

CORE COMPONENT 5D
Internal and external constituencies value the service the organization provides.

The university programs and offices that employ such systematic assessment techniques are from a variety of places on campus and are not centralized in a particular division or type of institutional unit. They are greatly outnumbered by units that report that they rely on “informal” approaches. These approaches may reflect the fluid and personal nature of interactions that often exist between university units and external constituencies. In a context of mutuality and reciprocity, the same, ongoing conversations and interactions can simultaneously provide information about a constituency’s needs and expectations and about the value the constituency places on what the university has already provided. However, the reliance on informal assessment methods that provide only anecdotal evidence—or no reportable evidence at all—may also indicate that some units are not conducting the kinds of assessment that can lead to continuous improvement in engagement and service.

A Note on Internal Constituencies

Information about the assessment by service units of the value placed on their services is provided in other chapters of this self-study. For instance, the highly favorable results of careful studies by the University Libraries and Housing, Dining and Guest Services are provided elsewhere. The less favorable study by the Computing and Information Services is also provided elsewhere, along with the many substantial actions taken as a result.

Evaluation of Core Component 5D

In most of our service activities, we rely on informal means of learning whether our service and engagement are valued. For most situations, the kinds of feedback mentioned above are adequate. However, we could almost certainly increase the impact and efficiency of some of our service activities if we initiated more systematic assessment of them.

Conclusion

The analysis of the university's engagement and service leads to the following conclusions.

Strengths

1. Commitment to engagement and service is widespread, involving almost all units and a range of external constituencies.
2. Almost all of the university's engagement and service is constructed so that it enriches students' education. Among other things, engagement and service experiences allow Oxford students (and faculty and administrators) to transcend the limits imposed by their location in a small town and by the relative homogeneity of the Oxford student body.
3. Where available, assessment evidence indicates that the engagement and service is valued by the university's external constituencies. Because it is self-initiated by Miami, it is certainly valued by the university.

Opportunities for Improvement

1. Develop a systematic way of identifying, monitoring, and celebrating our service to external constituencies.
ACTION: Miami will examine the feasibility of incorporating engagement with external constituencies into the regular process of program review in academic units and in the annual reports of other administrative units throughout the university.
2. Develop assessment strategies for the engagement activities that are associated with service-learning projects in courses and in co-curricular programs.
ACTION: The University Assessment Team will explore ways to help faculty and co-curricular program directors establish student learning outcomes and devise assessment strategies for analyzing and using course and program results.
3. Increase the attention given to the needs of external constituencies in outreach programs.
ACTION: The Office of Service-Learning and Civic Leadership will develop and disseminate suggestions for assessing constituent needs related to planned and potential projects involving external constituencies.
4. Support the burgeoning service-learning and civic leadership efforts that are emerging through partnerships between Academic Affairs and Student Affairs.
ACTION: The Center for the Enhancement of Learning and Teaching will expand its offerings related to service-learning.
5. Increase coordination of the engagement and service activities of the three campuses.
ACTION: The First in 2009 Coordinating Council Committee on the Relationship among the Three Campuses will include increasing coordination of engagement and service activities among the topics of its work.

Issues for the next three to five years

1. The anticipated changing demographics in the Oxford campus' student population, due to such factors as the increased diversity of the student body resulting from the new tuition plan and the enlargement of the engineering programs, will affect program and enrollment numbers as well the focus of student interests with respect to service and service-learning. Miami must remain alert and flexible with respect to its engagement and service opportunities for students.
2. At some point, it could be useful to explore the possible benefits of establishing a central office or function to coordinate, monitor, and develop plans for enhancing the university's already strong engagement and service activities.

CHAPTER 8 DIVERSITY PROGRESS



Since its accreditation review, Miami University has increased the breadth and depth of its diversity efforts but still has much to do to achieve its aspirations.



In its 1995 North Central self-study, Miami asserted its commitment to enhancing diversity and multicultural understanding, but also acknowledged its need to do more “to make good on that commitment.” As a result of that reaccreditation review, Miami was charged by the North Central Association with addressing the situation. Since then, we have acted boldly and aggressively to achieve three goals:

- *To increase the diversity of our faculty, student body, and staff.*
- *To enhance our effectiveness in preparing students to live and work in a diverse society.*
- *To create an institutional culture where all feel welcomed and supported as valuable members of our educational community.*

Over the past ten years, our actions in pursuit of these goals have produced significant improvements. Nevertheless, we still have much to accomplish. This chapter describes our major diversity initiatives since 1995 and assesses our current situation. In order to provide a comprehensive picture of our diversity activities and progress, the chapter discusses some initiatives and evidence that are also described elsewhere in this report.

Major University-Wide Initiatives Since 1995

Since 1995, we have embarked on an extensive array of initiatives at all organizational levels. Among university-wide initiatives, the following ten are especially important.

University Diversity Plan

After the 1995 reaccreditation review, we constructed a university-wide diversity plan. Oxford, Hamilton, and Middletown developed their parts of the plan separately. In Oxford, each department and division identified several specific actions appropriate to its mission that would enhance our ability to recruit and retain minority students, faculty, and staff and that would enrich our teaching about diversity and multicultural issues. Completed in 1998, the Oxford component of the plan was a compilation of hundreds of initiatives that all parts of the institution developed and refined over a two-year period.¹ In spring 1997, during formation of the plan, a group of Oxford students organized a protest called the Black Action Movement (BAM). Hundreds of students occupied a building on campus demanding that 21 university officials meet with them the following day to discuss their concerns about racism and diversity.² The meeting took place, and the protest

¹ University Plan for Diversity (Resource Room 8-1).

² *Miami Student* article on Black Action Movement Protest (Resource Room 8-2).

ended peacefully when university administrators and the students reached agreements concerning several parts of the Diversity Plan that were already being developed.³

A major feature of the plan was creation of the President's Council on Multicultural Affairs in 1997. In 2000, the President's Multicultural Council merged with the Provost's Diversity Advisory Committee to form the University Multicultural Council. The council is co-chaired by the Vice President for Student Affairs and a Senior Associate Vice Provost. Members include the Senior Associate Vice President of Finance and Business Services, the Director of Intercollegiate Athletics, and the Chair of the First in 2009 Coordinating Council. Its four subcommittees define the scope of its activities: Center for American and World Cultures Advisory Committee, Curriculum Reform/Transformation Committee, Campus Climate Committee, and Evaluation Committee (responsible for evaluating annually Miami's progress in achieving objectives of the 1998 Oxford Diversity Plan).

Guided by the plan, which has served more as a catalyst for thinking than as a blueprint, the university has launched hundreds of initiatives, activities, and programs aimed at increasing diversity and inclusion. With respect to curricula, Miami has added a U.S. Cultures requirement to the Miami Plan for Liberal Education to introduce all students to the breadth and depth of cultures within the United States. It has introduced offerings in Hebrew and Arabic languages; added a program in Jewish Studies to supplement our longstanding programs in Black World Studies, Latin American Studies, and Women's Studies; begun an interdisciplinary major in International Studies; added a gay/lesbian thematic sequence as an option in the Miami Plan for Liberal Education; and generally added courses across much of the curriculum that address issues of diversity and inclusion. Also, Miami hired Dr. Edgar Beckham, Senior Fellow of the American Association of Colleges and Universities, as a diversity consultant for three years. The library is participating in a digitization project to make the Miami tribe's archival materials readily accessible to scholars, students, and tribe members.

Increased Assessment of Diversity

Since 1995, we have greatly increased our assessment of diversity at Miami. Among these assessment actions, the most comprehensive and widely used are the Campus Climate Surveys, which we hired the University of Michigan's Center for the Study of Higher and Postsecondary Education to construct and administer in 1996 and 2002. In addition, in 2004 we created an abbreviated, web-administered "dashboard" version of this Campus Climate Survey to provide us with responses each year to selected questions. We have also conducted many other, more specialized studies, including promotion and pay equity analyses for faculty. We have also examined closely

³ *Miami Student* article on Resolution of Black Action Movement Protest (Resource Room 8-3).

the diversity-related results from the Higher Education Research Institute Faculty Survey and the four national student surveys in which we participate: Cooperative Institutional Research Program Freshman Survey (CIRP), Your First College Year (YFCY), College Student Survey (CSS), National Survey of Student Engagement (NSSE). In addition, we have used the opportunity to create Miami-specific questions for the YFCY and CSS surveys to inquire about diversity and inclusion.

Moreover, we not only gather and analyze these data, but we also actively use the results to identify specific needs and devise ways to address them.

Improved Recruiting

Through improved recruiting strategies, we have increased the diversity among students and employees, a trend we are committed to sustaining. For undergraduate recruiting, we have developed more sophisticated strategies for reaching potential minority applicants. We have also refined our models for managing financial aid to obtain an improved yield. Our new scholarship and tuition plan, described in Chapter 1, is designed to provide greater flexibility in building diverse first-year classes. To achieve greater diversity in graduate programs, our Associate Dean for Minority Affairs has added more recruiting visits to minority-serving institutions and increased follow-up with potentially interested minority students. Miami has also arranged feeder agreements with five Historically Black Colleges and Universities that will send Miami up to five graduate students per year. Some departments have initiated their own strategies for recruiting more diverse groups of graduate students.

To increase the diversity of our faculty and staff, all five vice-presidential divisions have launched efforts to create more racially and ethnically diverse employees. For example, the Academic Affairs Division requires that all faculty searches be accompanied by a recruitment plan that explains how the department or program will actively seek minority candidates. Before campus visits are scheduled, divisional and Provost approval must be given to the list of finalists.

The results of our diversity recruiting efforts are described and evaluated later in this chapter.

New Statement Asserting Respect for Human Diversity

In 2004, University Senate passed and the Board of Trustees adopted a new diversity statement that reflects Miami's evolving understanding of its diversity goals. By focusing on the ways that diversity can be an educational resource that benefits all students, the new statement possesses a breadth and vision that stand in sharp contrast with the university's 30-year-old mission statement's emphasis on "access." Key sentences from the new diversity statement read as follows.

Miami University is a community dedicated to intellectual engagement. Our campuses consist of students, faculty, and staff from a variety of backgrounds and cultures. By living, working, studying, and teaching, we bring our unique viewpoints and life experiences together for the benefit of all. This inclusive learning environment based upon an atmosphere of mutual respect and positive engagement invites all campus citizens to explore how they think about knowledge, about themselves, and about how they see themselves in relation to others. Our

intellectual and social development and daily educational interactions, whether co-curricular or classroom related, are greatly enriched by our acceptance of one another as members of the Miami University community. Through valuing our own diversity and the diversity of others, we seek to learn from one another, foster a sense of shared experience, and commit to making the University the intellectual home for us all.

Also notable in the new diversity statement is that, unlike its predecessor, it includes no list of “diverse” classes of people, a fact that emphasizes the diversity of us all.

STRIVE Initiative

In 2003, Miami launched the STRIVE initiative, which emerged from the First in 2009 Coordinating Council. Spawned by a Miami team participating in an American Association of Colleges and Universities workshop in summer 2003, STRIVE takes a voluntary, grass-roots approach to the broadly conceived goal of advancing academic excellence through inclusion. During 2003-2004, Coordinating Council did the following.

- Hosted 26 conversations on the university’s three campuses about the STRIVE acronym and concept. Participating groups included University Senate, fraternity and sorority presidents, and the Classified and Unclassified Staff Advisory Councils. In addition, many academic departments had STRIVE conversations. STRIVE leaders highlighted the needs that were raised during these conversations.
- Called for proposals for STRIVE projects, received 24, and funded 11 for a total of \$30,000.
- Conducted 20 vision and planning sessions involving 180 persons, including graduate and undergraduate students (34%), faculty (29%), classified and unclassified staff members (32%), and top-level administrators (5%) from all campuses. Participants brainstormed characteristics that enable a group to work effectively for transformational change, and they identified the crucial elements in their vision of an academically excellent Miami. Based on ideas generated at the vision and planning sessions, the Coordinating Council created three drafts of an aspirational vision of Miami as an academically excellent institution through inclusion. The council’s chair unified the three drafts into a single aspirational vision statement for discussion by the university community. When completed, the statement can serve as guidepost for future planning and action.

Search for a Senior Administrator to Coordinate Diversity Efforts

This year, we are searching for a new senior administrator who will have a coordinating and advocacy role for all of our diversity-related activities and programs. This person will sit on the President’s Executive Committee and will report directly to the President and also have a reporting line to the Provost. Our purpose in creating this new position is to continue to build on our progress with respect to diversity, to keep our momentum going.

Revision of the Policy Against Harassment and Discrimination

As a way of improving the climate on all three campuses, Miami also completely revised its policy against harassment and discrimination to streamline processes in a way that provide added protection for victims and persons accused. Developed by a diverse ad hoc committee and University Senate, the new policy makes clear who must report possible violations of the policy and who can act as a colleague, counselor, and supporter for persons who want to discuss situations without making a complaint or before deciding whether to make one. Some members of the university community are discussing the desirability of further revisions.

Adoption of Same-Sex Domestic Partner Benefits

Beginning in June 2004, the university announced that it would become the first state-assisted university to offer same-sex domestic partner benefits, thereby increasing its ability to recruit and retain faculty and staff with partners. The action also provides a gesture of respect for the diversity of all gay, lesbian, bisexual, and transgendered students and employees.

Coordinating Council Committee on Faculty Development for Inclusion

This year the First in 2009 Coordinating Council has established a committee to design new models of faculty development that will foster greater inclusion at the university. The committee began by examining previous Miami reports related to diversity, reviewing current efforts at Miami to develop more inclusive pedagogies, and studying best practices at other institutions. Faculty development models the committee is considering range from immersion sessions during the week between the end of spring semester and beginning of summer school to train-the-trainer programs. The committee is also developing a strategy for obtaining broad support at all levels within the university for the program it designs.

Expansion of Support for Students with Disabilities

Miami is providing an increasing amount and range of services to students, faculty, and staff with disabilities. Since 1995, the number of students served by Oxford's Office of Disability Resources has doubled.⁴ To meet this growing demand, the Office's personnel now include three full-time staff members and eight part-time service providers. In addition, new technologies have enabled the Office to add new services. For instance, it now has the ability to Braille and tactilely enhance print materials, as well as to convert print materials into electronic format (e.g., books and handouts on compact discs). The Office has also researched and implemented technology that provides captioning services to the regional campuses from the Oxford campus. With the partnership of various offices on campus, the Office has also taken the initiative to address Web access and Section 508 issues. The Office's services have been augmented by the Oxford campus' Rinella Learning Assistance Center, which in 2003 built 12 soundproof testing rooms for students who need to take examinations in a non-distractive environment.

The Hamilton and Middletown disability offices have expanded in a similar fashion during the past decade.⁵

⁴ www.miami.muohio.edu/odr.

⁵ Hamilton Office of Disability Services: www.ham.muohio.edu/student-services/disability_srvs.htm. Middletown Office of Disability Services: www.mid.muohio.edu/disability.

Major Oxford Diversity Initiatives Since 1995

In addition to the university-wide actions, all three campuses have been very determined and creative in designing strategies for increasing diversity and enhancing diversity education. At Oxford, a major outcome of the University Diversity Plan has been the renovation of MacMillan Hall, situated near the center of campus, as the home for a variety of campus programs and groups that share a focus on diversity, inclusion, and multicultural perspectives. Opened in 2003, MacMillan houses the Center for American and World Cultures, the Black World Studies Program, the Women's Studies Program, the American Studies Program, and the International Education Office, among others.

A sampling of new co-curricular accomplishments on the Oxford campus include opening an Office of Gay, Lesbian, Bisexual, and Transgender Services; moving the Center for Black Culture and Learning to a larger space; creating a Community Advocacy Alliance, which consists of students, faculty, and staff trained to work with those who feel marginalized; creating the Social Action Center, which fosters and supports student interest in social change; starting the Mosaic Project, in which self-selected first-year students live in the same residence hall, where they meet with faculty members in small groups for two hours each week to explore such topics as race, religion, class, and sexual orientation; and offering numerous speakers, university forums, and other programs on diversity issues. Students have created Miami chapters of six historically African-American fraternities and sororities, a Latino fraternity, and a club for Asian and Asian-American students. To answer questions from prospective and current Oxford students as well as other members of the Oxford campus community and the public, the university also established an easily accessible website with Diversity Facts.⁶ In 2003-2004, the University Multicultural Council prepared four white papers on diversity topics and held public forums for discussion.

Additional details about the Oxford campus' many diversity initiatives can be found in two reports prepared by the University Multicultural Council.⁷

Major Middletown Diversity Initiatives Since 1995

The Middletown campus developed its diversity plan through the Campus Senate. Designed as an evolving document, the plan was adopted in 1997 and revised in 1999 and 2002. The current version has four major goals: increasing the representation of people from diverse backgrounds in Middletown's campus community of students, faculty, and staff; creating a more visible, continuing initiative that will include a variety of campus and community programs and activities; enhancing the abilities of our students, faculty, and staff to function effectively in the emerging global community through program development and implementation; and generating maximum participation and support from departments, student organizations, faculty, and staff regarding diversity efforts. For each goal, specific action plans are identified, responsibilities assigned, assessment measurements defined, and assessment methods described. Middletown also established a Diversity Advisory Council, composed of faculty, staff, and students, which works to advance the diversity plan by

⁶ www.miami.muohio.edu/diversityfacts.

⁷ Reports of the University Multicultural Council (Resource Room 8-4).

doing such things as coordinating and promoting special educational opportunities related to diversity in collaboration with various campus offices.

As part of its efforts to create a more diverse and inclusive campus, Middletown has undertaken numerous initiatives. For example, the Middletown campus appointed a half-time position for a Multicultural Coordinator in 1998, which was extended to a full-time position in 2003. Campus cultural programs have long had multicultural components. Since its inception in 1996, the Artist and Lecture Series has presented a wide range of ethnically and culturally diverse programs. As of July 1, 2003, the Office of Multicultural Affairs was charged with the responsibility for diverse cultural public event programming, which is allotted more than half of the budget for the Artist and Lecture Series. The student organization FACES (Focus and Culture of Every Student) supports and presents educational and entertainment multicultural programming.

To recruit a more diverse student body, over the past five years Middletown has budgeted \$175,000 annually for need-based multicultural student awards. This increase in financial aid is coupled with the fact that in 2003-2004 Middletown (and Hamilton) had the lowest tuition among all of Ohio's regional campuses.

Major Hamilton Campus Diversity Initiatives Since 1995

Many of the Hamilton campus' diversity initiatives in the past decade have focused on its Office of Multicultural Services, which established the hiring of a full-time director in December 1995. In 1999, the Hamilton campus chartered a new Hamilton Senate committee, Diversity at Miami Hamilton, which supports the work of the Office of Multicultural Services and assists the Executive Director in ongoing assessment and promotion of diversity on campus and in the surrounding community.

The Office is located in a suite known as the Multicultural Center, which includes two offices; a resource room; a receptionist area; and a multipurpose area used by students, faculty, staff, and the general public for studying, socializing, and programming. To the best of our knowledge, Hamilton's Multicultural Center is the only one of its kind among all of the regional campuses throughout the state. While all students, faculty, and staff are welcome, the Center provides a place where students of diverse backgrounds, in particular, can relax, interact, receive advising, study, and find opportunities to serve others. The Center is also the home of the Minority Action Committee, a student organization that provides opportunities for social interaction, for programming, and for campus and community service. Among its other activities, the Minority Action Committee sponsors and organizes the annual "Taste of Soul" Dinner in February, with traditional African-American home cooking and gospel music.

Throughout the past ten years, the Office has sponsored a growing number of programs, activities, and initiatives. Many of its programs are designed to increase campus awareness and understanding of cultures other than the majority culture. Often, the Office partners with other groups and offices at Hamilton and the other Miami campuses and with individual faculty members to co-sponsor events or bring speakers to campus. Recent events have included the African-American Read-In; Kwanzaa and Hanukkah celebrations; the annual Hispanic celebration in October; the Black History Month programs and celebrations, including the very popular Adinkra workshop, that take place from Janu-

ary through April; the Black Male Institute; the Hair Conference; and the Black Female Institute.

Since 1995, Hamilton has expanded the Multicultural Office's support and services in the following ways.

- Hired a quarter-time Assistant Director.
- Hired a full-time classified staff member to support its activities.
- Scheduled an advisor for the office several hours a week, since minority students infrequently visited the Advising Office.
- Created a resource library within the Center.
- Fitted the Multicultural Center with a computer lab for student use.
- Established a system for asking faculty with minority students in their classes about the students' performance; provided intervention and counseling, if needed.
- Conducted a campus climate survey in 2003.

The Hamilton campus has also initiated many other diversity initiative efforts since 1995, some of which involve the community as well as the campus. Among other actions, the campus has done the following:

- Assigned a person in the Office of Admission and Financial Aid to be in charge of special efforts toward minority student recruitment.
- Enhanced efforts to recruit a more diverse faculty and staff; hired two faculty in Black World Studies.
- Provided office space one day a week for the university's minority recruitment/ placement professional, whose main office is in Oxford.
- Increased retention efforts for minority students by reviewing all schedules each semester to ascertain appropriate placement (minority students are one of several groups for which this service is performed).
- Helped sponsor PeaceFest in 2002 and 2003, a community celebration of diversity, aimed at creating positive interactions between the police department and the citizens of Hamilton; the slogan is "Hamilton blossoms where tolerance grows."
- Established in 1999 the "Racial Legacies and Learnings: How to Talk about Race," a series of conversations involving both campus and community, that occurs every semester, with invited speakers from around the country as well as a panel of local discussants. The format provides the audience with an opportunity to participate in the discussion. The focus has been varied, including African-American, Arab-American/Muslim-American, Latino/a, and Appalachian topics. Attendance has averaged at least 200. Julian Bond was the invited speaker in 2004.

Assessment of Progress

The rest of this chapter discusses evidence that demonstrates the progress Miami has made toward achieving its diversity goals. Topics include the increased diversity of the Miami community, perceptions about the institution’s commitment to diversity, attitudes towards Miami’s diversity efforts, campus climate, and the educational impact of the institution’s diversity initiatives. Except for the section on demographics, the assessments depend primarily on data from surveys conducted in 2001 or 2002, before the university launched several substantial initiatives for achieving its diversity goals. These include the renovation of MacMillan Hall; opening the Center for American and World Cultures; the movement of the Center for Black Culture and Learning to larger quarters; the creation of an Office of Gay, Lesbian, Bisexual, and Transgender Services in Student Affairs; the provision to offer domestic partner benefits to faculty and staff; and the STRIVE initiative. Consequently, the assessments given below do not reflect the impact of the major steps taken within the last two years.

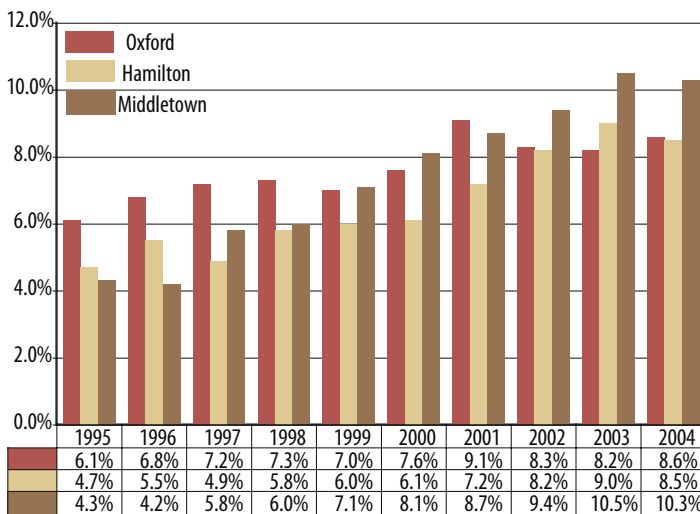
Increased Diversity of the Miami Community

Over the past ten years, we have succeeded in increasing the minority populations in our undergraduate and graduate student bodies, though not by as much as we have desired.

Table 8-1: Minority Students in the Student Body.
source: IPEDS

Undergraduate Students	Fall 1995	Fall 2004	Percent Change
Oxford	6.1%	8.6%	+41%
Hamilton	4.7%	8.5%	+81%
Middletown	4.3%	10.5%	+144%
Graduate Students	7.7%	10.7%	+39%

Figure 8-1: Percentage of Minority Undergraduate Students Enrolled at the Oxford, Hamilton, and Middletown Campuses, 1995 to 2004.



Students

As Table 8-1 shows, the percentage of minority students at Miami has grown between 41% at Oxford to 144% at Middletown. See also Figures 8-1 and 8-2. This growth results largely from our increasingly effective recruiting, which has increased minority enrollment in the entering classes at our three campuses. (Figure 8-3). The increases have occurred among African American, Asian American, and Hispanic American students.⁸

Even with these increases, however, the percentage of minority undergraduate and graduate students at the Oxford campus remains lower than those at most of our benchmark universities (Figure 8-4). Oxford’s undergraduate minority enrollment of 8.6% is only about one-third of the national average of 25.9%. In contrast, the 8.5% minority students enrolled at the Hamilton campus and the 10.5% at the Middletown campus surpass the 7.4% minority population in their official three-county service area.⁹

⁸ Minority Student Enrollments, 1995 to 2004 (Resource Room 8-4).

⁹ Minority Percentage at Hamilton and Middletown and in Their Service Area (Resource Room 8-5).

These increases have been generated, in large part, by the refinements in our recruitment strategies that are described above. As Table 8-2 shows, these refinements have increased the proportion of minority students entering our first-year classes between 21% at Oxford to 742% at Middletown. See also Figure 8-3. The percentage of new minority students in the Graduate School has more than doubled (Figure 8-5).¹⁰

Although these changes in our enrollment are significant, we continue to believe that our student body should be substantially more diverse than it is. We are optimistic that our new tuition and scholarship plan will continue to produce increases in the diversity of our incoming classes in many ways. For example, the plan may have spurred a near doubling in our first-year class of first-generation college students—those whose parents did not graduate from college—in our first-year class from 8.8% in 2003 to 17.0% in 2004. Similarly, in plan’s first year, acceptances from minority Ohio residents jumped by 50%. Also helping us enroll a more diverse student body will be the \$84.5 million in our capital campaign that are targeted for student scholarships. We believe that the decision by the Hamilton and Middletown campuses to charge the lowest regional-campus tuition in the state is helping them diversify their student bodies. However, we realize that additional efforts will also be required on all three campuses.

Faculty

To strengthen the diversity of our faculty, we have significantly increased the proportion of minority and women professors in tenured and tenure-track eligible positions. Between 1995 and 2004, the portion of tenured and tenure-eligible minority faculty almost doubled from 8.6% to 15.2%.¹¹ To compare our current percentage of minority faculty against a national standard, we use Oklahoma State University’s 2004 Faculty Distribution Survey of 68 institutions in the National Association of State Universities and Land Grant Colleges (NASULGC). See Figure 8-6. According to this survey, our overall percentage of minority

Figure 8-2: Percentage of Minority Graduate Students Enrolled in Master’s and Doctoral Programs, 1995 to 2004.

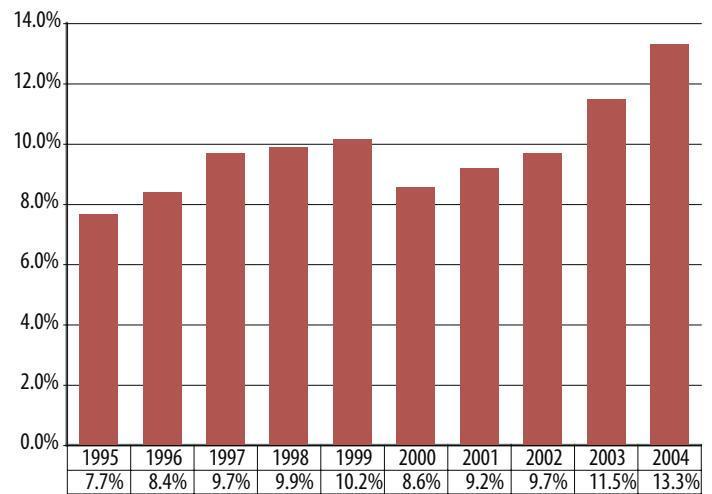
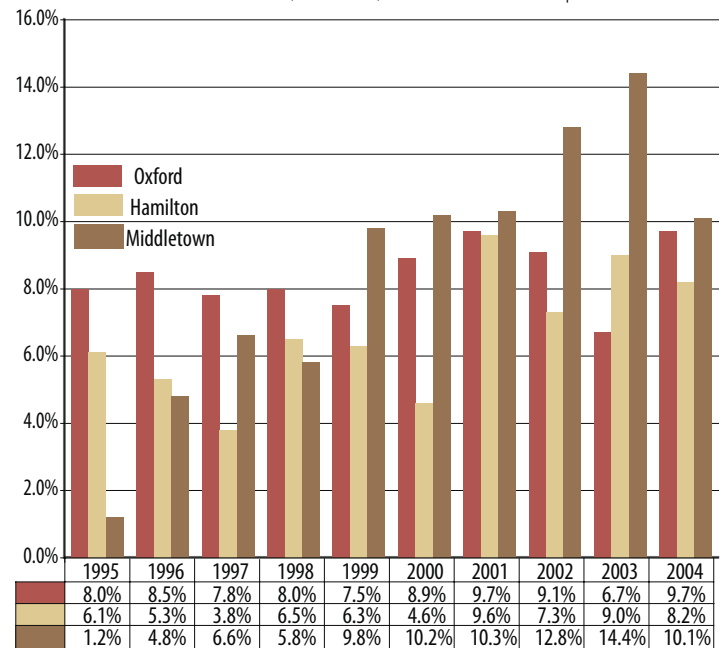


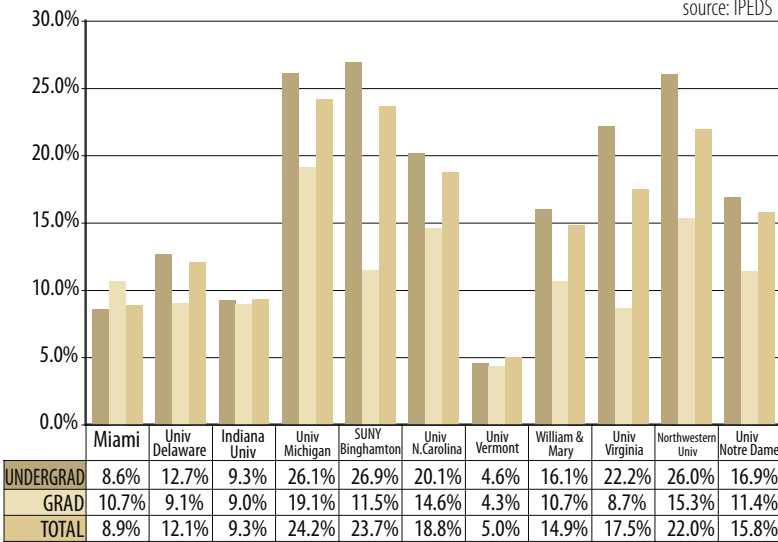
Figure 8-3: Percentage of Minority Undergraduate and Graduate Students in the Entering Classes at the Oxford, Hamilton, and Middletown Campuses 1995 to 2004.



¹⁰ Minority Percentage of Graduate Students (Resource Room 8-6).

¹¹ Percentages of Minority Tenured and Tenure-Eligible Faculty, 1995 to 2004 (Resource Room 8-7).

Figure 8-4: Percentage of Minority Undergraduates at Oxford and Ten Benchmark Universities, 2003
source: IPEDS



professors as well our percentage at each rank are only slightly below the national NASULGC percentages. (Note that this survey counts all assistant professors, including those who are not eligible for tenure.)

Since 1995, we have also raised the percentage of female faculty members in tenured and tenure-track positions. It increased from 30.6% to 36.2%.¹² The 2004 Oklahoma survey places our full-time female faculty far ahead of the national average, 37.4% to 28.2% (Figure 8-7). According to AAUP data, our percentage of female faculty at each professorial rank leads all ten of our benchmark universities (Figure 8-8). (Like the Oklahoma survey, the AAUP survey counts all full-time assistant professors, including those who are not tenure eligible.)

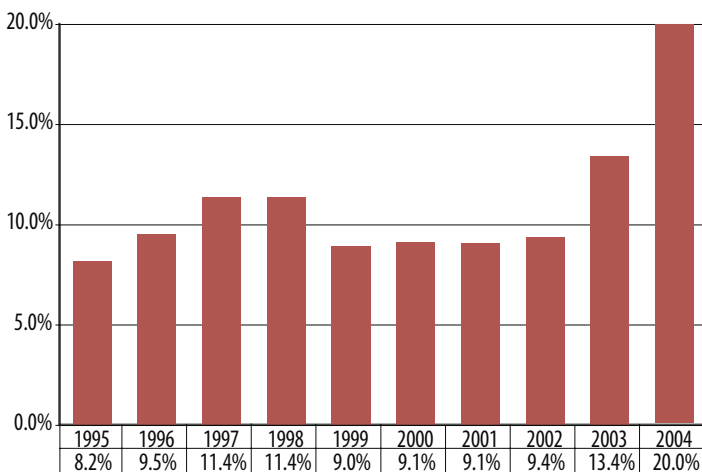
Table 8-2: Minority First-Time Students.
source: IPEDS

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Undergraduate Students	Fall 1995	Fall 2004	Percent Change
Oxford	8.0%	9.7%	+21%
Hamilton	6.1%	8.2%	+34%
Middletown	1.2%	10.1%	+742%
Graduate Students	8.2%	20.0%	+144%

Moreover, we are continuing our progress at diversifying our faculty. In the past four years, our percentages of new tenure-eligible minority and female faculty were higher than those of our current faculty: 25.8% versus 15.2% for minority faculty and 41.1% versus 36.2% for female faculty (Figure 8-9).

Figure 8-5: Percentage of Minority Graduate Students Among Students Beginning Master's and Doctoral Programs, 1995-2004



Our continued success at increasing the percentages of minority and female faculty will depend not only on our recruiting of new faculty but also our ability to retain the colleagues we hire. Of the 26 minority faculty whose tenure-decision years were 1998 to 2003, 35% left Miami before the decision, compared with 28% for non-minority faculty with tenure decisions during the same period (Table 8-1).¹³ The same pattern holds for female faculty. Of the 85 female faculty with the same decision years, 33% left prior to the decision, compared with 25% for male faculty.¹⁴ For all groups the departure percentages were higher than for faculty whose decision years were 1993 through 1997, though the percentage for minority faculty increased more than for non-minorities and the percentage for females rose more than for males. These data indicate that improving retention rates for minority and female faculty—indeed, for all faculty—is one of Miami's major opportunities for improvement.

¹² Percentages of Female Tenured and Tenure-Eligible Faculty, 1995 to 2004 (Resource Room 8-8).

¹³ Tenuring of Minority and Non-Minority Faculty Hired 1987 to 1996 (Resource Room 8-9).

¹⁴ Tenuring of Female and Male Faculty Hired 1987 to 1996 (Resource Room 8-10).

Staff

The university is gradually increasing the diversity of its unclassified staff. From 2001 through 2003, the number of full-time minority staff rose from 90 to 101 (9.5% to 10.1%).¹⁵ However, that increase accounted for 20% of the 53 new unclassified staff positions created during that period. (Data from before 2001 are not used because changes in the university’s reporting programs made meaningful comparisons impossible.)

While the results of Miami’s minority hiring efforts for unclassified staff are encouraging, those for minority full-time classified staff are disquieting. On all three campuses, the percentages remained roughly unchanged or decreased between 2001 and 2003.¹⁶ For minority full-time classified staff, the percentage is lowest (3.2%) at Oxford. The number of minority employees in these positions is only 51 (3.7%) out of a work force of 1,393.

The percentage of classified and unclassified staff who are minorities varies from unit to unit. In the Student Affairs Division, one-fifth of all staff are persons of color. In other units, the percentage of minority staff is very low.

Figure 8-6: Percentage of Minority Faculty at Each Rank at Miami and Nationally, 2003
source: Oklahoma State University Faculty Distribution Survey

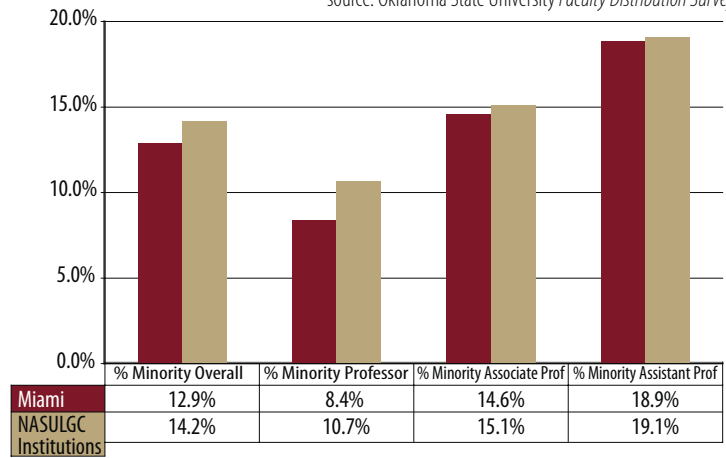
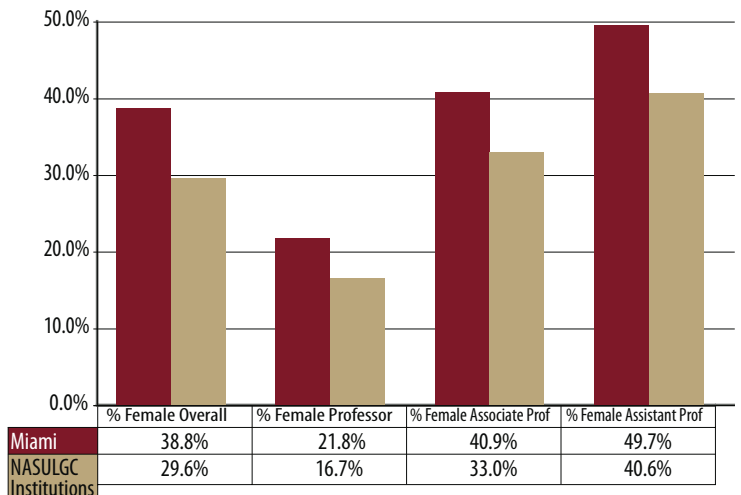
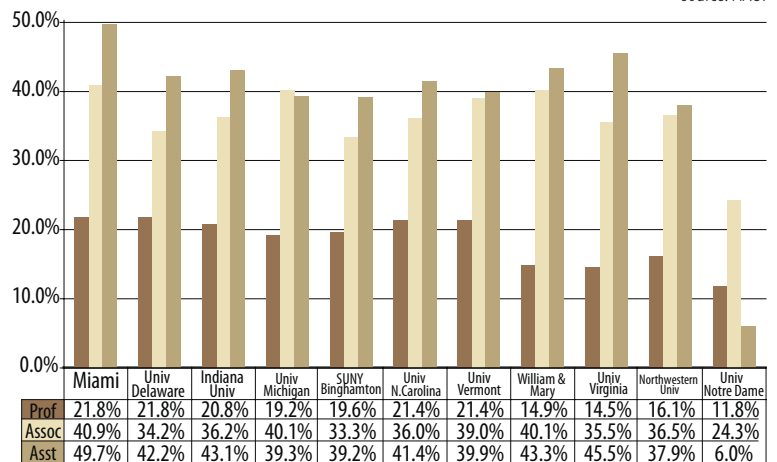


Figure 8-7: Percentage of Female Faculty at Each Rank at Miami and Nationally, 2003
source: Oklahoma State University Faculty Distribution Survey



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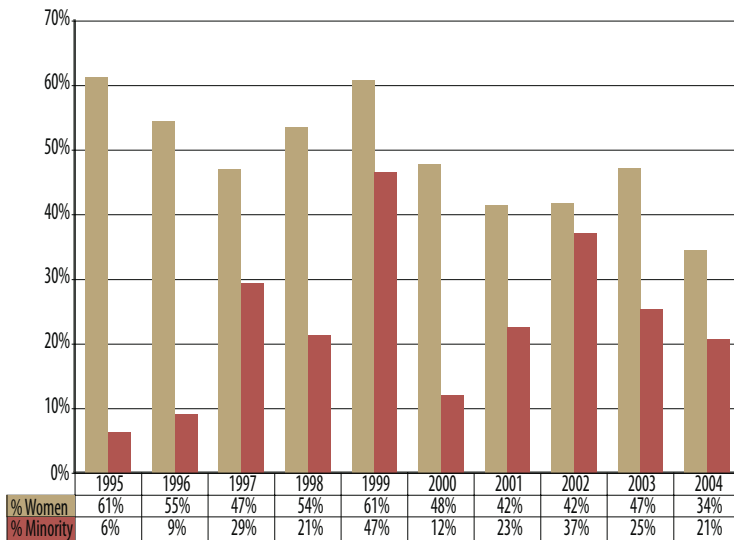
Figure 8-8: Percentage of Female Faculty at Each Rank at Miami and Benchmark Universities, 2003
source: AAUP



¹⁵ Appendix 8-1: Minority Employees in Unclassified Staff Positions, 2001 to 2003.

¹⁶ Appendix 8-2: Minority Employees in Classified Staff Positions, 2001 to 2003.

Figure 8-9: Percentage of New Minority and Female Faculty Hired for Tenured and Tenure Eligible Positions, 1995-2004
source: Office of Institutional Research



NOTE: Data for female hires 99-04 and minority hires 01-04 are based on individuals hired into tenure track positions without regard to date of original hire to Miami University. Data for females hires 95-98 and minority hires 95-00 are based on individuals newly hired to Miami University.

Retention and Graduation

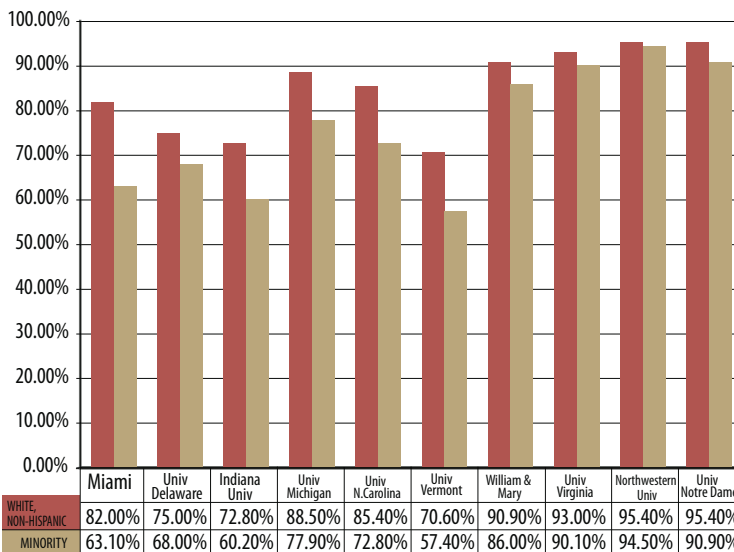
Compared with other institutions, Miami has had very good success in retaining the undergraduate minority students who enter its first-year classes. The six-year graduation rate for minority students who began their studies at Oxford stood at 65% for the class that entered in 1997 (the latest available). This rate is substantially higher than the national graduation rate for minority students. Over the past ten years, Miami has increased the number of bachelor's degrees awarded to minority students by 38%, raising the percentage of bachelor's degrees awarded to minority students from 4.6% in 1994-1995 to 6.8% in 2003-2004.¹⁷

Over the same period, we have increased the number of associate degrees awarded to minority students from 6 to 24, tripling the percentage of associate degrees awarded to minority students from 2.9% to 8.9%.

Although Miami's 63% six-year graduation rate for minority students seeking bachelor's degrees is above the national average of 52%, it is well below our 82% graduation rate for white, non-Hispanic students. An area of special concern is the six-year graduation rate for African-American students, which was only 52% for the 1997 entering class and has not improved over a ten-year period: It was 55% for the entering class of 1987. As Figure 8-10 shows, our graduation rate for minority students is below that of our benchmark universities. The gap between the graduation rates for Miami's African-American students and white non-Hispanic students is greater than at any of our benchmark universities (Figure 8-11).

At the graduate level, the number and percentage of master's degrees earned by minority students has doubled from 39 (7.6%) to 78 (14%) during the past decade. However, despite some fluctuation during this period, the number of doctorates awarded to minority students in 2003-2004 is identical with the number awarded in 1994-1995: 4 (9.3%).¹⁸

Figure 8-10: Six-Year Graduation Rates for Minority, African American, and White Students at Miami and Benchmark Universities, Entering Class of 1997



¹⁷ Number and Percentage of Degrees Awarded to Minorities and Women, 1995-1996 to 2003-2004 (Resource Room 8-11).

¹⁸ Number and Percentage of Degrees Awarded to Minorities and Women, 1995-1996 to 2003-2004 (Resource Room 8-12).

The number of doctorates earned by women has declined from a high of 33 (67.3%) in 1997-1998 to less than half that number, 15 (34.9%), in 2003-2004. Through this same period, women have received more than half of each year’s associate, bachelor’s, and master’s degrees, with very little change in the percentage of women who have earned degrees at each these levels.

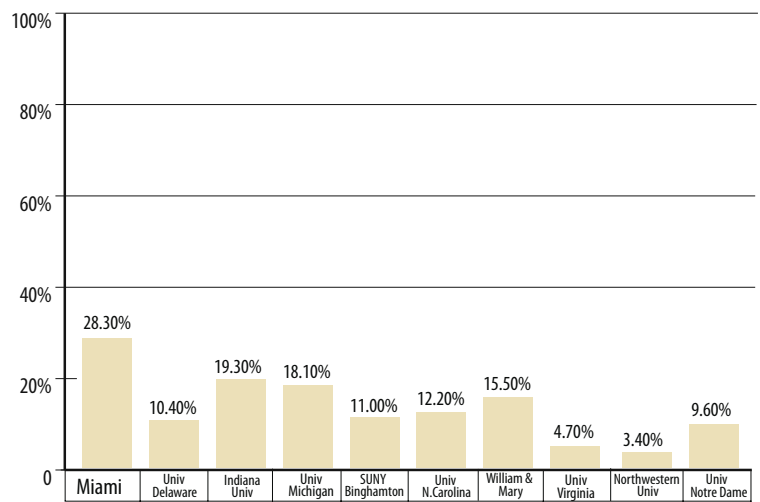
Commitment to Diversity

One factor to consider when assessing the success of Miami’s diversity efforts is the commitment of the university community to these efforts. The strongest signs indicate that the commitment is very high. The number and variety of diversity projects launched since 1995 on all three campuses by units of every size show a tremendous investment of time, thought, and resources. In addition, increasing diversity is one of the eight First in 2009 goals for the Oxford campus, and it also appears in the separate First in 2009 goals for each regional campus. In the Accreditation Steering Committee’s study of major strengths and opportunities for improvement, diversity was placed at the top of lists by a variety of faculty, staff, and students and by people at all three campuses; it was the opportunity most often named overall. Diversity also figured prominently in the STRIVE initiative’s Vision and Planning Sessions as well as meeting after meeting of the First in 2009 Coordinating Council.

Also, in response to the 2001 Higher Education Research Institute (HERI) Faculty Survey, 63% of the full-time faculty at Oxford indicated that they believe that enhancing students’ knowledge of and appreciation for other racial/ethnic groups is a very important or essential educational goal for undergraduate students. This was a higher percentage than those from all public universities surveyed, but lower than for all four-year institutions.

However, in its report on the 2002 Campus Climate Survey, the CSHPE reported that there is some ambivalence at Oxford concerning that campus’ diversity efforts. In both 1996 and 2002, more than four out of five respondents in all four

Figure 8-11: Gap Between Six-Year Graduation Rates of African American and White Students at Miami and Benchmark Universities, Entering Class of 1997.



survey groups (faculty, staff, undergraduates, and graduates) agreed or strongly agreed that diversity is good for Miami and should be actively promoted by students, staff, faculty, and administrators. There was an almost equally strong consensus in both years that campus administrators should be committed to promoting respect for and understanding of group differences. However, in 2002 one-quarter of the faculty and almost two-thirds of the undergraduates reported their belief that Miami is placing too much emphasis on diversity. Moreover, the percentage of undergraduates giving that response was up from 1996 (from 55% to 67%). The faculty results for that question remained the same, but the percentage of faculty reporting that they believe pursuing the goal of diversity causes the admission of too many underprepared students rose from 27% to 37% from 1996 to 2002. Interestingly, the portion of undergraduates reporting that they believe an emphasis on diversity leads to the admission of underprepared students dropped between 1996 and 2002 from 55% to 48%. Finally, the portion of faculty indicating that they feel that emphasizing diversity leads to campus disunity fell from 22% to 15% but the portion of undergraduates rose from 35% to 48%. Taken together, these results suggest not only that the Miami community is ambivalent about diversity efforts but also that they may change from year to year.

Another set of questions indicates that faculty, staff, and students have differing perceptions of the sincerity of the university's diversity efforts. According to the 2002 Oxford Campus Climate Survey, between 71% and 74% of undergraduates, graduate students, and staff agreed or strongly agreed that administrators are committed to promoting respect for and understanding of group differences at Miami. However, the 2002 figure of 35% of faculty was only half of 1996's 71%. The Oxford Campus Climate Survey also asked faculty and students the extent to which they felt the university is genuinely committed to helping minority students succeed. Whereas 72% of white faculty and students agreed or strongly agreed that it is, the rate of agreement was only 15% for people who identified themselves with a sexual orientation other than heterosexual, followed by minority females at 50%.

Sixty-four percent of the faculty responding to the 2001 HERI Faculty Survey indicated that they believe creating a diverse multicultural campus environment is a high or highest priority for Miami, a higher response than from the comparison groups. According to the 2002 Oxford Campus Climate Survey, Oxford faculty had great confidence in their chairs' commitment to promoting respect for and understanding of group differences. Ninety-four percent agreed or strongly agreed that their chairs have this commitment, with results from individual groups ranging from 84% (minority males) and 86% (females) to 100% (people with an alternative sexual orientation). Their confidence in top administrators was lower.

Campus Climate

Evidence from several sources indicates that the Oxford campus climate for diversity is improving. However, there is also evidence that we need to continue our efforts in order to make the significant, additional improvements that will enable us to achieve a campus culture where all students, staff, and faculty feel fully welcomed and supported.

In its report on the results of Miami's 2002 Campus Climate Survey, the University of Michigan's Center for the Study of Higher and Postsecondary Education (CSHPE) highlighted many indications that we are making significant progress.¹⁹ (Miami had con-

¹⁹ Themes Identified in the Miami University Climate Survey, 2002 (Resource Room 8-13).

tracted with the CSHPE to construct and administer the survey in both 1996 and 2002.) Among other results, the following percentages increased between 1996 and 2002.

- The percentage of persons who believe that Miami has achieved a “positive climate for diversity” increased for all four groups surveyed (faculty, staff, undergraduates, and graduate students)—with the largest amount of growth among undergraduates, jumping from 30% to 42%.
- The percentage of all four groups who reported attending Miami-affiliated events that included a positive portrayal of racial/ethnic minorities, women, gays and lesbians, and people with disabilities.
- The percentage of undergraduates, graduate students, and staff who reported having seen or read material in campus publications that increased their understanding of racial/ethnic minorities, women, gays and lesbians, and people with disabilities.
- The percentage of respondents who reported being positively affected by unstructured discussions on racism and sexism.
- The percentage of multicultural students who reported that they feel that Miami is “their campus.” The major change comes in African-American men; over 80% said that Miami is “their campus” in 2002.

The report’s comparison of the Campus Climate Survey results from 1996 and 2002 also revealed decreases in the following areas:

- The incidence of discrimination based on race/ethnicity.
- The incidence of harassment.
- The frequency of hearing insensitive or disparaging remarks about racial/ethnic minorities, women, and gays and lesbians.
- The frequency of seeing or reading offensive material in campus publications.

As welcome as these signs of improvement are, some members of our community continue to experience Miami as less welcoming, less supportive, or less inclusive than it should be. An example is provided by the increase, mentioned above, in the percentage of respondents who reported that they believe Miami has achieved a positive climate. Although the percentages did rise for faculty, undergraduates, graduate students, and staff, the percentage still remained below 50% for the faculty and student groups. In addition, not all changes between 1996 and 2002 are positive. For instance, the percentage of respondents who agreed strongly or agreed somewhat that there is “a lot of campus racial conflict” on the Oxford campus nearly doubled to 25%, which is nearly three times the percentage at public universities and all four-year institutions.

Our continuing need to improve the campus climate for diversity is also highlighted by the fact that some groups experience Miami’s climate much differently. A few results from the 2002 Campus Climate Survey serve as examples.

- **Minority Students.** Twenty-seven percent of minority undergraduates and 18% of minority graduate students reported being discriminated against on the basis of their race or ethnicity. Minority students are 20% less likely to report feeling a sense of belonging at Miami than are white students. Among minority students, the group feeling the least personal attachment to Miami is African-American women, only 50% of whom express a feeling of belonging.

- **Female Faculty.** Over one-third of female faculty (37%) reported being discriminated against because of their gender, compared to 7% of male faculty. Female faculty are twice as likely as male faculty to report being treated rudely by students. They are half as likely as male faculty to believe that female faculty are treated fairly at Miami (42% versus 84%). Likewise, only 59% of female staff, compared with 88% of male staff, reported that they believe female staff are treated fairly at Miami. Over the past 25 years, several studies have documented reasons many Miamians advocate for a more inclusive climate for female students, staff, and faculty.²⁰
- **Gay, Lesbian, and other persons who identify with a sexual orientation other than heterosexual.** Members of this group report the highest rates of discrimination. In addition, 58% of undergraduate students in the group reported that they have been harassed or threatened because of their sexual orientation. The 2002 survey also indicates that gays and lesbians were the most likely to be portrayed in a negative manner in events attended by the Miami community. Only 15% of students who identify as something other than heterosexual said that Miami is “their campus,” compared with 75% of straight students.
- **Persons with Disabilities.** Miami does not collect survey data concerning the campus climate for persons with disabilities. However, at an October 2004 forum on disability issues at Miami, persons with disabilities described their experiences with physical barriers and assumptions by others that leave them feeling less than fully welcomed and supported.

To continue to improve Oxford’s campus climate requires us to alter its culture. As we are learning, even when progress is steady, it is also much slower than we wish. The evidence just reviewed indicates that we are making headway that should be celebrated, but we also have a significant distance to go.

As mentioned above, the Oxford Campus Climate Survey was not extended to the Hamilton and Middletown campuses, and these campuses have not gathered similar information on their own.

²⁰ Summary of Studies on the Treatment and Status of Women at Miami (Resource Room 8-14).

Educational Outcomes

In addition to increasing the diversity among its faculty, staff, and students and improving the campus climate, the university wants to continue to develop ways of using diversity as an educational resource for all students. Overall, the results, which are discussed in more detail, emphasize our continuing need to place a high priority on diversity issues.

The 2004 College Student Survey asked what might be considered the key question: How does your ability to get along with people of different races and cultures compare with when you first entered college? (Figure 8-12). The percentage of Miami seniors choosing “much stronger” (the highest response on a four-point scale) was lower than for seniors at all CSS public universities and significantly lower than for seniors from all four-year institutions. There was a similar difference between 13% of Miami seniors who said their knowledge of people from different races and cultures was much stronger and 16% of seniors from public universities and 21% from all CSS institutions (Figure 8-13). The 2003 National Survey of Student Engagement produced similar results. Only nine percent of seniors reported that their experience at Miami contributed “very much” (the highest of four choices) to their understanding of people of other racial or ethnic backgrounds (Figure 8-14). Their mean response was statistically lower than the means of the two comparison groups of NSSE doctoral-intensive universities and all NSSE four-year institutions.

In its 2003 report, the Multicultural Council’s Evaluation Committee offered a possible explanation for the results just cited. Following an analysis by diversity consultant Dr. Edgar Beckham, the committee speculated that the many events and initiatives launched as part of the University Diversity Plan created a “diversity clutter” that resembled the “information clutter” that causes people to “tune out” and lose the ability to absorb further information. As a remedy, the committee recommended, among other things, that the university explain to students the educational reasons for its emphasis on diversity and the importance of their learning how to live and work successfully in today’s society. Another recommendation was to develop ways to use diversity as an educational resource and demonstrate its educational value to students.

Responses to other NSSE questions suggest a second possible explanation: The relatively small portion of Miami students who are from minority groups may account, at least partially, for these results. When asked how often they had included diverse perspectives in class discussions or writing assignments, Miami seniors’ responses were not statistically different from those of the two

Figure 8-12: Seniors Reporting That Their Ability to Get Along with People of Different Races and Cultures was “Much Stronger”
source 2001 CSS

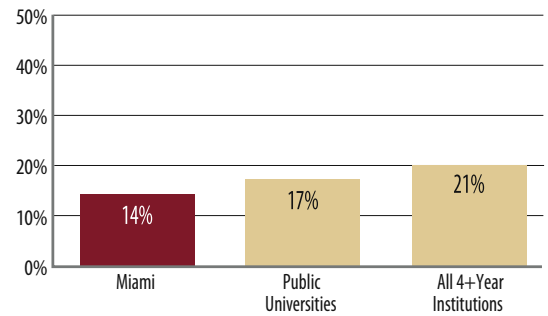
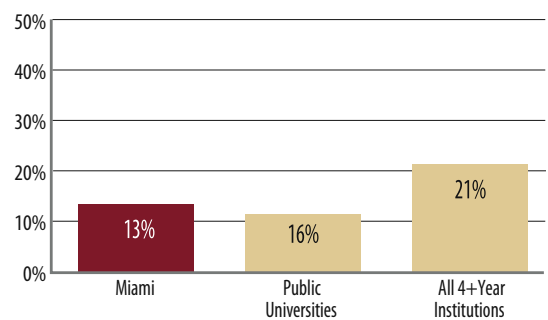


Figure 8-13: Seniors Reporting That Their Knowledge of People From Different Races and Cultures was “Much Different”
source 2001 CSS



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Figure 8-14: Seniors Reporting That Their College Experience Contributed “Very Much” to Their Understanding of People of Other Racial or Ethnic Backgrounds
source 2003 NSSE

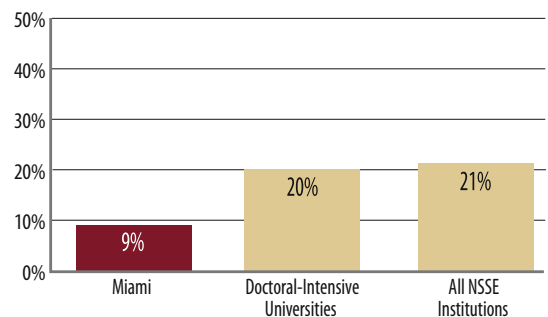


Figure 8-15: Seniors Reporting That They “Very Often” Included Diverse Perspectives in Class Discussions or Writing Assignments
source 2003 NSSE

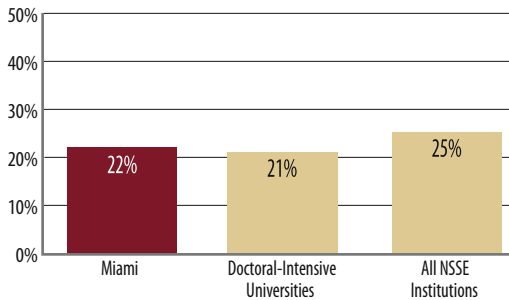


Figure 8-16: Seniors Reporting That They “Very Often” Had Serious Conversations With Students Who Held Very Different Religious Beliefs, Political Opinions, or Personal Values
source 2003 NSSE

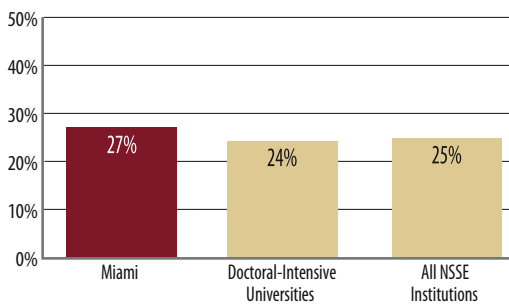
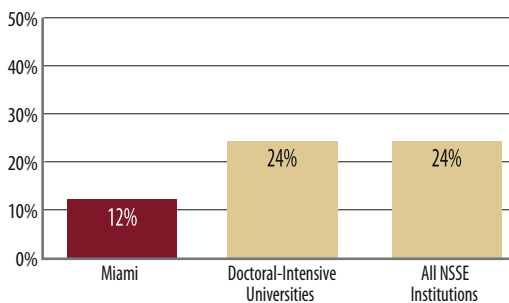


Figure 8-17: Seniors Reporting That They “Very Often” Had Serious Discussions With Students of a Different Race or Ethnicity in the Past Year
source 2003 NSSE



NSSE comparison groups (Figure 8-15). Also, when responding to a question that asked how often in the past year they had serious conversations with students who were very different from them in terms of their religious beliefs, political opinions, or personal values, the mean response for Miami seniors was statistically higher than those from the two comparison groups (Figure 8-16). These results suggest that Miami students have the same classroom experiences and are at least as willing to talk with people who are different from themselves as students at other institutions. However, the Miami responses were statistically lower for having engaged in a serious discussion with students of a different race or ethnicity, a situation that may result from there being a relatively small proportion of minority students with whom they might engage in serious conversations (Figure 8-17).

Continuing Our Progress

The university administration and most members of the university community are deeply committed to continuing our efforts to create a more diverse and inclusive learning and working environment for our students and employees. According to the 2002 Oxford Campus Climate Survey, between 85% and 95% of students, faculty, and staff believe that diversity benefits Miami and that administrators should promote respect and understanding of group differences. The university community also agrees that the university should continue to strengthen its diversity efforts. In response to the Accreditation Steering Committee’s fall 2003 request that the University identify Miami’s strengths and the issues it should address, diversity was the most frequently mentioned concern.

Throughout the past decade and continuing to the present, Miami has launched new diversity and inclusion initiatives. Within just the last two years, we have implemented the new tuition and scholarship plan at Oxford, opened a newly renovated building for the new Center for American and World Cultures and similar organization, extended the Multicultural Coordinator Position at Middletown to a full-time position, begun providing same-sex domestic partner benefits, created the university-wide STRIVE initiative, and begun searching nationally to fill a new position for a senior administrator who will coordinate our many continuing and new diversity efforts. We have yet to realize the positive impact of these new ventures, which began after all but one of the surveys cited in this chapter were administered.

The positive outcomes of our past efforts, the persistence of our commitment to diversity and inclusion, and the abundance of new ideas we generate cause us to believe that we are on the right track and that we will succeed in achieving our diversity goals.

Conclusion

Throughout reports and discussions about diversity and inclusion efforts at Miami, two general points are almost always made together: The university has made substantial progress, which should be celebrated, and it still has much to do to achieve its aspirations. The evidence presented in this chapter supports both points. In addition to the strengths and opportunities for improvement listed below, many others exist. They can be found in two diversity reports prepared by the University Multicultural Council and one by the Accreditation Steering Committee.

Major Strengths

1. At all three campuses, there is widespread commitment to diversity and inclusion that finds expression in numerous initiatives and ongoing efforts that affect students and involve the curriculum and co-curriculum.
2. Since 1995, the university has improved its recruitment of diverse faculty and students for all three campuses but must continue its efforts in order to reach its goals.
3. The university has improved the campus climate for diversity at the Oxford campus, according to survey data. Although the university has not conducted similar surveys for the regional campuses, the actions taken by these campuses likely have produced similar results.

Opportunities for improvement

1. The university should continue and extend its efforts to *recruit* a diverse student body, faculty, and staff.

ACTION: The Council of Academic Deans and the University Multicultural Council are exploring new recruitment strategies, as is the person appointed to the new position of Assistant Director of Admissions for Multicultural Recruitment. When appointed, the person hired for our new senior position of Assistant to the President for Institutional Assessment will also assist the university in this area.

2. The university should continue and extend its efforts to *retain* a diverse student body, faculty, and staff.

ACTION: The actions described for the first “Opportunity” will encompass retention as well as recruitment. The work of the Implementation Team for Advising will also have a positive impact on retaining a diverse student body.

3. The university should extend its efforts to create a more inclusive climate on all three campuses that welcomes and supports all Miami students, faculty, and staff.

ACTION: The University Multicultural Council’s Climate Committee continues to develop strategies for addressing climate issues. The First in 2009 Coordinating Council’s Committee on Developing Faculty Development Models for Inclusion will recommend strategies for improving the campus climate for diversity. When appointed, the person hired for our new position for a senior administrator to coordinate diversity efforts will also assist the university in this area.

CHAPTER 9 CONCLUSION



Aided by the self-study process, Miami University has identified many strengths, pinpointed major opportunities for improvement, and developed plans and processes for making these improvements.





Miami is a complex university with a proud heritage, distinctive mission, and substantial record of accomplishment. In U.S. News and World Report's ranking, we are sixth among all national universities, public and private, that are research intensive. Among public research intensive universities that provide a liberal education, we are ranked second.. We fulfill our mission on three campuses, one of which is very different from the other two. In Oxford, we have a selective-admission, residential campus that offers bachelor's through doctorates. In Hamilton and Middletown, we have open-admission, commuter campuses that offer associate degrees plus bachelor's degrees in two fields. These three campuses work together as components of one institution with shared vision and values. Throughout this self-study report, we have attempted to provide a comprehensive, accurate overview of Miami's capacity, performance, and plans with respect to the Higher Learning Commission's five new accreditation criteria and their associated core components. In this chapter, we use the Higher Learning Commission's four crosscutting themes to draw together the various threads of our self-study. As we discuss each theme, we review some of our major strengths related to each one, identify a few of the major opportunities for improvement related to each, and describe our current action plans for addressing these opportunities. This overview is intended to provide a sense of Miami University's current priorities rather than to present a comprehensive description.

Miami as a Future-Oriented Organization

Our growing use of strategic and long-range planning is enabling us to become a more future-oriented university than we were during our reaccreditation review in 1995. The First in 2009 Initiative, with its nine-year horizon and influence on all aspects of our planning, is a prime example. We also feel well-prepared to respond to future social and economic trends through our careful stewardship of our financial resources; our innovativeness, as exemplified by our new tuition and scholarship plan; our many means of environmental scanning; and our increasing ability to enhance our performance through outcomes-based assessment. In addition, we are augmenting our capacity to serve and engage with our constituents, for instance, through the creation of our Voice of America Learning Center. We are also enacting plans for helping our faculty increase their teaching effectiveness with many initiatives, such as the creation of the Center for Writing Excellence and the relocation of the Center for the Enhancement of Learning and Teaching, whose staff we also increased.

We have identified major opportunities for improvement that will enable us to become better prepared for the possibilities and risks the future will bring. Limited revenues could constrain our ability to continue to provide students with an education that prepares them for their lives and work in the 21st century. We need to increase our revenue from external sources. Our current capital campaign and our increasing emphasis on externally funded research will help us, but even greater financial resources will be needed in the future. We can also strengthen our preparations for the future by increasing collaboration among our three campuses as we establish their short-term, long-term, and strategic plans.

Among other actions, we are seeking to increase our revenues through our capital campaign and increased support supplied by our newly reorganized Office for the Advancement of Research and Scholarship for faculty seeking external research grants. Another example of our actions to coordinate planning more fully is formation of the First in 2009 Coordinating Council's committee on creating greater synergy among the three campuses.

Miami as a Learning-Focused Organization

The central feature of our mission is the education of our undergraduate and graduate students. Our commitment to our students forms the basis for our plans and our current investments of our financial, human, and other resources. Through small classes, one of the most distinguished faculty development programs in the nation, and a student affairs staff dedicated to supporting and supplementing our curriculum, we provide students with a rich learning experience.

We provide faculty and students significant support for their acquisition, discovery, and application of knowledge, and we have embarked on a major effort to increase that support for faculty and students by increasing our externally funded research. Through their strategic plans, the Information Technology Division and the University Libraries continue to develop and expand the support they provide for faculty and student research.

To become more thoroughly learning focused, we must continue to build the knowledge and use of full-cycle assessment of student learning outcomes. With respect to assessment, our self-study analysis shows that we are making steady progress but have higher goals and aspirations. Our focus on learning provides a major rationale for our efforts to create a more diverse and inclusive learning and living environment for all of our students, faculty, and staff. Various forms of data indicate that we have advanced considerably in the past ten years but also demonstrate the need to sustain and enhance our efforts.

To develop more fully our use of full-cycle assessment of student learning objectives, we are energetically pursuing the many initiatives described in Chapter 5, including the establishment of the University Assessment Team, the University Assessment Council, and the Assessment Fellows. These groups play various roles in developing strategies for infusing continuous assessment throughout the university; for providing support for individuals, departments, and programs as they develop and implement assessment plans; and for monitoring the effectiveness of assessment progress across the university. The recent realignment of the Institutional Research Office and the increase in the size of its staff should enable it to generate, analyze, and disseminate the results of institution-wide assessments.

We are in the midst of many actions related to our opportunities for improvement with respect to diversity and inclusion. In the Miami community, the vast majority of faculty, staff, and students are unified in recognizing the importance of diversity to achieving our educational mission. Through the creation and recent adoption of our new Statement Asserting Respect for Human Diversity, the opening of our new Center for American and World Cultures, the continuing efforts of our University Multicultural Council, and a myriad of other programs and initiatives, we seek to honor the worth of all individuals and prepare all of our students to work and live in a global, diverse society. As we continue to generate new initiatives related to diversity and hope soon to welcome the first person to fill the new position of Assistant to the President for Institutional Diversity, we feel confident that we will continue to make steady progress at achieving our diversity goals.

Miami University as a Connected Organization

As a state-supported university, Miami is acutely aware of its role in serving society. We have many connections with our local communities; constituencies across Ohio; city, county, state, and federal government; and the professions and industries that employ our graduates and benefit from our research and other activities. Our collaboration with school systems in the immediate area of our three campuses and elsewhere is especially notable. Our curriculum and our co-curriculum have led our student body to engage in very significant volunteer service and civic activity.

In addition to being connected with constituents beyond our campus boundaries, we seek to maintain productive connections within the institution. The arrangements by which faculty at all three campuses are members of the same departments and divisions establishes close ties among our three campuses, as does the ability of students on the regional campuses to relocate automatically to the Oxford campus if they are in good academic standing after completing 20 hours of course work.

However, one of the major opportunities for improvement identified in Chapter 4 involves increasing and improving communication and collaboration among the three campuses. Another major opportunity, as explained in Chapter 3, is to review and refine our shared governance system with the goal of increasing the ways that faculty, students, and staff can stay connected as decisions and plans are made.

To identify ways to improve communication and collaboration among the three campuses, the First in 2009 Coordinating Council established a committee that is developing ways to increase the synergy among the campuses. Our shared governance system also keeps us internally connected, sometimes through our debates on issues about which we share a common passion and commitment but approach topics from different perspectives. We believe that our reexamination of this system will strengthen our internal relationships while improving our ability to shape our future effectively.

Miami University as a Distinctive Organization

Miami is guided by a set of mission, vision, and values documents that are internally consistent and available to the public. We strongly agree among ourselves that Miami's central mission is to provide an excellent liberal arts education to undergraduates and an excellent graduate education in selected fields. As a distinctive university, we hold ourselves responsible for accounting to our constituencies on our performance. As we continue to implement our plans to improve our assessment capabilities, we enable ourselves to gain and share information in greater detail about our effectiveness in fulfilling our mission.

Through our increasing assessment resources, we are also building our ability to identify and act on ways to pursue our mission even more successfully. These resources are growing especially quickly in the assessment of student learning outcomes, as described in Chapter 5. Our capacity for self-reflection and evidence-based action also demonstrate our commitment to continuous improvement. For example, our analysis of the National Survey on Student Engagement (NSSE) allowed us to determine that undergraduates at Oxford were not experiencing as high a level of rigor as we thought through their curricular and co-curricular engagement. By using the NSSE data, we have created numerous strategies to enhance the level of challenge students experience.

A major opportunity for us to enhance the pursuit of our distinctive mission is to develop a more widely shared view concerning two important issues. The first concerns the manner in which teaching relates to research in our teacher/researcher model of faculty activity and accomplishment. The second issue concerns the Graduate School, specifically developing a wider understanding of its role and contributions to the university. Once we resolve these issues quickly, we would have, as an institution, a much clearer sense of the specific ways to describe and enact our distinctive qualities.

We are currently engaging in conversations on these two topics, using white papers prepared by the Associate Provost and Dean of the Graduate School as catalysts for serious conversations.

Conclusion

We are proud of our accomplishments and optimistic about our future. We also understand that in order to realize our full potential, we must take deliberate, creative, and effective action in areas where we have opportunities for improvement. The open, inclusive process we used to develop this self-study report has provided us with an opportunity to pause and reflect overall on our strengths, goals, and priorities for the future. As stated in various ways throughout this report, we are pleased with our accomplishments and determined to continue to achieve higher levels of performance at all three Miami University campuses on behalf of our students, staff, faculty, and external constituents, including our region, the State of Ohio, the nation, and world.

FEDERAL COMPLIANCE



As an organization that holds federal recognition as an approved accrediting agency, the Higher Learning Commission of the North Central Association of Colleges and Schools maintains a Federal Compliance Program. This section discusses Miami University's compliance with the expectations of this program.

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Credits, Program Length, and Tuition

The Commission expects an affiliated institution to be able to: 1) Equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education; 2) Justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education; 3) Justify any program-specific tuition in terms of program costs, program length, and program objectives (*Handbook of Accreditation*, page 8.2-1).

1. **All classes offered for credit are equated to semester credit hour equivalencies.** Fall and spring semesters are each 16 weeks long and include 15 weeks of instruction plus a week for final examinations. The number of class days per semester varies slightly because of variations in calendars across years. A credit is equivalent to 15 50-minute class periods across a semester. Students are expected to prepare two to three hours outside of class for each academic credit. Grades are assigned on a semester credit hour basis. Details of transcribed courses are provided in *The Miami Bulletin*, published triennially, which includes program requirements and course descriptions. *The Bulletin* is available in print and online.¹
2. **The length of all programs (degree and certification requirements) has been approved by Miami University's Board of Trustees and the Ohio Board of Regents and is consistent with standards for higher education among comparable institutions.** The Ohio Board of Regents have statutory powers to coordinate, recommend, advise, and direct state higher education policy. The Regents' powers and responsibilities include making recommendations to the Governor and the General Assembly concerning higher education capital plans and biennial higher education appropriations for the 38 state-assisted colleges and universities in Ohio; approving or disapproving the establishment of technical colleges, community colleges, and new branches or academic centers of state universities; and approving or disapproving all new degrees and new degree programs at all higher education institutions, both public and private. The Board of Regents maintains information about all academic programs at colleges and universities in Ohio, including the minimum hours

¹ www.miami.muohio.edu/documents_and_policies/bulletin06/index.html.

required for each degree.² Every year, Miami and all other Ohio colleges and universities submit information to the Regents concerning every degree awarded, including the number of credit hours the student accumulated for the degree.³

3. **Miami University does not have tuition rates that are program-specific.** Justification of differential tuition rates is not applicable.

Institutional Compliance with the Higher Education Reauthorization Act

The Commission requires: 1) All organizations receiving Title IV funds need to provide copies of documents relevant to Title IV compliance; 2) The self-study report should evaluate the organization's default rate, if any, and its plans for reducing default; and 3) Organizations should comment briefly on their compliance with other Title IV-mandated student notification requirements such as campus crime reporting and release of completion/graduation rates (Handbook of Accreditation, page 8.2-2).

1. **Miami University will provide copies of all documents relevant to Title IV compliance to the Higher Learning Commission's site review team.** The documents are available in the Office of Student Financial Assistance (Program Participation Agreement and Eligibility and Certification Renewal) and the Office of the Controller (Annual A-133 audit results).
2. **Miami University maintains federal loan default rates below national averages.** Miami University's official default rates for the past three years, as provided by the Department of Education, are as follows.

Fiscal Year 2002

Number of borrowers entering repayment: 2,955
 Number of borrowers who entered repayment and defaulted: 121
 Official Cohort Default Rate: 4.0%

Fiscal Year 2001

Number of borrowers entering repayment: 3,081
 Number of borrowers who entered repayment and defaulted: 110
 Official Cohort Default Rate: 3.5%

Fiscal Year 2000

Number of borrowers entering repayment: 3,159
 Number of borrowers who entered repayment and defaulted: 128
 Official Cohort Default Rate: 4.0%

It should be noted that all three campuses are included in Miami's default rate computation. When the same figures are analyzed by campus, the default rate is significantly lower for the Oxford campus.

In addition to the Department of Education computed default rates, Miami University also submits through FISAP the default rates for our Perkins Loan Program. Federal Perkins loan collections are the

² www.regents.state.oh.us/hei/datasubdoc/academicprogs/production/apfile.html.

³ www.regents.state.oh.us/hei/datasubdoc/enrollment/production/dfile.html.

responsibility of the Associate Bursar, Henry Saas. He utilizes one part-time student worker and an outside billing service, Educational Computer Systems, Inc. (ECSI), for the administration and repayment of Perkins loans. By state statute, Miami University is required to use the Attorney General of the State of Ohio exclusively for the collection of delinquent loans. We will also continue to assign Perkins loans to the Department of Education. Current criteria used to determine that a Perkins loan should be sent to the DOE for collection are that the total uncollectible amount outstanding is less than \$2,000, it has been outstanding for more than ten years, it is not in deferment status, and no payments have been made. We will continue to write off amounts that we identify as uncollectible that are less than \$25 (per 34 CFR 674.47(h)).

Prior to July 2004, Miami University had been using University Accounting Service (UAS) as its outside billing service provider. On June 30, 2004, the Cohort default rate was 13.74%. In order to improve efficiencies and garner more support in managing the collections of Perkins loans, Miami University ended its relationship with UAS and hired ECSI to manage the billing process effective July 1, 2004. ECSI's advanced technology and add-on services appear to have made an impact on the Cohort borrower segment of the loan portfolio. At September 30, 2004, the Cohort default rate was 8.88%. If more information is needed, please contact Henry Saas at saashi@muohio.edu.

3. **Miami University is in full compliance with Title IV-mandated requirements regarding disclosure of campus crime and university graduation rates. We have recently identified an error in our compliance with the Campus Security Act and are currently resolving the problem.** Title IV mandates disclosure of campus crime rates and university graduation rates for student athletes and other students. Appendix S-1 identifies the institutional sources and offices that prepare and distribute the required information.⁴ We make all information available at one centrally maintained website.⁵ Annual updates to this website are coordinated by the Office of Marketing Communications at the direction of the university's General Counsel. Each fall, we send a letter to all students, faculty, and staff regarding these reports.⁶

In 1997, the United States Department of Education reviewed Miami's compliance with the Campus Security Act. In cases of an alleged sex offense, the implementing federal regulations require that both the accuser and accused be notified of the outcome of the disciplinary proceedings. As part of the compliance review, Miami agreed to give the required notice in writing to the accuser as well as the accused.

In a recent case, we discovered that the Office of Judicial Affairs failed to provide the notice in writing to the victim of a sexual as-

⁴ Appendix S-1: Disclosure of Campus Crime and University Graduation Rates.

⁵ www.miami.muohio.edu/documents_and_policies/right_to_know/index.cfm.

⁶ Appendix S-2: Letter Announcing Reports.

sault. Miami then conducted a review of sex offense cases over the past five years. The review revealed that in six other cases the written notice did not occur as well. We immediately wrote to the victims to provide the written notification and to apologize. We also notified the Department of Education of our error. In addition, we have asked two outside experts to review our practices—one a former Associate Vice President of Business Affairs who will scrutinize our clerical procedures and the other a campus counsel responsible for advising judicial affairs at a major university who will examine our practices.

Federal Compliance Visits to Off-Campus Locations

Federal regulations for recognition of accrediting agencies require the Commission to conduct a variety of evaluation activities to review and monitor the development of off-campus sites and campuses. . . . The Commission has determined that an off-campus site is a location at which a student can complete fifty percent or more of a degree program. (Handbook of Accreditation, page 8.2-3).

1. **Miami University has no off-campus locations as defined by the Higher Learning Commission.** Miami is a multi-campus system and all three campuses are included equally in our accreditation review process.

Institutional Advertising and Recruitment Materials

Whenever an organization makes reference to its affiliation with the Commission, it will include the Commission's address and phone number. . . . [When] including the Commission's contact information, the organization should use the URL of the Commission's Web site, rather than its street address, and its local, rather than toll free, phone number. To avoid confusion, particularly among prospective students, organizations should clearly and prominently provide their own contact information so students know how to reach them (Handbook of Accreditation, page 8.2-3).

1. **Miami University refers to its affiliation with the Higher Learning Commission and will add contact information as a result of our self-study.** Reference to Miami University's affiliation with the Commission is listed in the printed and online versions of the *Miami Bulletin*, the *Graduate Bulletin*, and the university's *Viewbook*. In the online versions of the bulletins, we have phrased this information in the way prescribed by the Commission, and we have included contact information as required.⁷ We will correct our printed references to our accreditation the next time these publications are produced. We will also add accreditation information to our *Guidebook for New Students* the next time it is published.
2. Miami University clearly and prominently provides our own contact information so students and others know how to reach us. Our contact information is easily accessible through the *Miami Bulletin*, *Viewbook*, Admission website,⁸ and at the bottom of every official page at our university website.

⁷ Online version of the Miami Bulletin; online version of the Graduate Bulletin.

⁸ www.miami.muohio.edu/admission_for.

Professional Accreditation

The Commission grants general institutional accreditation. Because the Commission accredits an organization as a whole, it cannot omit from its evaluation any area or program of an organization. However, the organization's affiliation with the Commission—accredited or candidate status—is not equivalent to specialized accreditation of individual programs.

Institutional accreditation is not automatically affected by the accreditation given or withheld by any particular association, although the Commission does take cognizance of the standards set by professional societies. An organization identifies in its annual report to the Commission any adverse actions taken by professional accreditation agencies (Handbook of Accreditation, page 8.1-3).

1. **Several of Miami University's academic programs hold separate professional accreditation.** A summary of these affiliations may be found in *The Miami Bulletin* under each specific program. In addition, a list of the university programs and their accrediting agencies is included in Appendix 5-3⁹ and will be available on a University Factbook site that will be available in early January. The most recent reports from professional accrediting agencies are available in the applicable deans' offices. No accreditation body has taken adverse action against any of the university's programs, and all of the professional accreditations are in good standing.

Requirements of Institutions Holding Dual Institutional Accreditation

The Commission accredits a small number of organizations that also are affiliated with one or more CHEA recognized or federally recognized institutional accrediting agencies (Handbook of Accreditation, page 8.1-2).

1. **Miami University does not hold institutional affiliation with any CHEA recognized or federally recognized institutional accrediting bodies other than the North Central Association of Colleges and Universities.** Requirements of institutions holding dual institutional accreditation are not applicable.

⁹ Appendix 5-4: Accreditations held by Miami.

Institutional Records of Student Complaints

The Commission expects an affiliated organization to provide a comprehensive evaluation team with an organizational account of the student complaints that it has received and their disposition. This account should cover the two years of operation preceding the comprehensive evaluation. . . . One manner of accounting is a log that tracks complaints from inception to disposition. . . . The Commission believes that the reporting obligation should focus principally on nontrivial complaints, either academic or non-academic, made formally in writing, signed by a student, and addressed to and submitted to an organizational officer with the responsibility to handle the complaint (Handbook of Accreditation, page 8.2-4).

1. **Miami University is in full compliance with the Commission's expectations for maintaining institutional records of student complaints and their disposition.** University policy designates the Office of Equity and Equal Opportunity as responsible for administering and monitoring all equal opportunity/affirmative action policies and procedures.¹⁰ A database of complaints made to the office regarding violations of these policies and procedures and their disposition is maintained in the Office of Equity and Equal Opportunity and is available to the site review team.

For all other matters, the University Secretary collects and maintains the records of all formal, written student complaints that were handled by the Offices of the Provost and Vice President for Student Affairs. These records are available in the University Secretary's office. Appendix S-3 includes the letter sent annually by the Secretary of the University requesting these records.¹¹

¹⁰ <http://affserver1.aff.muohio.edu>.

¹¹ Appendix S-3: Letter Announcing Reports.

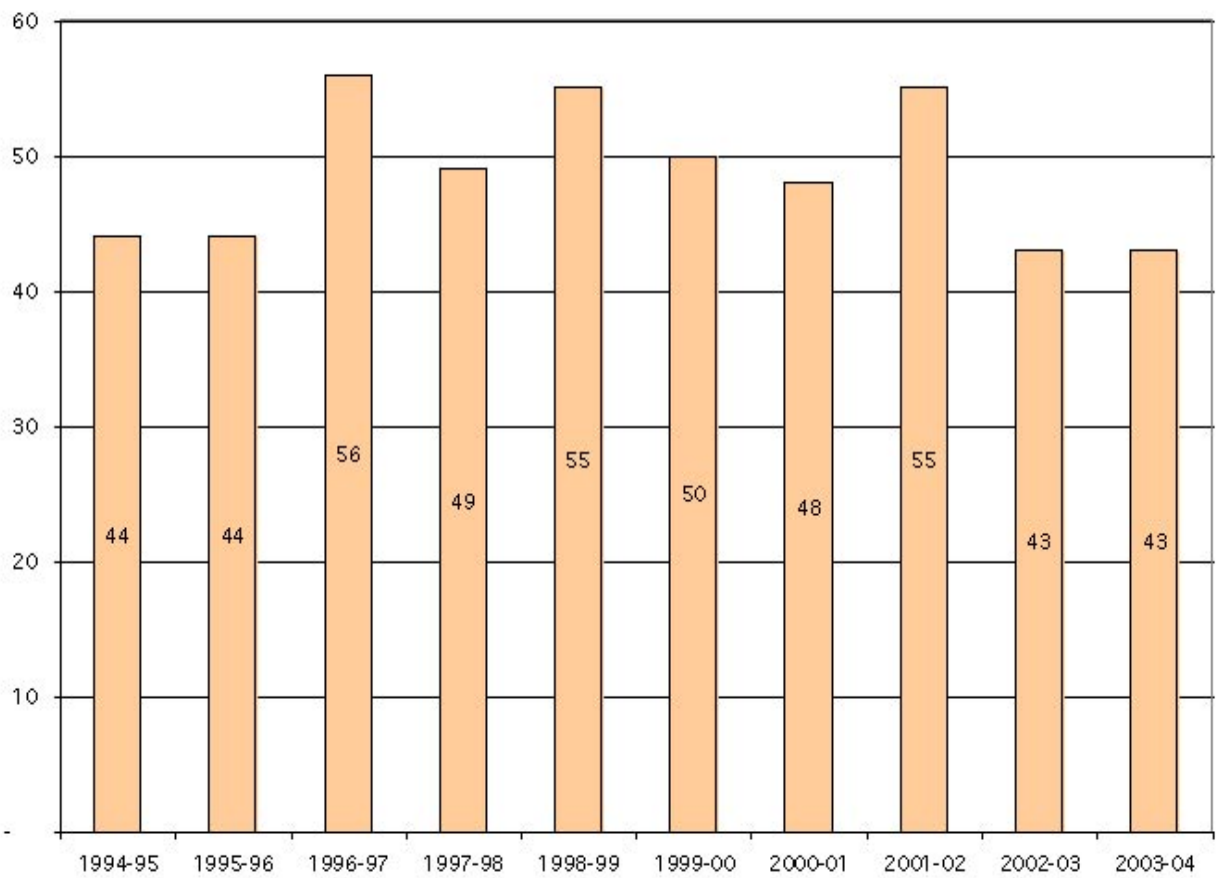
APPENDICES



Appendix 1-1 Doctoral Programs and Doctorates Awarded

Doctoral Programs

- Botany
- Chemistry
- Educational Administration
- English
- Geology
- History
- Microbiology
- Political Science
- Psychology
- Social Gerontology
- Zoology



Appendix 1-2

Associate, Bachelor's, and Master's Degrees, Plus Certificate Programs

Certificate Programs

Accounting
 Business Information Software
 Computer-Aided Drafting/Computer- Aided Manufacturing
 Computer Hardware Technology
 General Supervision
 Records Management
 Small Business Management
 Small Office Management

Associate Degrees

Associate in Applied Science
 Chemical Technology
 Computer and Information Technology
 Computer Technology
 Electrical Engineering Technology
 Mechanical Engineering Technology
 Nursing
 Pre-kindergarten Education
 Associate in Arts
 General Studies
 Associate of Applied Business
 Accounting Technology
 Business Management Technology
 Office Management Technology
 Associate of Technical Study

Bachelor's Degrees in the College of Arts and Science

Bachelor of Arts
 American Studies
 Anthropology
 Black World Studies
 Botany
 Chemistry
 Classical Humanities
 Diplomacy and Foreign Affairs
 Economics
 English
 French
 Geography
 Geology
 German
 Gerontology
 Greek
 History
 International Studies
 Latin
 Linguistics
 Mass Communication
 Mathematics and Statistics
 Microbiology
 Philosophy
 Physics
 Political Science
 Psychology
 Public Administration
 Religion
 Russian
 Sociology
 Spanish
 Speech Communication

Urban and Regional Planning
 Women's Studies
 Zoology
 Bachelor of Science
 Biochemistry
 Botany
 Chemistry
 Clinical Laboratory Science
 Engineering Physics
 Geology
 Mathematics
 Mathematics and Statistics
 Physics
 Speech Pathology and Audiology
 Statistics
 Zoology

Bachelor's Degrees in the School of Engineering and Applied Science

Bachelor of Science in Applied Science
 Computer Engineering (Fall 2003)
 Computer Science
 Electrical Engineering (Fall 2003)
 Engineering Management
 Engineering Technology
 Mechanical Engineering
 Systems Analysis
 Bachelor of Science in Manufacturing Engineering
 Bachelor of Paper Science and Engineering
 Bachelor of Science in Nursing

Bachelor's Degrees in the Richard T. Farmer School of Business

Bachelor of Science in Business
 Accountancy
 Business-Economics
 Decision Sciences
 Finance
 General Business
 Human Resource Management
 Operations Management
 Organizational Leadership
 Purchasing and Procurement Management
 Management Information Systems
 Marketing

Bachelor's Degrees in the School of Education and Allied Professions

Bachelor of Science in Education
 Athletic Training
 Early Childhood
 Earth Science
 Earth Science/Chemistry
 Earth Science/Life Science
 Earth Science/Physics
 French
 German
 Health Education
 Integrated English Language Arts
 Integrated Mathematics
 Integrated Social Studies
 Latin

Life Science
 Life Science/Physics
 Middle Childhood Education
 Physical Education
 Physical Science
 Spanish
 Special Education
 Speech-Language Pathology and Audiology
 Bachelor of Science in Health and Sports Studies
 Dietetics
 Exercise Science
 Health Studies
 Sport Studies
 Bachelor of Science in Family Studies
 Bachelor of Science in Social Work

Bachelor's Degrees in the School of Fine Arts

Bachelor of Arts
 Architecture
 History of Art and Architecture
 Music
 Theatre
 Bachelor of Fine Arts
 Art
 Interior Design
 Bachelor of Music
 Music Education
 Music Performance
 Bachelor of Science in Art in Art Education

Bachelor's Degrees in the School of Interdisciplinary Studies

Bachelor of Philosophy
 Interdisciplinary Studies
 Environmental Science
 Environmental Studies

Master's Degrees in the College of Arts and Science

Botany
 Master of Arts
 Master of Science
 Master of Arts in Teaching (biological sciences)
 Certificate in molecular biology
 Chemistry and Biochemistry
 Master of Science
 Certificate in molecular biology
 Communication Master of Arts
 Master of Arts
 Comparative Religion Master of Arts
 Master of Arts
 English
 Master of Arts
 Master of Arts in Teaching
 Master of Technical and Scientific Communication
 French
 Master of Arts
 Geography Master of Arts
 Master of Arts
 Geology
 Master of Arts
 Master of Science

APPENDIX 1

Master's Degrees in the College of Arts and Science continued

History
Master of Arts

Mathematics and Statistics
Master of Arts
Master of Science
Master of Arts in Teaching (for licensed teachers)
Master of Science in Statistics

Microbiology
Master of Science
Master of Arts in Teaching (biological sciences)
Certificate in molecular biology

Philosophy
Master of Arts

Physics
Master of Science

Political Science
Master of Arts
Master of Arts in Teaching

Psychology
Master of Arts (as required step in Ph.D. program only)

Sociology, Gerontology, and Anthropology
Master of Gerontological Studies
Certificate in gerontology

Spanish and Portuguese
Master of Arts

Speech Pathology and Audiology
Master of Arts
Master of Science

Women's Studies Program
Certificate in women's studies

Zoology
Master of Arts
Master of Arts in Teaching (biological sciences)
Master of Science
Certificate in molecular biology
Master of Environmental Science

Master's Degrees in the Richard T. Farmer School of Business

Accountancy
Master of Accountancy

Economics
Master of Arts
Master of Business Administration with concentrations in: finance, management, management information systems, and marketing

Master's Degrees in the School of Education and Allied Professions

Educational Leadership
Master of Education
Master of Science

Educational Psychology
Master of Science
Master of Education
Master of Arts
Specialist in Education (school psychology)

Family Studies and Social Work
Master of Science

Physical Education, Health, and Sport Studies
Master of Science in Exercise and Health Studies
Master of Science in Sport Studies

Teacher Education
Master of Education
Master of Arts in Teaching

Master's Degrees in the School of Engineering and Applied Science

Computer Science and Systems Analysis
Master of Systems Analysis
Paper Science and Engineering
Master of Science

Master's Degrees in the School of Fine Arts

Architecture and Interior Design
Master of Architecture

Art, education
Master of Arts

Art, studio
Master of Fine Arts

Music, education
Master of Music

Music, performance
Master of Music

Theatre
Master of Arts

Profile of Miami-Oxford's 2004 Entering Class

Source: www.miami.muohio.edu/admission/academiclife/stats.cfm, August 24, 2004

ENROLLED STUDENTS**Fall 2004****Class Rank**

90th percentile or better	37%
80th percentile or better	64%
70th percentile or better	82%
60th percentile or better	93%
50th percentile or better	97%

Fall 2004**ACT Composite Scores****(SAT-I Equivalent)**

30 and above (1340 SAT)	18%
26 and above (1180 SAT)	62%
22 and above (1030 SAT)	95%

Who applied

	Ohio residents	Non-Ohio residents
Applications received	7,703	7,257
Offered admission	5,606	5,008
Enrolled	2,402	1,212

Where they went to school

Ohio schools	475
Non-Ohio schools	640
Total number of high schools	1,115

Alumni information

Sons and daughters of alumni make up 11.3 percent (409 students) of the first-year class.

Male/female	number	ratio
Women	2,026	56.1%
Men	1,588	43.9%

Where they come from

The first-year class includes students from 38 of the 50 states and from 12 foreign countries. The distribution includes:

Ohio	67%
Other states	33%
Ohio	2,409
Eastern Midwest	540
Middle Atlantic	191
South	214
Western Midwest	104
West	74
New England	65
Foreign countries	17

Academic standing middle 50 percent ranges

This is the range above which 25 percent of students fall and below which 25 percent fall.

Rank in class	top 7 to 26%
ACT composite score	25 to 29
SAT I combined score	1140 to 1300

Multicultural Information

Multicultural students make up 9.46 percent of the first-year class.

African American	111
Asian or Pacific Islander	128
Hispanic or Latino/a or Chicano/a	82
Native American or Alaska Native	21

What they did in high school

Community volunteers	91%
Newspaper staff members	12%
Yearbook staff members	14%
Varsity athletes	70%
Student council	23%
Advanced College Study participants	78%
National Honor Society members	50%
Music and theatre participants	41%
International study participants	6%
Valedictorians/salutatorians	6%

Appendix 1-4 First in 2009 Initiative

Additional information is available at www.muohio.edu/firstin2009/.

Vision

By its 200th birthday, Miami University will be the leader in the nation among public universities having a primary emphasis on undergraduate education and also having significant graduate and research programs.

President's Goals

To become the leader in the nation, Miami University must be a vibrant, energetic, forward-looking institution which seeks continuously to enhance its academic and intellectual vitality. This objective will be achieved through meeting the following goals:

1. Strengthening the academic profile of entering students.
2. Strengthening the academic profile of new faculty and the academic support for existing faculty.
3. Developing a curriculum for the 21st century at both the undergraduate and graduate level.
4. Strengthening academic standards and enriching campus intellectual and cultural life.
5. Increasing diversity of the faculty, staff, and student body.
6. Enhancing the campus facilities, buildings, and systems.
7. Strengthening the university revenue base.
8. Developing improved benchmarking with peer institutions.

Divisional Goals

To be meaningful, the president's goals must be refined by benchmarks and specific outcomes. This process of refinement and definition will require the broad involvement of the university community. Therefore, the divisional vice presidents and other senior officers, with appropriate consultation, are being asked to set divisional goals and embark on a planning process for their own areas. To assure consistency and compatibility with overall university objectives, all divisional plans are being reviewed and coordinated by the president and vice presidents. If plans and objectives entail significant policy changes, the University Senate and other appropriate governance bodies will be consulted for comments and recommendations.

Guiding Principles

In formulating plans, the divisions are being guided by two principles. The first principle is to build on the Oxford campus' core strengths that contribute to the undergraduate experience:

- high expectations for faculty excellence in instruction and research
- a residential experience that is an essential ingredient of undergraduate education
- a liberal arts underpinning across the curriculum
- extracurricular opportunities which emphasize ethical values, good sportsmanship, leadership, and public service
- selective admissions criteria
- a diverse, traditional-age student body, recruited nationally and internationally

The second principle is to strengthen the intellectual climate of the institution through developing and supporting:

- research, scholarship, and creative work
- nationally distinguished graduate programs
- high academic standards and expectations
- a culturally rich environment

In addition, Miami's regional campuses and European center will develop strategic principles and plans consistent with their unique missions and responsibilities.

Measurable Outcomes

There is no single measure of institutional performance. Progress toward meeting plan objectives, therefore, will be evaluated each year by a combination of benchmarking with peer institutions and, when possible, quantitative monitoring of performance. Since quality cannot always be determined by numbers alone, quantitative indices will be augmented by considered judgments. The results of these evaluations and the progress toward meeting goals will be reported annually to the Board of Trustees and university community.

Appendix 1-5 First in 2009 Vision and Goals for the Hamilton and Middletown Campuses

Hamilton Campus First in 2009 Vision and Goals

Vision Statement

“By the year 2009, Miami University Hamilton, an integral part of Miami University, will be a leader among Ohio’s regional campuses, continuing to serve the diverse population of southwestern Ohio by providing equal access to excellent pre-baccalaureate education as well as selected technical, associate degree, and continuing education programs.”

Objective

To be a leader among Ohio’s regional campuses, Miami University Hamilton must be a dynamic, forward-looking and proactive academic community that relates productively to the Oxford and Middletown campuses and other regional groups, and that seeks continuously to enhance its intellectual environment and to expand access to its academic programs. This objective will be achieved by meeting the following goals:

Goals

1. To extend the marketing of degree and non-degree programs to traditional and non-traditional students.
2. To strengthen the academic profiles of new faculty within the context of the campus mission and strengthen the support for existing faculty and staff.
3. To broaden developmental, pre-baccalaureate and technical curricula to meet diverse student needs and to prepare students for the challenges of the 21st century.
4. To encourage teaching and learning in a variety of contexts by enhancing the intellectual and cultural life of the campus.
5. To increase the diversity of the faculty, staff, and student body.
6. To expand and enhance campus facilities, systems, and technology.
7. To strengthen existing relationships and foster increased interaction with the greater Hamilton community by focusing on community outreach programs, K-12 partnerships, and service learning.
8. To strengthen the fiscal position of the campus.
9. To develop processes for continuous campus improvement.

Middletown Campus First in 2009 Vision and Goals

Vision

By the year 2009, Miami University Middletown will be a leader among Ohio’s university regional campuses in offering learner-centered, technology-supported educational programs and services to meet the evolving needs of diverse constituencies.

Goals

1. Improving the recruitment and retention of students in degree and non-degree educational programs
2. Recruiting and supporting high quality faculty and staff who contribute actively to the success of the campus mission
3. Developing a curriculum for the 21st century; enhancing programs and assisting university-wide curricular development
4. Strengthening academic support services including assessment, advising, and instructional technology
5. Increasing diversity while strengthening support for an environment within which a diverse community flourishes
6. Maintaining campus facilities, buildings and systems; enhancing the infrastructure for the challenges of technological change
7. Strengthening the campus revenue base
8. Strengthening the relationships with and services provided to local communities
9. Developing improved processes for continuing quality improvement

Appendix 1-6 Accreditation Steering Committee

Paul Anderson (Chair)	Special Assistant to the Provost Director, Center for Writing Excellence Department of English	Dennis Roberts	Assistant Vice President, Student Affairs Educational Leadership Department
Sara Butler	Associate Dean, School of Fine Arts Department of Architecture and Interior Design	Jerry Stonewater	Director of Liberal Education Coordinator for Assessment
Cheryl Evans	Associate Dean, Graduate School Department of Family Studies and Social Work	John Williams	Coordinator of Math, Science, and Education Hamilton Campus Department of Chemistry and Biochemistry
Raymond Gorman	Associate Dean, Richard T. Farmer School of Business		

Appendix 1-7 Accreditation Subcommittees

Accreditation Subcommittee 1 Mission and Integrity (Criterion 1)

Judith de Luce (Co-chair)	Chair Classics Department
Curtis Ellison	Interim Director, McGuffeyMuseum Professor
Cheryl Burgan Evans	(Co-chair and Liaison to the Steering Committee) Associate Dean, Graduate School Department of Family Studies and Social Work
Gary Manka	Assistant Director, Program Building Advisor Student Activities and Organizational Leadership
Terry Perlin	Special Projects Coordinator, Honors Program School of Interdisciplinary Studies
Martha Petrone	Coordinator, Humanities and Fine Arts Middletown Campus

Accreditation Subcommittee 2 Preparing for the Future (Criterion 2)

William E. Even	Economics Department
David L. Stonehill (Chair)	Senior Associate for Executive Initiatives (Retired June 2004)
Richard L. Hearin	Director, Career Services
Steven M. DeLue	Senior Associate Dean, College of Arts and Science
John P. Williams	(Liaison to the Steering Committee) Coordinator of Math, Science and Education Hamilton Campus Chemistry and Biochemistry Department
Christine D. Noble	Associate Dean School of Engineering and Applied Science Manufacturing and Mechanical Engineering Department

Accreditation Subcommittee 3 Student Learning and Effective Teaching (Criterion 3)

Jacqueline Elcik	Director of Orientation and First Year Learning Initiative Department of Residence Life
Margaret Faimon	Art Department
Judith Rogers (Chair)	Physics Department, Hamilton Campus
David Rosenthal	Marketing Department
Jerry Stonewater	(Liaison to the Steering Committee) Director of Liberal Education Coordinator for Assessment

Accreditation Subcommittee 4-1

Undergraduate and Graduate Curricula (First Focus of Criterion 4)

Sara Butler (Liaison to the Steering Committee)	Associate Dean, School of Fine Arts Architecture and Interior Design Department
Michael Dantley	Associate Dean School of Education and Allied Professions Educational Leadership
Patrick Haney (Chair)	Political Science Department
Cynthia Lewiecki-Wilson	English Department
Joshua Schwarz	Management Department
Nancy Solomon	Zoology Department

Accreditation Subcommittee 4-2

Research, Scholarship, and Creative Activity (Second Focus of Criterion 4)

Helaine Alessio	Physical Education, Health, and Sports Studies Department
Raymond Gorman (Liaison to the Steering Committee)	Associate Dean Richard T. Farmer School of Business
Mary Harris	Music Department
Michael Pechan (Chair)	Chair, Physics Department
Douglas Troy	Chair Computer Science and Systems Analysis Department

Accreditation Subcommittee 5 Engagement and Service (Criterion 5)

Barbara Heuberger	Teacher Education Department
William Madison	Director, Student Organizations and Development Richard T. Farmer School of Business
Kathryn McGrew	Sociology and Gerontology Department
Dennis Roberts	(Liaison to the Steering Committee) Assistant Vice President, Student Affairs Educational Leadership Department
Robert Rusbosin (Chair)	Associate Executive Director, Director of Student Services Hamilton Campus
Robert Wicks	Director, Art Museum

Appendix 2-1
Miami University Board of Trustees
November 22, 2004

Name	Preferred Mailing Address	Name	Preferred Mailing Address
John S. Christie	Worthington Industries 200 Old Wilson Bridge Road Columbus, Ohio 43085	Richard K. Smucker (Academic Committee, Member)	J.M. Smucker Company One Strawberry Lane Orrville, Ohio 44667
Laurel A. Dawson (Finance Committee, Member)	37 West Broad Street Suite 300 Columbus, Ohio 43215	Fred G. Wall	Madsen Wire Products, Inc. 1815 Kettering Tower Dayton, Ohio 45423
S. Kay Geiger (Finance Committee, Member)	LaSalle/ABN AMRO Bank 312 Walnut Street, Suite 2450 Cincinnati, Ohio 45202	Kathleen M. Zouhary (Academic Committee, Member)	St. Luke's Hospital 5901 Monclova Road Maumee, Ohio 43537
Jay L. Henderson (Finance Committee, Chair) (National Trustee)	PricewaterhouseCoopers LLP 200 Public Square, 27 th Floor Cleveland, Ohio 44114	Samuel J. DiSalvo (Student Trustee)	303 High Street Oxford, Ohio 45056 (Campus Address)
David F. Herche (Finance Committee, Member)	Enerfab Incorporated 4955 Spring Grove Avenue Cincinnati, Ohio 45232	Brian W. Shroder (Student Trustee)	5262 Brown Rd., Apt. 226 Oxford, Ohio 45056 (Campus Address)
Dr. Lolita M. McDavid (Academic Committee, Chair)	Rainbow Babies & Children's Hosp. 11100 Euclid Avenue Cleveland, Ohio 44106-4000	Chair:	Fred G. Wall
Chandra R. Shah	Balke American 1848 Summit Road Roselawn, Ohio 45237	Vice Chair:	Laurel A. Dawson
		Secretary:	Kathleen M. Zouhary
		Treasurer:	Chandra R. Shah

Appendix 2-2
Board of Trustees Resolution Establishing the Position of National Trustee
June 2004

To take advantage of the talents, resources, and experiences of Miami University alumni who do not live in the state of Ohio, the Miami University Board of Trustees establishes the position of National Trustee.

National Trustees will be non-compensated advisors to the Board of Trustees, and will have no voting privileges at Board of Trustees meetings. National Trustees are not eligible to become officers of the Board, but will otherwise participate in all Board activities, including committee membership. National Trustees will have voting privileges on committees and may serve as committee chairs.

National Trustees will be selected and removed by the Miami Board of Trustees, and the Board Chair will prepare a formal letter of appointment with notification to the Governor of Ohio.

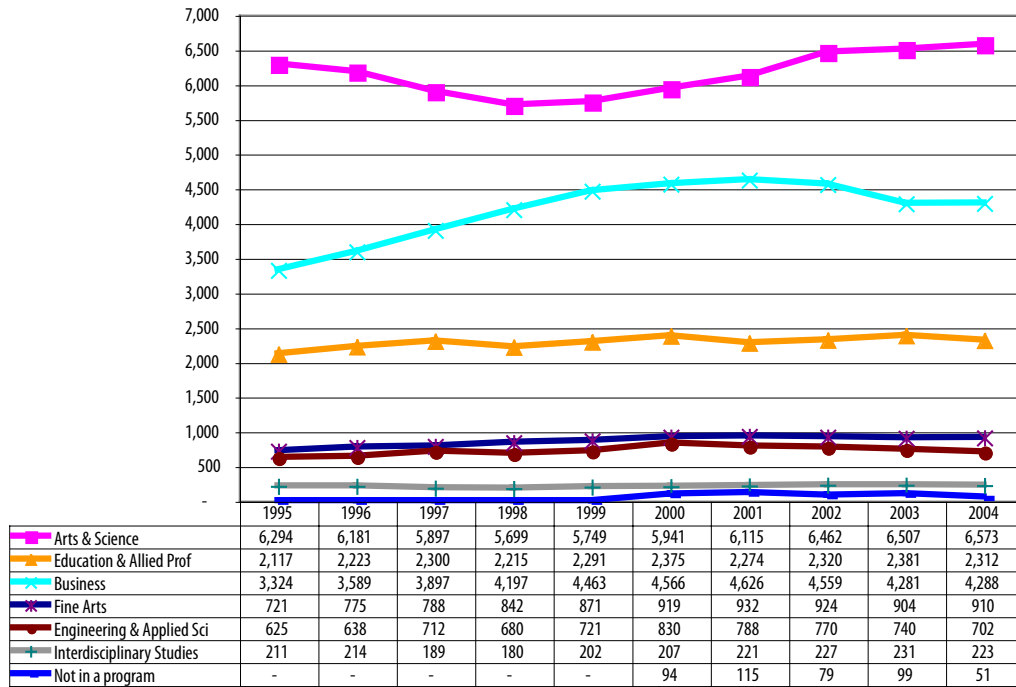
Travel expenses for National Trustees will be reimbursed consistent with the policy for voting members of the Board of Trustees.

A maximum of three National Trustee positions are authorized, each serving a three-year term. National Trustees are eligible for appointment to two consecutive terms (six years).

National Trustees will be chosen on the basis of the following attributes: Miami alumna/alumnus; successful in chosen field or business; state or national prominence; ability to be an advocate for higher education; and willingness and ability to offer counsel.

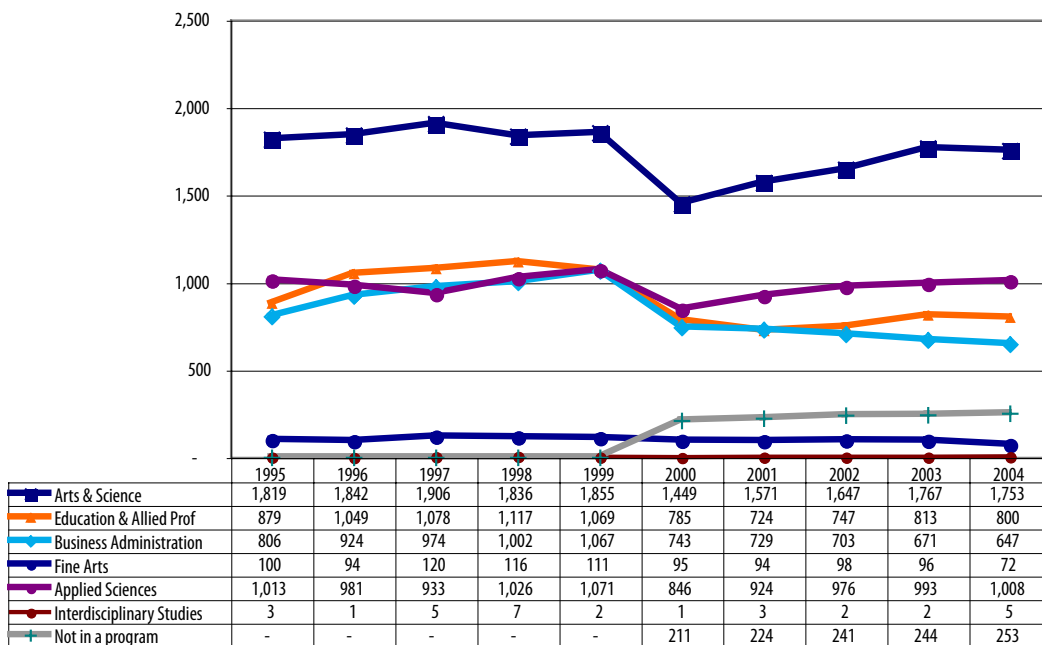
Appendix 2-3
Undergraduate Enrollments by Divisions at
Oxford and the Regional Campuses, 1995-2004

Undergraduate Enrollments by Divisions at Oxford 1995-2004



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Undergraduate Enrollments by Divisions at the Regional Campuses, 1995-2004



Appendix 2-4
Undergraduate Credit Hours by Division on the Oxford Campus, 1995-2003

Fall Credit Hours - 15th Day

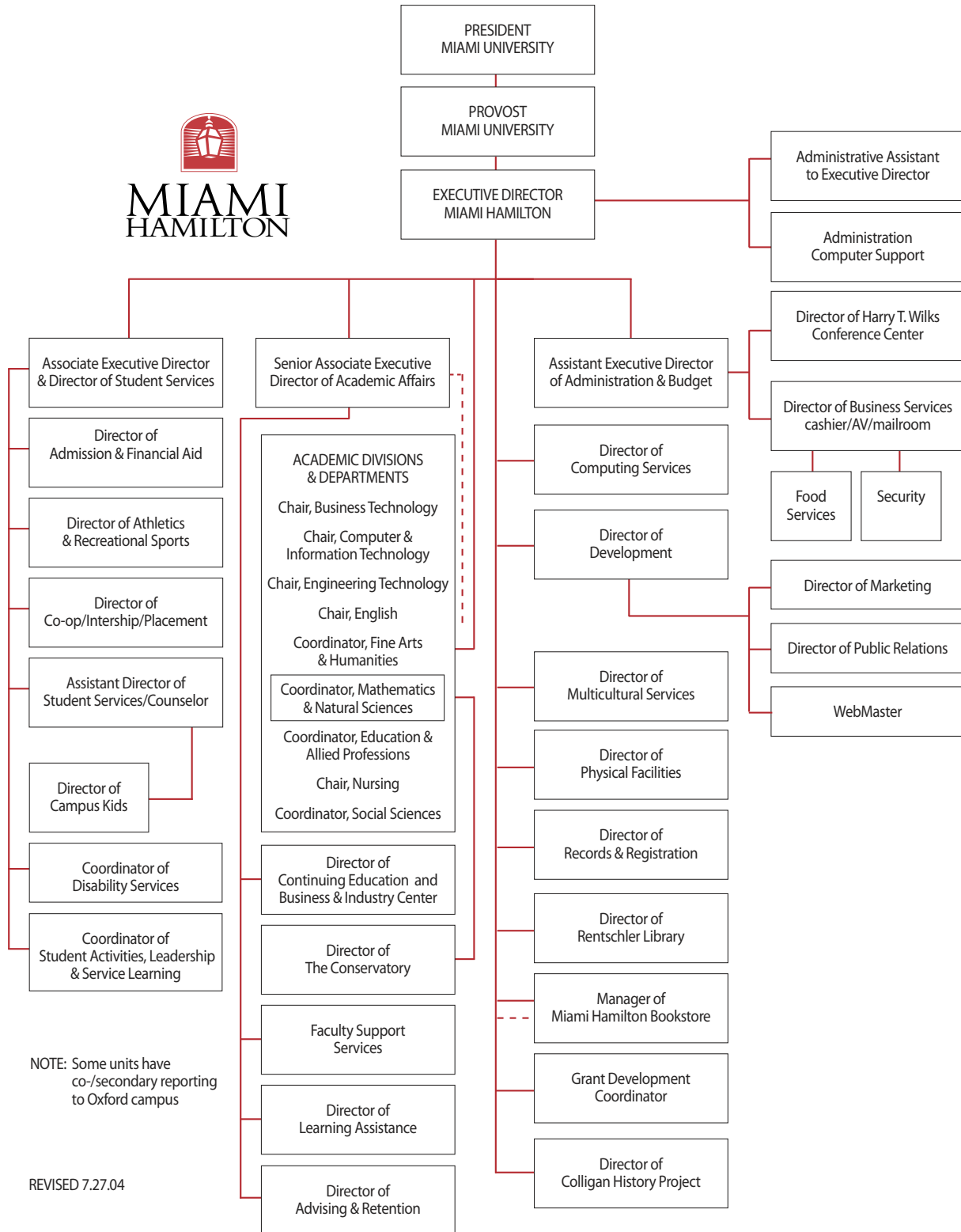
Division/Unit	1995	1996	1997	1998	1999	2000	2001	2002	2003
OXFORD CAMPUS									
Arts & Science	132,538	134,906	133,271	131,408	132,491	129,260	133,171	129,731	149,305
as % of Total	58%	57%	56%	55%	54%	53%	54%	53%	57%
Education & Allied Prof	33,055	33,686	34,525	34,06	34,322	36,035	35,650	37,819	37,643
as % of Total	14%	14%	14%	14%	14%	15%	14%	16%	14%
Business Administration	36,575	39,160	42,377	44,102	46,466	46,760	47,501	47,707	45,282
as % of Total	16%	17%	18%	18%	19%	19%	19%	20%	17%
Fine Arts	18,392	18,434	19,043	19,197	18,796	18,921	19,497	18,084	20,023
as % of Total	8%	8%	8%	8%	8%	8%	8%	7%	8%
Applied Sciences	7,114	7,567	8,163	8,470	9,721	8,304	7,499	7,669	7,228
as % of Total	3%	3%	3%	4%	4%	3%	3%	3%	3%
Interdisciplinary Studies	2,542	2,676	2,384	2,550	2,500	2,703	2,717	2,415	2,625
as % of Total	1%	1%	1%	1%	1%	1%	1%	1%	1%
Total Oxford Campus	230,216	236,429	239,763	239,789	244,296	241,983	246,035	243,425	62,106

Appendix 2-5
Fall Credit Hours by Division for regional Campuses

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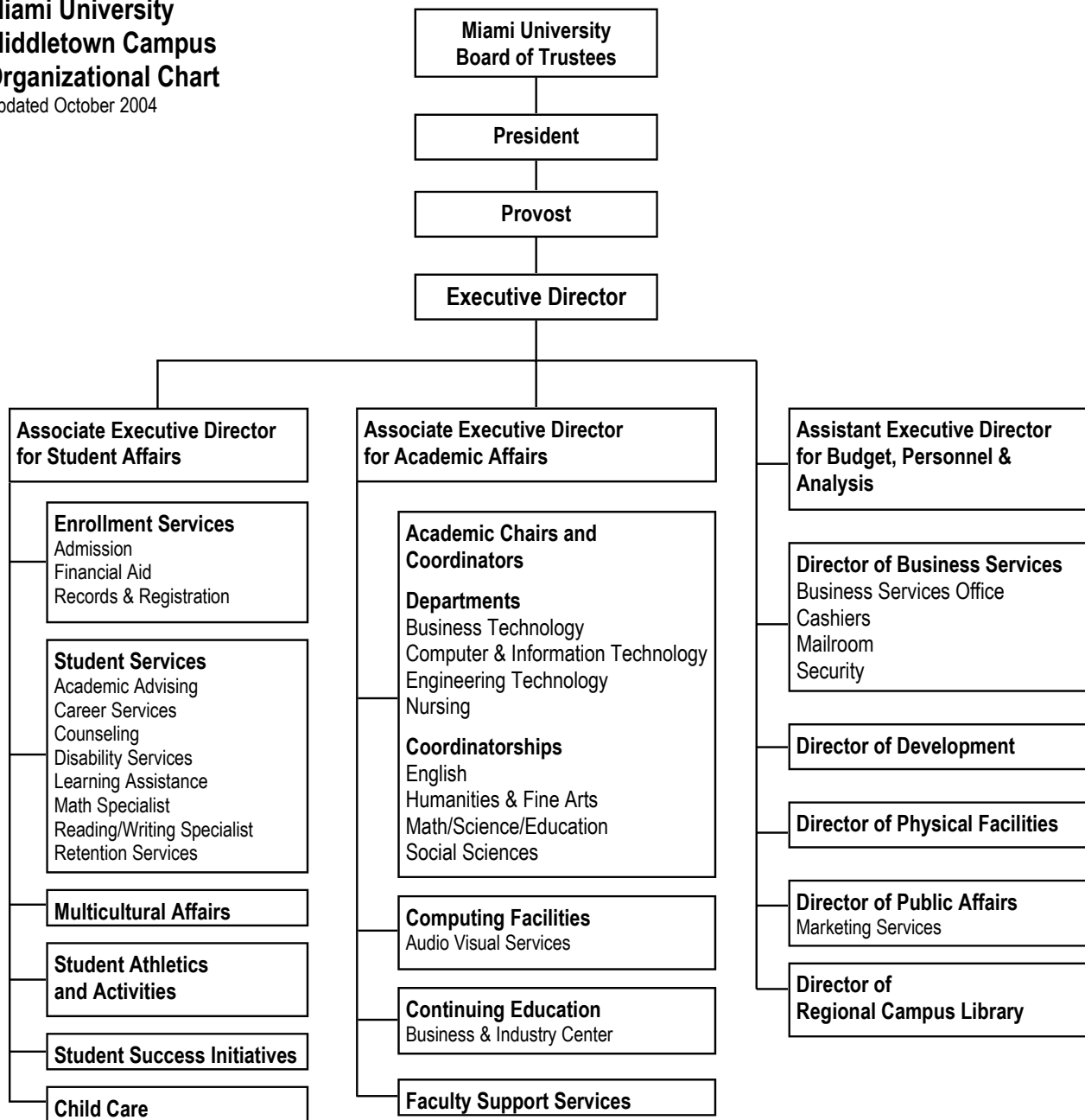
	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
HAMILTON CAMPUS										
Arts & Science	11,842	12,724	13,537	13,341	14,431	15,290	15,707	17,402	17,685	18,062
as % of Total	59.0%	57.6%	58.6%	57.5%	60.6%	58.2%	59.6%	60.8%	60.6%	62.4%
Education & Allied Prof	2,255	2,652	2,541	3,194	3,068	3,261	3,066	2,956	3,694	3,765
as % of Total	11.2%	12.0%	11.0%	13.8%	12.9%	12.4%	11.6%	10.3%	12.7%	13.0%
Business	2,534	2,792	2,861	2,604	2,653	3,160	3,126	3,298	3,062	2,605
as % of Total	12.6%	12.6%	12.4%	11.2%	11.1%	12.0%	11.9%	11.5%	10.5%	9.0%
Fine Arts	1,134	1,507	1,634	1,552	1,731	1,822	1,987	2,133	2,239	1,886
as % of Total	5.7%	6.8%	7.1%	6.7%	7.3%	6.9%	7.5%	7.5%	7.7%	6.5%
Engineering & App Sci	2,290	2,398	2,541	2,526	1,923	2,716	2,469	2,838	2,510	2,643
as % of Total	11.4%	10.9%	11.0%	10.9%	8.1%	10.3%	9.4%	9.9%	8.6%	9.1%
Total Hamilton Campus	20,055	22,073	23,114	23,217	23,806	26,249	26,355	28,627	29,190	28,961
MIDDLETOWN CAMPUS										
Arts & Science	14,586	14,990	14,645	15,428	14,871	14,415	15,926	16,511	15,759	15,798
as % of Total	65.5%	64.3%	63.1%	63.2%	60.6%	61.1%	63.7%	65.4%	65.3%	66.5%
Education & Allied Prof	2,715	3,098	3,363	3,394	3,709	2,993	2,569	2,640	2,718	2,313
as % of Total	12.2%	13.3%	14.5%	13.9%	15.1%	12.7%	10.3%	10.5%	11.3%	9.7%
Business	1,913	2,138	2,166	2,400	2,707	2,856	2,871	2,549	2,097	2,065
as % of Total	8.6%	9.2%	9.3%	9.8%	11.0%	12.1%	11.5%	10.1%	8.7%	8.7%
Fine Arts	1,336	1,180	1,346	1,357	1,325	1,337	1,518	1,478	1,587	1,539
as % of Total	6.0%	5.1%	5.8%	5.6%	5.4%	5.7%	6.1%	5.9%	6.6%	6.5%
Engineering & App Sci	1,713	1,889	1,678	1,816	1,945	1,973	2,122	2,056	1,964	2,025
as % of Total	7.7%	8.1%	7.2%	7.4%	7.9%	8.4%	8.5%	8.1%	8.1%	8.5%
Total Middletown Campus	22,263	23,295	23,198	24,395	24,557	23,574	25,006	25,234	24,125	23,740

Appendix 2-6
Administrative structure of Hamilton



Appendix 2-7
Administrative Structure of Middletown

**Miami University
Middletown Campus
Organizational Chart**
Updated October 2004



Appendix 2-8
Ohio Regional Campus Fees Historical Data

OHIO REGIONAL CAMPUS ANNUAL FEES HISTORICAL DATA
Ranked in Descending Order of Annual Lower Division Fees

	1995-1996		1996-1997		1997-1998	
1	Cincinnati - Raymond Walters	\$ 3,294	Cincinnati - Raymond Walters	\$ 3,471	Cincinnati - Raymond Walters	\$ 3,573
2	Ohio State	\$ 3,156	Ohio State	\$ 3,345	Ohio State	\$ 3,423
3	Akron - Wayne	\$ 3,090	Ohio - All Other Campuses	\$ 3,021	Ohio - All Other Campuses	\$ 3,423
4	Wright - Lake	\$ 3,069	Akron - Wayne	\$ 3,184	Akron - Wayne	\$ 3,280
5	Miami	\$ 3,052	Wright - Lake	\$ 3,222	Wright - Lake	\$ 3,270
6	Bowling Green	\$ 3,014	Bowling Green	\$ 3,166	Bowling Green	\$ 3,244
7	Kent State	\$ 2,942	Miami	\$ 3,128	Miami	\$ 3,072
8	Cincinnati - Clermont	\$ 2,916	Kent State	\$ 3,000	Kent State	\$ 3,056
9	Ohio - All Other Campuses	\$ 2,880	Cincinnati - Clermont	\$ 3,006	Cincinnati - Clermont	\$ 3,051
10	Ohio - Southern Campus	\$ 2,658	Ohio - Southern Campus	\$ 2,790	Ohio - Southern Campus	\$ 2,865
11	Cincinnati - University College	NR	Cincinnati - University College	NR	Cincinnati - University College	NR
12	Youngstown - Main	NR	Youngstown - Main	NR	Youngstown - Main	NR
	Average	\$ 3,007	Average	\$ 3,133	Average	\$ 3,226
	Miami Above (Below)	\$ 45	Miami Above (Below)	\$ (5)	Miami Above (Below)	\$ (154)

	1998-1999		1999-2000		2000-2001	
1	Cincinnati - Raymond Walters	\$ 3,573	Cincinnati - University College	\$ 4,569	Cincinnati - University College	\$ 4,401
2	Ohio State	\$ 3,528	Cincinnati - Raymond Walters	\$ 3,573	Youngstown - Main	\$ 3,744
3	Akron - Wayne	\$ 3,444	Ohio State	\$ 3,528	Ohio State	\$ 3,393
4	Wright - Lake	\$ 3,366	Akron - Wayne	\$ 3,444	Akron - Wayne	\$ 3,351
5	Bowling Green	\$ 3,354	Bowling Green	\$ 3,370	Cincinnati - Raymond Walters	\$ 3,272
6	Miami	\$ 3,194	Wright - Lake	\$ 3,366	Wright - Lake	\$ 3,202
7	Ohio - All Other Campuses	\$ 3,192	Miami	\$ 3,210	Ohio - All Other Campuses	\$ 3,198
8	Kent State	\$ 3,164	Ohio - All Other Campuses	\$ 3,192	Bowling Green	\$ 3,033
9	Cincinnati - Clermont	\$ 3,096	Kent State	\$ 3,164	Kent State	\$ 3,020
10	Ohio - Southern Campus	\$ 2,940	Cincinnati - Clermont	\$ 3,096	Miami	\$ 3,004
11	Cincinnati - University College	NR	Ohio - Southern Campus	\$ 2,940	Cincinnati - Clermont	\$ 2,940
12	Youngstown - Main	NR	Youngstown - Main	NR	Ohio - Southern Campus	\$ 2,793
	Average	\$ 3,285	Average	\$ 3,405	Average	\$ 3,279
	Miami Above (Below)	\$ (91)	Miami Above (Below)	\$ (195)	Miami Above (Below)	\$ (275)

	2002-2003		2003-2004		2004-2005	
1	Cincinnati - University College	\$ 5,448	Cincinnati - Main Campus	\$ 5,988	Cincinnati - Main Campus	\$ 6,579
2	Youngstown - Main	\$ 4,500	Akron - Main (post-2002 enroll)	\$ 5,621	Akron - Main (post-2002 enroll)	\$ 6,204
3	Cincinnati - Raymond Walters	\$ 4,014	Akron - Main (pre-2002 enroll)	\$ 5,291	Akron - Main (pre-2002 enroll)	\$ 5,842
4	Akron - Wayne	\$ 3,928	Ohio State	\$ 5,052	Ohio State	\$ 5,553
5	Ohio State	\$ 3,927	Youngstown - Main	\$ 4,952	Youngstown - Main	\$ 5,388
6	Wright - Lake	\$ 3,738	Cincinnati - Raymond Walters	\$ 4,335	Akron - Wayne	\$ 4,745
7	Kent State	\$ 3,674	Akron - Wayne	\$ 4,318	Cincinnati - Raymond Walters	\$ 4,659
8	Bowling Green	\$ 3,626	Ohio - All Other Campuses	\$ 4,008	Wright - Lake	\$ 4,356
9	Ohio - All Other Campuses	\$ 3,564	Kent State	\$ 3,968	Kent State	\$ 4,326
10	Cincinnati - Clermont	\$ 3,486	Wright - Lake	\$ 3,963	Ohio - All Other Campuses	\$ 4,248
11	Miami	\$ 3,300	Bowling Green	\$ 3,806	Cincinnati - Clermont	\$ 4,056
12	Ohio - Southern Campus	\$ 3,282	Cincinnati - Clermont	\$ 3,765	Ohio - Southern Campus	\$ 4,026
13			Ohio - Southern Campus	\$ 3,693	Bowling Green	\$ 3,976
14			Miami	\$ 3,498	Miami	\$ 3,840
	Average	\$ 3,874	Average	\$ 4,447	Average	\$ 4,843
	Miami Above (Below)	\$ (574)	Miami Above (Below)	\$ (949)	Miami Above (Below)	\$ (1,003)

NOTES FOR 2003/2004 AND 2004/2005 FEES

U of Akron (pre-2002 enroll) - continuing students enrolled prior to summer 2002

U of Akron (post-2002 enroll) - continuing students enrolled after summer 2002

Appendix 3-1 Functional Mission Statement for the Oxford Campus

I. INSTITUTIONAL IDENTITY

A. Summary of the purpose of the institution.

Miami University provides an undergraduate liberal education as its primary focus, complemented by selected graduate programs. Miami's goal is a front- rank position among the nation's premier public universities that focus on undergraduate education.

Miami University has chosen to emphasize the following:

- an undergraduate student-centered culture;
- adherence in principle and practice to liberal education;
- instruction and pedagogy of high quality;
- student, as well as faculty, participation in research;
- a selected number of high quality graduate programs.

The faculty at Miami University recognize the inseparability of teaching and scholarship while acknowledging teaching as their primary occupation.

B. Quantitative and qualitative identification of functional emphases: comparative information related to instruction, research and public service.

The principal focus is on undergraduate education with a commitment to liberal education. Faculty acknowledge teaching as their primary occupation and, at the same time, recognize the inseparability of teaching and scholarship. This balance between teaching and scholarship challenges faculty to make that relationship apparent to their students. The faculty's scholarship is a significant part of the student's educational experience.

Miami University requires that all of its tenured and tenure-track faculty be teacher-scholars. In tenure considerations, the order of significance in weighing criteria are: teaching and advising, research and creative activity, and service. On regional campuses, many faculty have a greater responsibility for professional service to the community, as well as for the scholarship of integration and application.

C. Disciplinary emphases central to institution's mission.

The Miami Plan, the University's liberal education curriculum, is the programmatic focus for an emphasis on liberal learning. Even as the University has prepared many students in professional areas of education, business, etc, it has ensured that all students have a strong grounding in the humanities, social and natural sciences. A strong commitment exists to synthesize liberal and professional education.

Integrated learning is a major emphasis at Miami. Examples include: providing an international perspective for all students; faculty in the School of Fine Arts serving as patrons of artists, performing as sponsors and impresarios, educating students to become appreciative lay persons, preparing scholars, historians, and critics, etc.; faculty and students in the School of Business Administration examine ethical issues in business, assess questions of accountability, probe historical and cultural distinctions that bear on international trade; the School of Interdisciplinary Studies has a core curriculum which is team-taught by a multidisciplinary faculty.

In addition, innovative programs exist in environmental and ecological research.

The training of primary and secondary school teachers in the areas of science, mathematics and environmental education is being enhanced through faculty teams from all three Miami campuses and from a number of departments in the College of Arts and Science and the School of Education and Allied Professions. External support has come from Eisenhower grants, NSF'S Project Discovery and Second Step and other major grants.

D. Relative emphasis given to graduate education, baccalaureate instruction and general education.

Miami revolves around an emphasis on an undergraduate student-centered culture with an adherence in principle and practice to liberal education. Graduate education contributes substantially to the intellectual vitality of the institution and is purposefully designed to enhance the learning experience of undergraduates.

While Miami University has historically chosen to concentrate on undergraduate education, in so doing, it has recognized the important role that judiciously selected graduate programs can play in this primary focus. The presence of strategically positioned doctoral programs has substantially enriched the intellectual environment of the University, facilitated the recruitment and retention of excellent faculty, and strengthened the foundation for the University's national reputation..

A Senior Faculty Program for Teaching Excellence was established in 1990 to assist faculty who have taught at Miami University for at least seven years in enhancing their teaching skills and effectiveness. The annual Lilly Conference on College Teaching was established in 1981 to provide a national forum for discussions on teaching and learning. The Journal on Excellence in College Teaching was established in 1990 in order that faculty throughout the country could share ideas.

E. Relative emphasis on research.

Teams of undergraduate students, graduate students and faculty work together in laboratories, libraries, and studios, learning skills and perspectives needed

for systematic inquiry in a field or several related fields. The level of participation of undergraduates in research activity is extraordinary as is the level of central administrative support.

This collaborative research between undergraduate and graduate provides a special breadth and excellence for graduate student preparation for teaching careers.

Miami University pays continuous attention to the involvement of faculty in scholarship. The Committee on Faculty Research and the Undergraduate Research Committee support research projects. The Office for the Advancement of Scholarship and Teaching was created to recognize that teaching and research are complementary and that scholarship is broader than research.

F. Relative emphasis on public service.

Public service emphasis is reflected in a number of programs:

- the regional campus technical associate degree programs address regional business and industry needs;
- the baccalaureate and graduate programs in the Richard T. Farmer School of Business Administration and the School of Applied Science meet the needs of regional businesses and manufacturing industries;
- programs in the School of Education and Allied Professions meet the needs of regional schools through teacher training, continuing education, workshops, and recertification;
- programs in gerontology, nursing, speech pathology and audiology, social work, medical technology and health education meet the needs of regional health organizations;
- the Associate Degree in Nursing program meets a continuing need for well-trained nurses.

II. CONSTITUENCIES SERVED

The primary external constituencies are prospective students, both high school graduates and transfer students from two-year or four-year programs. In addition, the Hamilton and Middletown campuses provide important access for area citizens. Additional primary external constituencies are the employers of our graduates.

Miami University's faculty, staff, and students serve external constituents through a broad spectrum of activities and programs. For example, faculty in Chemistry provide service to industry and government through the Molecular Microspectroscopy Laboratory. Increased numbers of contracts document the utility of this service. Faculty and students in the School of Education and Allied Professions are actively engaged with the staffs and students of Partner Schools in the K-12 continuum. A committee of faculty, staff, and students has been working collaboratively with the Miami Tribe in Oklahoma assisting in the development of an electronically accessible tribal library. A number of programs are targeted to disadvantaged and minority youth and their families in efforts to inculcate the value of higher educational opportunities. A touring company of student actors annually performs a Children's Theater at schools, nursing facilities and other venues that rarely have the opportunity to experience live productions. Through the Center for Public Management and Regional Affairs, planning assistance is provided to small communities throughout the region. The increasing demand for its services speaks to the value and need for the assistance it is providing. Many other programs and activities reach out regularly to other constituencies and are continuously evaluated through formal assessment surveys, by review of unsolicited letters and comments from recipients of services, and by measurement of the changes in demands for services.

Students, the primary internal constituents, are asked every semester to evaluate the effectiveness of their instructors and the courses in which they are enrolled. Many departments conduct exit interviews with seniors and graduate students. Student placement rates are carefully monitored and frequent communication is sustained with employers. Regular programs have been established to bring professionals to campus to speak to and prepare students for career entry and to advise faculty of the changing demands of the workplace. An internship coordinator has been hired to assist students in identifying and securing responsible work experiences from which to grow and better mesh their talents with career possibilities.

There is very active participation by alumni, educators, business and industries in advisory councils for Schools of Applied Science, Business Administration, Education and Allied Professions and pre-law and pre-medicine in the College of Arts & Science. Summer Theatre, radio station WMUB, Performing Arts Series and other agencies rely upon private citizens and patrons for counsel and include them on governing boards.

The School of Applied Science determines employer satisfaction with graduates through semi-annual meetings of its industrial advisory council and periodic surveys of primary employers.

III. GOALS AND PRIORITIES

The Miami University vision is to

1. provide an environment conducive to effective and inspired teaching and learning,
2. be recognized as one of the nation's premier public universities with the best undergraduate programs,
3. furnish a welcoming environment for students, faculty, staff, alumni,
4. provide a climate for personal and professional growth,
5. serve the citizens of the region, the State of Ohio, and the nation.

Five strategic goals for the next three and six years, with implementation strategies for each, follow.

A. Heighten the intellectual challenge of the learning environment.

1. Implement fully the Miami Plan for Liberal Education.
2. Provide increased opportunities for students to take independent study or research courses and to avail themselves of an international experience.
3. Continue faculty tradition of continuous attention to improved pedagogy and instruction.
4. Heighten involvement and experimentation with learning technologies.
5. Continue to focus on faculty members, in hiring and retention, who are committed to being teacher-scholars and who can contribute to both graduate and undergraduate education.
6. Develop and implement an enrollment management plan for oversubscribed programs.

B. Recruit and retain a more diversified population.

1. Ensure that at least 10 percent of the total student population is comprised of racial minorities within six years.
2. Integrate the Minority Professional Leadership Program into the larger recruitment and retention structure.
3. Increase the enrollment of undergraduate international students.
4. Ensure that at least 20 percent of the total graduate student population is comprised of racial minorities within six years.
5. Ensure that at least 10 percent of the total faculty membership is comprised of racial minorities within six years.

C. Increase the University's contributions to society.

1. Continue to contribute to societal goals by emphasizing interdisciplinary and multidisciplinary connections.
2. Build and strengthen all programs in concert with accepted recommendations of Academic Program Review process.
3. Increase number of faculty contributing to interdisciplinary programs by ten percent per year.
4. Strengthen the areas of ecology and environmental science and improve the ability to sustain natural resources, as a six-year goal.
5. Explore the development of inter-divisional doctoral program in science education, as a three-year goal.
6. Pilot, through the Institute for Educational Renewal, models for advancing achievement gains and well being of all children in the schools, including preparation of future teachers and human service professionals, as three and six year goals.
7. Establish a Ph.D. program in social gerontology, as a three-year goal.
8. Establish an active center to support faculty in efforts to improve the written communication skills of all students, as a three year goal.
9. Establish a Center for Manufacturing Excellence which will integrate existing manufacturing related programs, as a three-year goal.

D. Enrich the learning environment through new technologies.

1. Provide access to computing resources and an opportunity to develop information management skills for lifelong learning.
2. Complete the basic fiber optic backbone for networking campus academic and administrative buildings, as a three-year goal.
3. Complete a Data Warehouse project where minimal set of data useful for administrative decision making and reporting will be available on-line, as a three-year goal.
4. Develop integrated system for student records, as a six-year goal.
5. Establish a sinking fund to counter obsolescence of computer equipment, as a three-year goal.
6. Involve a significant number of faculty in application of learning technologies.
7. Foster experimentation in interactive distance learning, as a six-year goal.

E. Focus the direction of the residential, co-curricular and out-of-class programs.

1. Expand the thematic residence hall program including a three-year goal to offer theme corridors in at least one-third of the residence halls.
2. Develop clearer models of ways to foster the leadership capabilities of students.
3. Develop substantive colloquia and forums which unite national experts, Miami faculty, and students in addressing serious societal issues, as a three-year goal.

Major Opportunities

1. Assert a leadership role nationally in the area of faculty roles and rewards.
2. Rapid advances in instruction due to the convergence of new pedagogues and leaps in technology.
3. Solidify elevated levels of philanthropic investment by alumni, friends, foundations and corporations.
4. Gain sustained national recognition for programs in educational reform, gerontology, ecology, and mathematics and science education.

Major External Threats

1. Negative publicity to higher education nationally due to abuses by the few.
2. Inadequate resources for four-year state assisted colleges in Ohio relative to nationally recognized peer institutions.
3. Disadvantages due to total reliance on state formula funding model.
4. Growing federal and state regulation and reporting requirements.

Appendix 3-2 Functional Mission Statement for the Hamilton Campus

I. PURPOSE

- Ensuring affordable access to the academic programs of Miami University to the citizens of Hamilton and Fairfield counties and to parts of rural Butler County.
- To provide baccalaureate courses and technical associate degree programs.
- To provide workforce education and economic development for the community.

II. INSTITUTIONAL EMPHASES**A. Access**

Miami University Hamilton holds shared responsibility with the Middletown Campus for providing open access to higher education to residents of Butler, Warren, and Preble Counties.

The Hamilton Campus is a full-service campus. It recruits, admits, and provides financial aid for students. It provides academic advising, personal and career counseling, including assessment to ensure proper course placement. Remedial and developmental education classes are offered to improve basic skills in English, math, reading and study habits. In addition, the campus provides tutorials, individualized computer-assisted instruction and workshops to assist students having difficulty in particular academic areas.

Hamilton offers co-operative education for technical majors. The campus also provides a wide range of non-credit continuing education programming through contract training, public subscription courses for professional and personal enrichment, and youth programs.

Students with disabilities and those who are economically disadvantaged, non-traditional, location-bound, and/or racial or cultural minorities have equal opportunity with better-advantaged, recent high school graduates to complete degrees which optimize their chances for attaining satisfying lives and profitable employment.

Hamilton, a commuter campus, offers carefully structured programs of lower and upper division course work fully congruent with main campus requirements, providing credit equal in every respect to credit earned at Oxford.

B. Academic Programming

The emphasis in academic programs is on baccalaureate courses. The highest enrollments are found in elementary education and business. Majors in the social and natural sciences contribute the next largest group of students.

Significant resources are devoted specifically to workforce education and to supporting the economic development of the community. The number of technical associate degree programs has been increased substantially to meet the needs of area employers. A cooperative education program provides work experience for students and helps employers with their staffing needs. Approximately 22% of the students are technical majors in nursing, business, computer, and engineering technologies.

An extended university program provides courses to four outlying communities in the college's service area.

C. Program Quality

Local advisory committees help ensure that program offerings are appropriate to employer and citizen needs. Significant resources are devoted specifically to workforce education, including continuing education courses, both by public and contract subscription, to improve work force skills.

Enrollments in individual courses and programs are tracked to ensure that the campus is meeting demand and to determine if there might be problems in faculty performance, curricular emphases, or marketing efforts. Student evaluations of faculty and courses help measure faculty performance and the quality of course offerings. Formal peer evaluations of teaching and course materials are held regularly.

The campus is developing a comprehensive outcomes assessment program which will evaluate all aspects of the campus, both academic and service components.

The technical programs survey their graduates soon after program completion to learn about their employment, and again several years later to learn about their satisfaction with their associate degree program.

D. Instruction

The faculty evaluation and reward system reflects the primacy of teaching. Salary increments are based first and foremost on documented teaching excellence. Secondary consideration is given to contributions to scholarship and professional service. Regular faculty teach 70 percent of all courses.

Faculty development in the technical programs is mandatory to keep the curriculum up-to-date. Faculty are expected to provide consulting services to local business and industry.

Access to MiamiLINK, the University Libraries' automated system, is provided to faculty and staff through networked office microcomputers and to library patrons through terminals in the library.

E. Public Service

Through its baccalaureate courses, technical programs, cooperative education, and continuing education offerings, the Hamilton Campus meets the needs of Southwest Ohio's businesses and industry, labor, social services, governmental agencies and K-12 education.

Continuing Education provides non-credit personal enrichment courses for all ages, from grade school to senior citizens. Continuing Education courses include Business and Professional Development; Computers; College and Career Preparation; Personal Enrichment and Youth Programs. Area employees, many with associate or bachelor's degrees, take advantage of continuing education courses for professional development and to update/enhance their job skills. Children in grades 1-6 attend Kids in College, an enrichment program for highly motivated youth. High school students attend college planning workshops and ACT/SAT test preparation courses.

Each year 60 to 75 occupational and professional development courses are offered. Contract training programs for local business and industry focus on computer programming and software, programming languages, production and industry management and human resource development.

The campus also serves as a cultural hub for Butler County, offering a concert series, a campus theater group, and lectures and performances by visiting artists.

F. Constituencies

Constituencies of the Hamilton Campus include enrolled students, recent high school graduates, employers, alumni, businesses, industries, agencies, and K-12 education systems.

III. STRATEGIC GOALS

These goals are identified for the foreseeable future, not a specific five year time frame. Efforts to meet these goals are underway. Many of the statements are more a description of a priority than a goal, since they will be on-going through the life of the campus.

- Hold tuition increases to the absolute minimum.
- Increase student recruitment and retention.
- Increase the availability of student financial aid.
- Improve opportunities for success for under prepared students
- Increase linkages and service to K-12 faculty, students, counselors and parents.
- Continue to improve service to business, industry, labor, government, and health and social service agencies.
- Improve the campus' understanding of the needs of the service area and the service area's understanding of the mission of the campus and the programs and services it offers.

Appendix 3-3**Functional Mission Statement for the Middletown Campus****I. PURPOSE**

- Ensure access to high quality undergraduate education at an affordable price to meet the diverse educational needs of residents in Warren, Preble and Butler Counties.
- To provide baccalaureate courses and technical associate degree programs.
- Provide workforce education to serve the needs of local employers and promote the economic development of the community
- Provide a broad spectrum of educational programs at the baccalaureate and associate degree levels to promote lifelong learning and career development.

II. INSTITUTIONAL EMPHASES**A. Access**

Ensuring affordable access involves several dimensions: overall student cost, access to adequate levels of financial assistance, academic course work offered at convenient times and places. Holding down the rate of increase in tuition and fee costs has been a top priority for the Middletown campus. Increasing the

number of scholarships and ensuring student access to sufficient financial support is a major focus. In addition, a growing co-op employment option is available for students in technical programs that want to gain related work experience for pay while pursuing their associate degrees.

Miami University Middletown offers excellent academic support services, including comprehensive entry-level academic skills assessment for accurate course placement, academic advising, a full-service library with state-of-the-art search and retrieval capabilities, technologically sophisticated computer laboratories, developmental education, and learning assistance. Students get personalized attention.

Miami Middletown's relative low student-faculty ratio of 18:1 allows for smaller class sizes, particularly in the technical degree programs in Nursing, Engineering Technology, Computer Technology, and Systems Analysis, and encourages close interaction between faculty and students. Students can enroll for courses simultaneously on all three Miami campuses which are within 15–25 miles of each other, maximizing educational access and opportunity.

B. Academic Programming

Predominant emphasis is on lower division courses, preparing students in degree and non-degree educational programs for career preparation and life enhancement. These meet student needs for certificate and associate degree, pre-baccalaureate, career-based course work, and technical education programs. In addition, the campus offers selected upper division for place bound students.

The campus offers specifically designed workforce education and specialized training programs developed in partnership with the private and public sectors of the region. A large proportion of students are enrolled in career preparation fields in pre-baccalaureate programs in the School of Business, the School of Applied Science, the School of Education and Allied Professions, and in technical degree programs in Applied Business and Applied Science.

The campus is strong in its pre-baccalaureate instructional programs which provide courses that fit within the liberal education mission of the university and are a part of the statewide transfer module.

C. Program Quality

A major thrust of Middletown is to strengthen campus-wide assessment and continuous quality improvement of programs and services. This thrust is to be accomplished through (1) continuing to evaluate and refine existing assessment efforts; (2) implementing campus institutional research and student tracking programs; and (3) incorporating assessment, institutional research, and student tracking in the continuous quality improvement of programs and services.

D. Instruction

Faculty evaluation and reward system is based primarily on excellence in undergraduate instruction. Promotion through academic ranks is heavily dependent on demonstrating excellence in teaching/advising, service, and scholarship.

Reflective of the primacy of instruction, Miami Middletown faculty teaching loads range from 21 to 24 classroom contact hours per year. Each faculty member also devotes a minimum of 8 hours per week through office hours for student access for advising and learning assistance. University policy regarding tenure criteria recognizes the importance of service to the mission of the regional campuses, placing service as second in the tenure criteria order followed by scholarship.

E. Public Service

Miami Middletown excels in public service through programs to enhance K-12 science education using the Center for Chemical Education; its applied research and consultative services to public and private human services agencies through the Applied Social Research Center; and its workforce education and training services to individuals and public and private sector organizations through credit and non-credit continuing education programs.

Noteworthy are campus programs providing qualified registered nurses for employment in regional hospitals, health care agencies, and community-based health care sites; consultant services to public school teachers in the region through formal education partnerships and informal relationships between the Middletown Campus faculty and teachers in the K-12 schools; its service in providing state-of-the-art library services to the region via the library's connection to Miami University's automated, on-line library system and Ohio's OhioLink systems.

F. Constituencies

Middletown campus' constituencies include: enrolled students; recent high school graduates; local business and industry; citizens using campus community service programs; counselors, teachers, and administrators from local school systems; public and private human service agencies; and local and state governments.

G. Cost Containment

The Middletown campus will continue cost-containment efforts to ensure that student fees are as low as possible and to maintain open access to the campus' educational programs.

III. STRATEGIC GOALS

Miami Middletown is fully committed to meeting the educational, economic, and public service needs of its service region. Accordingly, it is committed to meeting the Ohio Board of Regents 9 Service Expectations for regional campuses. Through the ongoing strategic planning process the following major goals and strategies for the next five years represent priorities for the campus.

- Reduce the rate of increase in student tuition and fees.
- Increase the number of student scholarships and ensure access to sufficient financial support.
- Provide an appropriate range of career or technical programs to prepare students for employment in technical and paraprofessional fields. Create a new associate degree program in Chemical Technology.
- Increase student enrollment and retention.
- Increase opportunities for success of under prepared students.
- Develop articulation and transfer agreements with other colleges and universities.
- Expand outreach programs to both public agencies and private business.
- Strengthen continuing education offerings in workforce training.
- Strengthen linkages with elementary, middle and high schools.
- Increase African-American enrollment by at least 10 percent each year.
- Develop distance learning education for place bound adults.

Appendix 3-4

Draft Aspirational Vision Statement Emerging from a First in 2009 Coordinating Council Project Prepared Spring 2004

Aspirational Vision Statement for the First in 2009 Coordinating Council

Miami University will be nationally recognized for its academic excellence. It will cultivate in its students, faculty and staff a passion for discovery, exploration and learning that crosses perspectives, disciplines, campuses, and cultures. Known for its broadly inclusive community, Miami will value diversity as an educational resource for promoting an outstanding liberal arts undergraduate education and distinguished graduate programs. Good listening and honest intellectual dialogue will be fostered to create a trusting, challenging and seamless learning environment which will encourage purposeful risks, ethical reasoning, and continuous reflection and improvement. Our graduates will infuse these values into their lives and into their civic and global engagements.

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Appendix 3-5

HERI Results concerning Faculty Relationships with Campus Administration 1995 and 2001

Question

"Indicate how well . . . the following describes your college or university: 'The faculty are typically at odds with campus administrators.'"

	Miami University (Oxford Campus)			Public Universities			All 4-Year Institutions		
	Very Descriptive	Somewhat Descriptive	Not Descriptive	Very Descriptive	Somewhat Descriptive	Not Descriptive	Very Descriptive	Somewhat Descriptive	Not Descriptive
1995	9%	62%	30%	17%	51%	32%	18%	49%	33%
2001	11%	54%	35%	16%	51%	33%	17%	49%	34%

NOTES: The survey was administered on the Oxford campus only.
Some percentages do not total 100 because of rounding.

Source: Higher Education Research Institute Faculty Surveys, 1995 and 2001.

Appendix 4-1
Academic Affairs Goals for 2004-2005
Advancing “First in 2009”

2004-05 Priorities and Action Plans: Academic Affairs

First in 2009 Goal 1:
Strengthen the Academic Qualifications of Entering Students

Priorities & Timeline	Action Steps	By whom ^u
Enrollment Planning Initiatives August 04-May 05	<ul style="list-style-type: none"> • Implement curricular and co-curricular opportunities for Oxford and Harrison Scholars. • Develop more departmental and divisional honors programs. • Develop plan for selectively increasing graduate enrollments • Develop greater alignment between Oxford and MUH and MUM in terms of enrollment planning, retention and relocation 	<p>Honors</p> <p>Honors, Chairs, COAD Graduate School Dean, Graduate Council, COAD</p> <p>First in 2009 CC, COAD</p>
FYE: Choice Matters Fall 2004	<ul style="list-style-type: none"> • Continue to modify the campus tour, Red Carpet Days, and recruitment materials. • Plan and create administrative structure for sustaining FYE (e.g., goals of “Choice Matters” and seamless curricular and co-curricular programs) 	Alumni Affairs, Admission Office LEC, Summer Orientation, ORL

First in 2009 Goal 2:
Strengthen the Academic Qualifications of New Faculty and the Academic Support for All Faculty

Faculty and Staff Development Ongoing	<ul style="list-style-type: none"> • Communicate expectations for faculty and staff • Promote workshops and seminars both on- and off-campus; plan for learning enrichment opportunities for faculty and staff (diversity dialogues, book clubs?) • Brainstorm new models for faculty and staff development that are broad-based, systemic and meet university goals. Create report • Develop and offer a series of workshops/seminars available to 150 faculty/staff addressing rigor in the Miami Plan, and effective pedagogies for large class instruction • Create an online calendar of on- and off-campus faculty development opportunities 	<p>WLIP, Marsha McIntosh UMC, First in 2009 CC, UPAC, CPAC, Student Affairs UMC, First in 2009 CC CELT, LEC, CWE, CAWC, Library</p> <p>CELT</p>
Course Availability/ Class Size Fall 2004	<ul style="list-style-type: none"> • Investigate improving Banner so that course selection and availability will be improved. 	Registrar, IT director
Graduate Students August 04-May 05	<ul style="list-style-type: none"> • Monitor targeted stipend enhancements • Promote a national image for graduate education at Miami. • Strengthen training and support for classroom teaching through workshops • Increase number of graduate students in EAP (Master’s degree) 	<p>Graduate School Dean, COAD First in 2009 CC Grad School, CWE, LEC Grad School</p>

First in 2009 Goal 3:
Develop a Curriculum for the 21st Century

FYE: First-Year Seminars August 04-May 05	<ul style="list-style-type: none"> • Call for proposals for AY 05-06 • Update FYE website and link to LEC website. • Offer at least one FYS in all academic divisions. • Create infrastructure for sustaining FYS development, scheduling and assessment 	<p>LEC, Deans & Chairs LEC LEC, COAD LEC, COAD</p>
Liberal Education August 03-May 04	<ul style="list-style-type: none"> • Establish divisional Lib Ed committees • Increase percentage of MP courses taught by tenured and tenure-track faculty 	<p>LEC, Deans LEC, Deans, Chairs</p>

Global Citizenship/ Curriculum for the 21 st Century August 04-May 05	<ul style="list-style-type: none"> Implement “Communication Across Difference” curricular option (CAWC Student Fellows program) Add global citizenship enhancements across the curriculum Promote diverse international and domestic exchange and education Implement all-university “Citizens of the World” theme for AY 04-05 Promote new curricular initiatives, such as more interdisciplinary learning opportunities, GLBT offerings, etc. 	CAWC UMC Curriculum, LEC, Chairs, COAD, OIE First in 2009 CC All-University Theme committee UMC Curriculum Committee
Leadership August 04-May 05	<ul style="list-style-type: none"> Develop five-year strategic Plan for the Harry T. Wilks Leadership Institute that reaches out to a wide cross-section of students and faculty. 	Wilks Leadership Institute
Assessment August 04-05	<ul style="list-style-type: none"> Respond to ad hoc Assessment Task Force report Analyze and make improvements based on NSSE data 	Deans, Chairs, LEC, Accreditation Committee, Jerry Stonewater Jerry Stonewater
Information Technology August 04-05	<ul style="list-style-type: none"> Implement IT strategic plan Work with units to coordinate and align efforts to enhance technology in the classroom 	VP for Information Technology, Library, IT Services IT Services, Library, CELT, CWE

**First in 2009 Goal 4:
Strengthen Academic Standards and Enrich Campus Intellectual and Cultural Life**

Advising and Retention August 04-May 05	<ul style="list-style-type: none"> Review existing reports; create a coordinated structure for aligning recruitment and retention efforts. Improve training for all advisors 	Provost, V-P for Student Affairs Student Affairs, Academic Affairs
Multicultural Learning Environment Fall 2004	<ul style="list-style-type: none"> Develop a centralized communication structure to coordinate information about programs, services, courses, student organizations, and other resources for multicultural learning and groups Develop strategies for reducing the number of events offered and building deeper learning opportunities for events that are offered. 	Director CAWC, UMC CAWC, UMC
Enrollment Planning Ongoing	<ul style="list-style-type: none"> Continue efforts to increase the quality and quantity of transfer, minority and international student applicants 	OIE, Admission Office, UMC
Grading and Levels of Academic Challenge August 04-May 05	<ul style="list-style-type: none"> Establish guidelines for Dean’s list 	COAD

**First in 2009 Goal 5:
Increase the Diversity of the Faculty, Staff and Student Body**

Diversity Ongoing	<ul style="list-style-type: none"> Increase the number of minorities among the student body (University Diversity Plan Goals); Increase the number of minorities among faculty and staff (University Diversity Plan Goals); Evaluate progress on attaining University Diversity Plan Goals/Dashboard Indicators 	UMC, COAD Chairs, UMC, COAD UMC
Communication August 04-May 05	<ul style="list-style-type: none"> Continue to hold Campus-wide discourse on inclusion issues; strategize how to involve more faculty in the discourse Develop position papers as bases for discussions Utilize diversity as an educational resource Communicate success stories of diversity and First in 2009 efforts 	UMC, COAD, CC, CPAC, UPAC, fora, fireside chats, town-hall meetings, brown bag lunches First in 2009, UMC
Inclusive Classroom Environment August 04-May 05	<ul style="list-style-type: none"> Implement regular series of workshops for new faculty and teaching assistants on climate 	CELT, UMC Climate Committee, CAWC, First in 2009 CC

**First in 2009 Goal 6:
Enhance the Campus, Buildings and System**

Ongoing	<ul style="list-style-type: none"> Continue and monitor the University building plan 	Academic Affairs
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**First in 2009 Goal 7:
Strengthen University Revenue Base**

Ongoing	<ul style="list-style-type: none"> Participate fully in capital campaign fundraising efforts 	COAD, faculty
Ongoing	<ul style="list-style-type: none"> Increase external grant and contract support for faculty research by 15 percent annually Increase external instructional grant support by 15 percent annually 	OARS, Deans, Chairs, Graduate Council

**First in 2009 Goal 8:
Improve Benchmarking with Peer Institutions**

Departmental/ Divisional Benchmarking August 04-May 05	<ul style="list-style-type: none"> Systematize benchmarking into regular departmental program review 	COAD, APRC
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⊠ This document reflects the prioritization of discussion themes resulting from the COAD/Coordinating Council retreat held May 5, 2004 as well as ongoing themes from AY 2003-04.

The following abbreviations are utilized: APRC=Academic Program Review Committee; COAD=Council of Academic Deans; FYE=First Year Experience; CELT=Center for the Enhancement of Learning and Teaching; CC=[First in 2009] Coordinating Council; CPAC=Classified Personnel Advisory Committee; CWE=Center for Writing Excellence; IT=Information Technology; LEC=Liberal Education Council; UMC=University Multicultural Council; CAWC=Center for American and World Cultures; OARS=Office for the Advancement of Research and Scholarship, OIE=Office of International Education; ORL=Office of Residential Life; UPAC=Unclassified Personnel Advisory Committee; WLIP=Women’s Leadership Initiative Project

Appendix 4-2
 Provost's Letter Requesting Proposals for the Capital Campaign



MIAMI
 UNIVERSITY
 O X F O R D O H I O

TO: Vice Presidents, Deans, Executive Directors
 FROM: Dr. Ronald A. Crutcher, Provost and Executive Vice President for
 Academic Affairs
 Ms. Jayne E. Irvin, Vice President for University Advancement
 RE: Fundraising Campaign
 DATE: September 12, 2001

Each of you should have received a memorandum from President Garland regarding plans for a campus-wide comprehensive fund raising campaign. As indicated, we now need to engage members of the campus community in the priority-setting phase of the campaign planning process. To that end we enclose the draft priorities you submitted (if any) in earlier conversations about the campaign, as well as a 3-year giving history for your division.

Crucial to the campaign at the outset will be the development of a set of specific objectives, which we hope will be achieved during the campaign. These will be used to define a carefully articulated case for support. This case will serve as the basis for all requests for private gifts to Miami University. As such, it is critical that our requests be crafted in a manner consonant with the strategic vision for the campus – a process which will necessarily have its roots in the “First in 2009” planning initiative.

A Campaign Project Proposal form is attached to assist us in this process. This form will allow us to collect and prioritize potential projects for private support. We ask you to disseminate the profile forms to your Department Chairs. These forms should be completed and returned to you. Each Dean or Director should review and sign the departmental proposals, complete divisional proposals as needed, prepare a brief memo providing First in 2009 context for the various departmental and divisional proposals, and deliver their memo and prioritized proposals to the Provost no later than November 30. To assist in completing these profiles, a session with campaign counsel, Martin Grenzebach, has been scheduled for Wednesday, October 3 at 9:00 a.m. during our regularly scheduled COAD meeting. A Planning Process Timetable is also attached.

Appendix 4-3 Office of Institutional Relations

The Office of Institutional Relations has six basic functions. They are as follows:

- Enabling Ohio's legislators – both state and federal – to develop a fuller appreciation for public higher education in Ohio and a further understanding of the special role Miami University fulfills as a state-assisted institution of high quality in a residential setting.
- Garnering as many state, and/or federal resources as possible for Miami University. This takes place mainly through the state operating and capital appropriation budgets and to a lesser extent through the federal appropriation budget and other special appropriations at the state and federal levels.
- Monitoring proposed legislation and working toward eliminating or modifying legislation that would have a negative effect on Miami University.
- Causing legislation to be introduced, as needed, to rectify poor public law or policy effecting Miami University.
- Developing ongoing relations with appropriate state departments, agencies, commissions, and the Governor's office.
- Pursuing special projects as assigned.

These same functions are carried out by a number of University Administrators (i.e., the President, Vice Presidents, and the Secretary to the Board of Trustees).

As for specific examples of the above listed items, our new tuition and scholarship plan would fall under pursuing special projects. Although the General Assembly did not approve our plan because we did not need their legal approval, it did recognize or support the plan based on the merits of the plan.

The Director of Institutional Relations constantly speaks to legislators regarding the impact of legislation on Miami University and higher education as a whole. For example, the Director was involved in advocating for an exemption for higher education facilities as a place where an Ohio resident cannot carry a concealed weapon.

The Vice President for Academic Affairs recently testified before the US Congress's Committee on Education and the Workforce with respect to Miami's graduation rates and what types of things we do to achieve higher than normal graduation rates.

At the state level, the Provost testified before the Ohio House of Representatives Select Committee on Ohio's System of Higher Education in September of 2002. The Provost testimony revolved around Miami's external recognition as a quality institution.

The Dean of the School of Education testified at both the state and federal levels touching on among other things the condition of K -12 education and what Miami is doing to improve teacher education.

These are but a few highlights. Additional information is available from the Director of Institutional Relations.

Appendix 4-4

2004-2005 Enrollments at Oxford and Ten Benchmark Universities

Source IPEDS

Institution Name	Full-Time			Part Time			FTE Students (FT + 3/8 PT)			FTE Total	Out-of-State Freshmen *	Graduate percent of Total
	Undergrad	1st Prof	Grads	Undergrad	1st Prof	Graduates	Undergrad	1st Prof	Grads			
Miami University	14,602	0	512	463	0	734	14,776	0	787	15,563	34.6 percent	5.1 percent
University at Binghamton, SUNY	9,837	0	1,440	330	0	1,213	9,961	0	1,895	11,856	8.8 percent	16.0 percent
University Of Delaware	15,189	0	2,171	2,818	0	771	16,246	0	2,460	18,706	61.0 percent	13.2 percent
Indiana University – Bloomington	27,879	805	4,080	2,278	93	2,828	28,733	840	5,141	34,714	35.8 percent	14.8 percent
University of Michigan	23,189	2,325	9,454	1,358	0	1,922	23,698	2,325	10,175	36,198	35.0 percent	28.1 percent
University of N. Carolina-Chapel Hill	15,060	2,225	4,000	784	91	3,334	15,354	2,259	5,250	22,863	17.7 percent	23.0 percent
University of Vermont	7,214	386	486	1,375	0	617	7,730	386	717	8,833	71.0 percent	8.1 percent
University of Virginia	12,796	1,608	3,800	968	0	3,567	13,159	1,608	5,138	19,905	32.4 percent	25.8 percent
College of William and Mary	5,527	553	851	77	1	480	5,556	553	1,031	7,140	35.3 percent	14.4 percent
Northwestern University	7,701	1,356	4,701	1,466	3	1,773	8,251	1,357	5,366	14,974	75.7 percent	35.8 percent
University of Notre Dame	8,193	561	2,049	15	1	235	8,199	561	2,137	10,897	91.9 percent	19.6 percent

* Residency is taken from FY 2002 data. All other date are from FY 2001.

Appendix 4-5

Miami University
Exhibit 4
2004-2005 Operating Budget

	General	Designated	Restricted	
	<u>Funds</u>	<u>Funds</u>	<u>Funds</u>	<u>Total</u>
I. REVENUES				
A. Educational and General				
Oxford Campus	\$ 388,175,400	\$ 8,053,800	\$ 23,143,600	\$ 419,372,800
Hamilton Campus	17,171,700	203,500	1,929,800	19,305,000
Middletown Campus	<u>16,745,200</u>	<u>491,600</u>	<u>3,252,800</u>	<u>20,489,600</u>
Total Educational and General	<u>422,092,300</u>	<u>8,748,900</u>	<u>28,326,200</u>	<u>459,167,400</u>
B. Auxiliary Enterprises				
	93,337,500	791,400	809,400	94,938,300
Total Revenues	<u>515,429,800</u>	<u>9,540,300</u>	<u>29,135,600</u>	<u>554,105,700</u>
II. EXPENDITURES AND TRANSFERS				
A. Educational and General				
Oxford Campus				
President's Office	\$ 5,402,500	\$ 554,400	\$ 263,100	\$ 6,220,000
Academic Affairs	291,834,400	4,153,100	21,954,800	317,942,300
Finance & Business Services	38,487,100	878,000	60,100	39,425,200
Student Affairs	9,819,300	1,102,200	585,400	11,506,900
University Advancement	6,333,400	1,295,200	272,700	7,901,300
Information Technology	14,716,300	70,900	7,500	14,794,700
General Fee and Other Transfers	<u>21,582,400</u>	<u>-</u>	<u>-</u>	<u>21,582,400</u>
Total Oxford Campus Educational and General	<u>388,175,400</u>	<u>8,053,800</u>	<u>23,143,600</u>	<u>419,372,800</u>
Hamilton Campus	17,171,700	203,500	1,929,800	19,305,000
Middletown Campus	<u>16,745,200</u>	<u>491,600</u>	<u>3,252,800</u>	<u>20,489,600</u>
Total E&G Expenditures & Transfers	<u>422,092,300</u>	<u>8,748,900</u>	<u>28,326,200</u>	<u>459,167,400</u>
B. Auxiliary Enterprises				
Aviation Services	\$ 36,000	\$ -	\$ -	\$ 36,000
Goggin Ice Arena	789,000	59,900	13,600	862,500
Intercollegiate Athletics	2,950,600	582,000	620,300	4,152,900
Marcum Conference Center & Inn	2,990,000	5,400	7,500	3,002,900
Miami Metro	1,162,000	-	-	1,162,000
Millett Assembly Hall	30,000	-	-	30,000
Network Operations Auxiliary	2,745,200	-	-	2,745,200
Network Services Enterprise	2,306,400	-	-	2,306,400
Parking Program - Oxford	1,466,900	-	1,900	1,468,800
Recreational Sports Center	1,560,400	50,100	42,900	1,653,400
Residence and Dining Halls	56,515,000	9,000	76,900	56,600,900
Shriver Center	18,019,700	85,000	42,900	18,147,600
Telecommunications	2,660,000	-	800	2,660,800
Utility Enterprise				
Recoveries	(14,946,700)	-	-	(14,946,700)
Expenditures	14,946,700	-	-	14,946,700
Hamilton - Harry T. Wilks Conference Ctr.	85,800	-	-	85,800
Hamilton - Parking Program	2,500	-	-	2,500
Hamilton - Student Center	7,500	-	800	8,300
Middletown - Parking Program	5,500	-	-	5,500
Middletown - Student Center	<u>5,000</u>	<u>-</u>	<u>1,800</u>	<u>6,800</u>
Total Auxiliary Expenditures & Transfers	<u>93,337,500</u>	<u>791,400</u>	<u>809,400</u>	<u>94,938,300</u>
TOTAL EDUCATIONAL & GENERAL AND				
AUXILIARY EXPENDITURES & TRANSFERS	<u>\$ 515,429,800</u>	<u>\$ 9,540,300</u>	<u>\$ 29,135,600</u>	<u>\$ 554,105,700</u>

Appendix 4-6
Summary of Miami University Total Budget, FY 2002
Source Budget Office

Miami University
Summary
FY 2002 Total University Budget

	Budget <u>FY 2001</u>	Proposed <u>FY 2002</u>	Change from <u>prior year</u>	Percent <u>change</u>
Revenues				
Educational and General	280,605,100	305,506,700	24,901,600	8.9
Auxiliary Enterprises	<u>80,673,100</u>	<u>85,631,100</u>	<u>4,958,000</u>	<u>6.1</u>
Total Revenues	<u>361,278,200</u>	<u>391,137,800</u>	<u>29,859,600</u>	8.3
Expenditures and Transfers				
Educational and General	280,605,100	305,506,700	24,901,600	8.9
Auxiliary Enterprises	<u>80,673,100</u>	<u>85,631,100</u>	<u>4,958,000</u>	<u>6.1</u>
Total E&G and Auxiliary Expenditures and Transfers	<u>361,278,200</u>	<u>391,137,800</u>	<u>29,859,600</u>	8.3
Net Increase (Decrease) in Fund Balance	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Appendix 4-7
 Educational and General Funds Revenues, Expenditures, and Transfers, FY 2002
 Source IPEDS, Budget Office

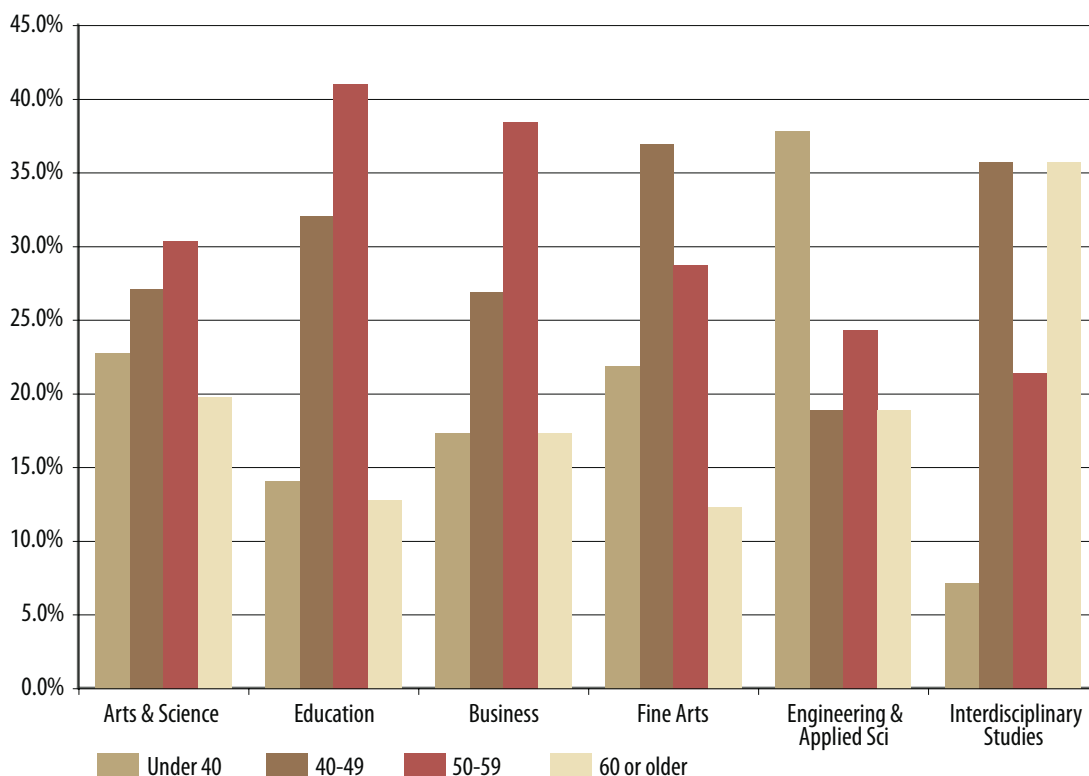
Miami University
 Exhibit 3

I. REVENUES	----- 2002-2003 Budget -----			Total
	Oxford campus	Hamilton campus	Middletown campus	
Tuition, Fees and Other Student Charges				
Instructional fee	110,636,300	7,128,600	7,811,800	125,576,700
General fee	20,703,500	661,200	658,900	22,023,600
Tuition surcharge	37,136,100	683,200	98,200	37,917,500
Other fees and charges	<u>2,780,500</u>	<u>191,700</u>	<u>247,800</u>	<u>3,220,000</u>
Total tuition, fees and other student charges	<u>171,256,400</u>	<u>8,664,700</u>	<u>8,816,700</u>	<u>188,737,800</u>
State Appropriations				
Instructional subsidies	61,358,300	6,019,100	6,891,600	74,269,000
Other state appropriation	<u>6,035,200</u>	<u>937,200</u>	<u>995,800</u>	<u>7,968,200</u>
Total state appropriations	<u>67,393,500</u>	<u>6,956,300</u>	<u>7,887,400</u>	<u>82,237,200</u>
Federal Grants and Contracts	8,061,700	1,210,600	1,800,000	11,072,300
State Grants and Contracts	2,172,200	287,700	534,300	2,994,200
Local Grants and Contracts	349,000	10,100	67,900	427,000
Private Gifts, Grants and Contracts	9,014,600	143,500	309,100	9,467,200
Endowment Income	2,673,800	11,300	71,400	2,756,500
Sales and Services of Educational Activities	2,731,400	54,000	107,600	2,893,000
Temporary Investment Income	3,700,000	55,000	60,000	3,815,000
Other Sources	<u>977,200</u>	<u>42,800</u>	<u>86,500</u>	<u>1,106,500</u>
Total Educational and General Revenues	<u>268,329,800</u>	<u>17,436,000</u>	<u>19,740,900</u>	<u>305,506,700</u>
II. EXPENDITURES AND TRANSFERS				
Instruction and Departmental Research	116,632,500	7,030,500	9,070,500	132,733,500
Separately Budgeted Research	5,666,500	54,100	224,600	5,945,200
Public Service	1,466,400	133,600	175,300	1,775,300
Academic Support	35,820,700	1,693,900	1,728,400	39,243,000
Student Services	14,661,000	1,725,900	1,746,900	18,133,800
Institutional Support	28,617,800	3,340,400	3,285,700	35,243,900
Plant Operation and Maintenance	23,868,100	1,635,900	1,420,900	26,924,900
Scholarships and Fellowships	<u>23,049,200</u>	<u>1,723,800</u>	<u>1,862,600</u>	<u>26,635,600</u>
Total Educational and General Expenditures	<u>249,782,200</u>	<u>17,338,100</u>	<u>19,514,900</u>	<u>286,635,200</u>
Mandatory Transfers	817,300	-	-	817,300
Non-mandatory Transfers				
General Fee and Other	17,730,300	97,900	226,000	18,054,200
Unallocated Fund Balance	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Educational and General Transfers	<u>18,547,600</u>	<u>97,900</u>	<u>226,000</u>	<u>18,871,500</u>
Total Educational and General Expenditures & Transfers	<u>268,329,800</u>	<u>17,436,000</u>	<u>19,740,900</u>	<u>305,506,700</u>
Net Increase/(Decrease) in Fund Balance	\$ -	\$ -	\$ -	\$ -

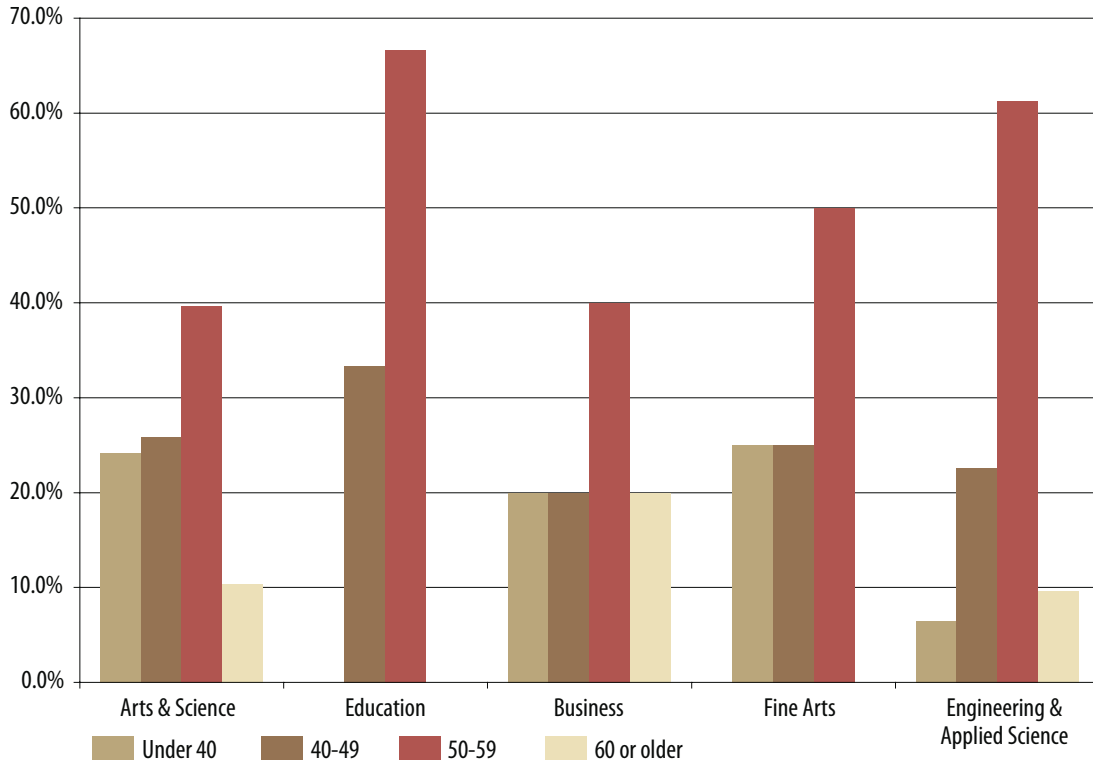
Appendix 4-8
 Financial Aid per Student at Oxford and Ten Benchmark Universities
 Source IPEDS

Institution Name	Pell Grants	Federal Student Aid	State Student Aid	Local Student Aid	Institutional Student Aid	Total Student Aid
Miami University- Oxford	169	25	122	1	887	1,203
University at Binghamton, SUNY	645	30	993	-	5	1,674
University of Delaware	134	16	410	-	2,095	2,656
Indiana University- Bloomington	269	42	2	-	1,652	1,966
University of Michigan	173	558	1,021	-	2,800	4,553
University of N. Carolina- Chapel Hill	182	186	976	-	1,105	2,449
University of Vermont	287	251	2	-	3,433	3,972
University of Virginia	128	457	292	-	2,472	3,349
College of William and Mary	122	63	530	4	1,855	2,574
Northwestern University	122	493	186	-	6,877	7,677
University of Notre Dame	117	679	77	-	7,103	7,976

Appendix 4-9
 Age Distribution by Division at Oxford
 Source: Office of Institutional Research



Appendix 4-10
Age Distribution by Division at Oxford
Source Office of Institutional Research



Appendix 5-1
Partial List of Students Who Have Won Prestigious Awards or Were

Finalists in Competition
(Based Primarily on Information from the College of Arts and Science)

Rhodes

Annie Kafoure: (English creative writing, English literature, and Women's Studies) 2001

Gates Cambridge

Disha Patel '02 (double major in computer science and systems analysis; partial scholarship)

Marshall

Abbey Steele (Political Science, Women's Studies minor) (finalist for British Marshall)'01
Amber Taylor (English Literature, Philosophy, and Religion) (finalist for British Marshall)'01
Sarah Stewart 1998 (CHM) winner

James Madison Fellow

Sara Arcaro '99 currently secondary education teacher (selected in 2002)

Fulbright

Jonathan DeVore (ATH) 2003
Josh Greenberg (English Creative Writing) 2002
Jaclyn Turnwald (English creative writing/psychology) 2002
Abbey Steele (Political Science, Womens' Studies minor) (studying in Columbia)
Melvin Galloway (graduate of 2000, International Studies/Spanish double major) (will study in Venezuela)

Phi Kappa Phi

Carly Kreps, (ZOO)'02

Howard Hughes Medical Institute Pre-doctoral Fellowship

Gregory Cooper (major in microbiology and mathematics/statistics)(received Goldwater Scholarship as a sophomore)

National Science Foundation Graduate Research Fellowship

Matthew Beeler (Physics and Mathematics) 2003
Ben Auerbach (anthropology/religion major with criminology minor) (finalist as British Marshall)
Lisa Chatwood (biochemistry major) (previous Goldwater Scholar as a sophomore)

Joanna Jackson Goldman Memorial Prize

Susan Schroer (English Lit/Music Performance)'04
Jennifer Germano (Western) 2003
Elizabeth Strunk (English/Art) 2002
Ben Auerbach (anthropology and religion major with criminology minor) 2001

Harry S. Truman Scholarship (awarded to a junior)

Allison Rank (POL, WMS) 2003 Scholar
Ross Meyer (Western) 2003 Scholar
Siobhan Taylor (POL) 2003 Finalist
Meredith Schnug (Pol, Com) 2002 Scholar
Kathryn Lawall (ITS/POL) 2002 Finalist
Elizabeth Gish, (majors in Religion, Psychology and Political Science) 2001 Scholar
Julie Carvey (Speech COM, PSY) 2000 Finalist
Sarah Stewart (CHM) 1998 Scholar
Emilee Thompson (PSY) 1998 Finalist

Christopher Jergens (ITS/ECO) 1996 Scholar
Chad Boettcher (BOT/SPN) 1995 Scholar

Goldwater

Ethan Karp (Physics and Biochemistry) 2004
Besma Abbaoui (Biochemistry) 2004
Scott Gruenbaum (Chemistry and Mathematics) 2004
Mike Mikolaj (Mathematics and Chemistry) 2003
Priya Gursahaney (Biochemistry) 2003
Elizabeth Hague (Math/Stats/Zoo) 2002
None in 2001
Zachery Sandlin (CHM) 2000
Justin Montgomery (CHM) 1999
Lisa Chatwood (BIOCHM) 1999
Greg Cooper (MBI/MTH) 1999
Jennifer Marlowe (ZOO) 1998
Sarah Karpanty (ZOO) 1997
Susan Burke (PHY) 1997
Thayer Morrill (MTH) 1997
Jason Howalk ? 1995
Joanna Randall (PHY/SPN) 1995
Alison Scott (MBI) 1995
Judy Picconatto (PHY) 1994

Udall (for juniors)

Laura Englehard '05 Interdisciplinary major, Honorable Mention 2004
Jennifer Germano, '03 Interdisciplinary major Honorable mention 2002

Mellon

Jennifer Marie Harford Vargas'02 grad, English Literature (won this year)
Kristina Luce '93 Miami architecture major
Jeffrey Knight (grad student in English Literature) finalist 2003

USA TODAY All Academic Team

Ross Meyer (SIS) 2004 Top 20
Shauna Hanley (AMS) Honorable Mention 2004
Jennifer Germano (Western) Honorable Mention 2003
Abbey Steele (POL, Women's Studies minor) (honorable mention) 2001
Lisa Chatwood 2000 (BIOCHM) (honorable mention)
Sarah Stewart '98 (CHM) Top 20, featured in USA Today and flew to D.C. for luncheon

APPENDIX 5

Appendix 5-2
 Graduation Rate for Regional Relocaters*

		ALL STUDENTS					MIDDLETOWN				
Admission		HAMILTON					MIDDLETOWN				
Acad Yr		Fall	Spring	Summer	TOTAL	Success	Fall	Spring	Summer	TOTAL	Success
1993-94	Bachelor Degree Awarded	78	21	9	108	108	78	17	6	101	101
	Bachelor Degrees Candidate	1	1	0	2		2	0	0	2	
	Stopped out or Still Enrolled	26	10	5	41		22	6	4	32	
	Total	105	32	14	151	72 percent	102	23	10	135	75 percent
1994-95	Bachelor Degree Awarded	80	22	10	112	112	54	21	8	83	83
	Bachelor Degrees Candidate	0	0	0	0		0	0	0	0	
	Stopped out or Still Enrolled	23	12	4	39		15	6	3	24	
	Total	103	34	14	151	74 percent	69	27	11	107	78 percent
1995-96	Bachelor Degree Awarded	96	21	8	125	125	93	28	8	129	129
	Bachelor Degrees Candidate	3	1	0	4		1	0	0	1	
	Stopped out or Still Enrolled	50	11	1	62		31	5	4	40	
	Total	149	33	9	191	65 percent	125	33	12	170	76 percent
1996-97	Bachelor Degree Awarded	136	18	5	159	159	117	18	7	142	142
	Bachelor Degrees Candidate	1	0	0	1		0	0	1	1	
	Stopped out or Still Enrolled	45	9	4	58		27	6	8	41	
	Total	182	27	9	218	73 percent	144	24	16	184	77 percent
1997-98	Bachelor Degree Awarded	114	24	16	154	154	108	17	17	142	142
	Bachelor Degrees Candidate	5	0	1	6		1	1	1	3	
	Stopped out or Still Enrolled	49	9	13	71		35	15	5	55	
	Total	168	33	30	231	67 percent	144	33	23	200	71 percent
1998-99	Bachelor Degree Awarded	115	24	26	165	165	115	22	8	145	145
	Bachelor Degrees Candidate	4	1	1	6		2	1	0	3	
	Stopped out or Still Enrolled	44	23	7	74		30	18	7	55	
	Total	163	48	34	245	67 percent	147	41	15	203	71 percent

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*Students are included who were admitted as either first-time or transfer students to the respective regional campus and at some point in their academic career registered for at least 1.0 credit hour on Oxford Campus
 updated 7/13/04; degrees awarded through 05/2004

		FEMALE STUDENTS					MIDDLETOWN				
Admission		HAMILTON					MIDDLETOWN				
Acad Yr		Fall	Spring	Summer	TOTAL	Success	Fall	Spring	Summer	TOTAL	Success
1993-94	Bachelor Degree Awarded	52	14	9	75	75	67	11	4	82	82
	Bachelor Degrees Candidate	1	0	0	1		1	0	0	1	
	Stopped out or Still Enrolled	17	4	2	23		15	3	2	20	
	Total	70	18	11	99	76 percent	83	14	6	103	80 percent
1994-95	Bachelor Degree Awarded	56	14	9	79	79	38	12	6	56	56
	Bachelor Degrees Candidate	0	0	0	0		0	0	0	0	
	Stopped out or Still Enrolled	13	8	4	25		7	4	2	13	
	Total	69	22	13	104	76 percent	45	16	8	69	81 percent
1995-96	Bachelor Degree Awarded	55	13	3	71	71	71	23	6	100	100
	Bachelor Degrees Candidate	3	0	0	3		0	0	0	0	

Appendix 5-2
Graduation Rate for Regional Relocaters*

	Stopped out or Still Enrolled	31	8	0	39		12	3	3	18	
	Total	89	21	3	113	63 percent	83	26	9	118	85 percent
1996-97	Bachelor Degree Awarded Bachelor Degrees	87	12	4	103		68	11	7	86	86
	Candidate Stopped out or Still Enrolled	0	0	0	0		0	0	1	1	
	Total	115	18	6	139	74 percent	75	16	13	104	83 percent
1997-98	Bachelor Degree Awarded Bachelor Degrees	73	11	10	94		75	12	13	100	100
	Candidate Stopped out or Still Enrolled	4	0	1	5		1	1	0	2	
	Total	100	17	15	132	71 percent	92	22	15	129	78 percent
1998-99	Bachelor Degree Awarded Bachelor Degrees	69	17	10	96		77	15	7	99	99
	Candidate Stopped out or Still Enrolled	1	1	0	2		0	0	0	0	
	Total	90	30	14	134	72 percent	91	22	9	122	81 percent

*Students are included who were admitted as either first-time or transfer students to the respective regional campus and at some point in their academic career registered for at least 1.0 credit hour on Oxford

Campus updated 7/13/04; degrees awarded through 05/2004

Admission Acad Yr		MINORITY STUDENTS HAMILTON					MIDDLETOWN				
		Fall	Spring	Summer	TOTAL	Success	Fall	Spring	Summer	TOTAL	Success
1993-94	Bachelor Degree Awarded	4	0	0	4	4	0	1	0	1	1
	Bachelor Degrees Candidate	0	0	0	0	0	0	0	0	0	
	Stopped out or Still Enrolled	1	1	0	2		1	0	0	1	
	Total	5	1	0	6	67 percent	1	1	0	2	50 percent
1994-95	Bachelor Degree Awarded	1	1	1	3	3	3	0	0	3	3
	Bachelor Degrees Candidate	0	0	0	0	0	0	0	0	0	
	Stopped out or Still Enrolled	2	3	0	5		0	0	0	0	
	Total	3	4	1	8	38 percent	3	0	0	3	100 percent
1995-96	Bachelor Degree Awarded	4	1	1	6	6	1	0	0	1	1
	Bachelor Degrees Candidate	0	0	0	0	0	0	0	0	0	
	Stopped out or Still Enrolled	5	2	0	7		0	1	0	1	
	Total	9	3	1	13	46 percent	1	1	0	2	50 percent
1996-97	Bachelor Degree Awarded	4	1	2	7	7	1	2	1	4	4
	Bachelor Degrees Candidate	0	0	0	0	0	0	0	0	0	
	Stopped out or Still Enrolled	5	0	0	5		4	0	2	6	
	Total	9	1	2	12	58 percent	5	2	3	10	40 percent
1997-98	Bachelor Degree Awarded	1	1	0	2	2	8	1	0	9	9
	Bachelor Degrees Candidate	0	0	0	0	0	0	0	0	0	
	Stopped out or Still Enrolled	3	0	3	6		0	1	0	1	
	Total	4	1	3	8	25 percent	8	2	0	10	90 percent
1998-99	Bachelor Degree Awarded	4	0	4	8	8	2	3	1	6	6
	Bachelor Degrees Candidate	0	1	0	1	1	0	0	0	0	
	Stopped out or Still Enrolled	3	0	1	4		3	2	0	5	
	Total	7	1	5	13	62 percent	5	5	1	11	55 percent

APPENDIX 5

Appendix 5-3
 Graduation Rate for Regional Relocaters*

Graduating GPAs
 for Bachelor's Degrees:
 Regional Cohorts compared with Oxford Cohorts

Entering Year	GRADUATING OXFORD COHORT			GRADUATING REGIONAL COHORT		
	N	GPA	Std Dev	N	GPA	Std Dev
1993	2,616	3.10	0.4350	179	2.95	0.4644
1994	2,451	3.14	0.4368	143	2.86	0.4381
1995	2,562	3.17	0.4196	203	2.91	0.4479
1996	2,712	3.17	0.4244	236	2.89	0.4439
1997	2,825	3.19	0.4220	221	2.92	0.4586
1998	2,674	3.18	0.4176	196	2.92	0.4709

Appendix 5-4
Accreditations Held by Miami

Programs Receiving Accreditation at Miami University		
Accountancy	2003	Association to Advance Collegiate Schools of Business
Architecture	2002	National Architecture Accrediting Board
Art Education	1995	National Association of Schools of Art and Design; National Council for Accreditation of Teacher Education; Ohio Department of Education
Associate degree programs in Engineering Technology	2001	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
Athletic Training	1998	Commission on Accreditation of Allied Health Education Programs
Chemistry	1999	American Chemical Society
Clinical Psychology (Doctoral program)	1999	American Psychological Association
Dietetics	2004	Commission on Accreditation for Dietetics Education
Family Studies and Social Work	2002	Council on Social Work Education Commission on Accreditation
Interior Design	2002	Foundation for Interior Design Research
Learning Assistance Center	2003	College Reading and Learning Association
Manufacturing Engineering	1999	Accreditation Board for Engineering and Technology
Music, Music Education, Performance	2001	National Association of Schools of Music
Nursing (Associate and Baccalaureate Degree Program)	1999	National League for Nursing Accrediting Commission; Ohio Board of Nursing (ADN program)
Paper Science and Engineering	2004	Accreditation Board for Engineering and Technology
Richard T. Farmer School of Business (all programs)	2001	Association to Advance Collegiate Schools of Business
School Psychology	1999	National Association of School Psychologists
Speech Pathology and Audiology	2002	American Speech-Language-Hearing Association
Student Counseling Service Internship program for Professional Psychology	2004	American Psychological Association
Teacher Education (all programs)	2002	National Council for Accreditation of Teacher Education
Theatre	1994	National Association of Schools of Theatre

University Policy on the Evaluation of Teaching From the *Miami University Policy and Information Manual***7.1 Evaluation of Tenured and Probationary Members of the Instructional Staff****7.1.A Frequency and Purpose of Evaluation**

Each tenured and probationary member of the instructional staff shall receive at a minimum a written annual evaluation based at least in part on data supplied by the person in his or her Annual Report of Professional Activities. Evaluations shall serve two functions: 1) to guide the professional development of the person, and 2) to record part of the evidence upon which personnel decisions and salary recommendations shall be based. Accordingly, each annual evaluation should include strengths, weaknesses, and specific recommendations for improvement. Additional assessments may be conducted if deemed desirable by the chair or executive director.

7.1.B Annual Report of Professional Activities

Each tenured and probationary member of the instructional staff shall submit to the chair a written Annual Report of Professional Activities that shall include information on publications, teaching responsibilities, committee assignments, public service, and other professional activities. Regional campus faculty attached to Oxford departments shall also provide copies to their coordinators which will be forwarded to the executive directors with the coordinators' comments and recommendations.

7.1.C Annual Evaluation of Tenured Members of the Instructional Staff

Department chairs shall prepare written evaluations and salary recommendations for instructional staff assigned to the Oxford campus. The same applies to chairs of departments located on the regional campuses. Executive directors or their designates shall prepare evaluations and salary recommendations for tenured members of the instructional staff assigned to their respective campuses based upon the supervising coordinators' reviews of these individuals' Annual Reports, chairs' comments, and other pertinent evidence. Where tenured members of the instructional staff hold joint appointments in departments or programs on the Oxford or regional campuses, their evaluations and salary recommendations are the shared responsibility of the appropriate chairs, program directors, coordinators, and executive directors.

7.1.D Annual Evaluation of Probationary Members of the Instructional Staff

The policy for the annual evaluation of probationary members of the instructional staff is outlined in Section 7.4.F.1. Probationary members of the instructional staff shall receive a written explanation of the chair's or the executive director's annual salary recommendation.

7.1.E Formative Promotion Evaluations

In addition to the annual evaluation, all tenured members of the instructional staff in a promotable rank may request a formative promotion evaluation once per academic year. Upon the person's request, the evaluation shall be prepared by the department's promotion committee and by the chair (or only by the former if the chair is being evaluated). These evaluations shall be based on 1) cumulative information provided by the person concerning his or her teaching, research, and service, and 2) may include other relevant information. At the person's discretion, the information provided may include his or her plans concerning teaching, research, and service that may help the promotion committee and chair provide useful guidance. Formative promotion evaluations are to guide the person toward promotion and are not to be used for personnel or salary decisions.

7.2 Statement on the Evaluation of Teaching**7.2.A General**

Miami University stresses the importance of high-quality teaching and its impact on student learning and recognizes that there are differing professional views on the nature and utility of evaluation of instruction. The University also recognizes that the responsibility of demonstrating teaching effectiveness rests with the faculty and the department.

Teaching is a complex and multi-faceted process, requiring multiple approaches to measurement which extend beyond student evaluations of teaching. Much of the richness of information is not necessarily quantifiable, but relies instead on qualitative information.

7.2.B Teaching Evaluation Plan

Each department is expected to develop a teaching evaluation plan. The major purpose of this plan is to provide a process to enhance the quality of instruction and, subsequently, student learning at Miami. When implemented, each plan should provide faculty with information useful in improving their teaching (formative) and for documenting teaching effectiveness for promotion, tenure and/or annual performance appraisals (summative). Accordingly, candidates seeking promotion and/or tenure are urged to submit to their departments/divisions a variety of evaluation results.

7.2.C Specific Guidelines for a Department's Teaching Evaluation Plan

1. The teaching evaluation plan is the responsibility of the department in terms of initial development, implementation, and ongoing revision.
2. The department's plan shall reflect the complexity of the teaching/learning process by including multiple sources of evaluation data, including both quantitative and qualitative assessment methods. The plan shall also address both formative and summative activities. In addition to end-of-semester student evaluations, summative and formative activities could include, but are not limited to: ongoing classroom assessment, peer evaluations, student portfolios, chair evaluations, teaching (faculty) portfolios, classroom materials, samples of exemplary classroom lessons or assignments, senior exit surveys, and alumni surveys.
3. Departmental teaching evaluation plans shall reflect multiple models of teaching and student learning. For example, plans should be sensitive to lecture, discussion, inquiry, or small group instruction.
4. Formative evaluations are designed to aid in the course and teaching development by the instructor and his or her mentors and peers. These evaluations will not be used for summative purposes, such as promotion and tenure decisions or merit salary increases. Rather, formative evaluations are designed to provide valuable feedback for the improvement of course design and instruction, and they may be conducted by the instructor.
5. Summative evaluations conducted at the end of a term will be retained and used as a part of the evaluation process for tenure, promotion, post-tenure review, and merit salary increases.
6. Unofficial and unregulated student evaluations (e.g., internet evaluations) may not be used for promotion and tenure purposes or any other personnel consideration.
7. All faculty should have their classes evaluated by students on a regular basis, i.e., at least two courses per year. These evaluations shall be constructed in such a manner as to ensure credibility and integrity:
 - The faculty member shall not administer his or her own evaluation. In accord with departmental/divisional procedures, a third party shall announce the evaluation, distribute the evaluation forms, and submit the forms for processing.
 - The faculty member shall not receive any evaluation results until final grades for the semester have been submitted.
 - When used exclusively for faculty self-improvement, the above two conditions do not apply.

Appendix 5-6
Assessment Task Force

Chair

Jerry Stonewater,
University Director of Liberal Education and Assessment
Mathematics and Statistics Department

Members

Paul Anderson
Special Assistant to the Provost
Director, Center for Writing Excellence
English Department

Melody Barton
Administrative Associate, Center for the Enhancement of
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Gerardo Brown-Manrique
Architecture and Interior Design Department

Osama Ettouney
Chair, Department of Manufacturing and Mechanical
Engineering

Anne Morris Hooke
Chair, Microbiology Department

Denise Krallman
Assistant Director, Institutional Research

Susan Mosley-Howard
Associate Vice President of Student Affairs and Dean of
Students
Educational Psychology Department

Dennis Roberts
Associate Vice President of Student Affairs

Lee Sanders
Senior Associate Executive Director, Hamilton Campus
Mathematics and Statistics Department

Kay Snavely
Management Department

Appendix 5-7
University Assessment Team
2004-2005

Chair

Jerry Stonewater,
University Director of Liberal Education and Assessment
Department of Mathematics and Statistics

Members

Robert Abowitz
Associate Director, Residence Life

Andrea Bakker
Graduate Assistant, Institutional Research

Denise Krallman
Assistant Director, Institutional Research

Dennis Roberts
Associate Vice President, Student Affairs

Appendix 5-8
University Assessment Council
2004-2005

Chair**Jerry Stonewater,**

University Director of Liberal Education and Assessment
Department of Mathematics and Statistics Department
Representing: University Assessment Team

Members**Robert Abowitz**

Associate Director, Residence Life
Representing: University Assessment Team

Andrea Bakker

Graduate Assistant, Institutional Research Office
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Melody Barton

Administrative Associate, Center for the Enhancement of Learning and Teaching
Representing: Center for the Enhancement of Learning and Teaching

Gerard Brown-Manrique

Architecture and Interior Design Department
Representing: School of Fine Arts

Kelly Cowan

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Representing: Miami University Middletown Campus

Osama Ettouney

Chair, Manufacturing and Mechanical Engineering Department
Representing: School of Engineering and Applied Sciences

Barb Heuberger

Teacher Education Department
Representing: School of Education and Allied Professions

Anne Morris Hooke

Chair, Microbiology Department
Representing: College of Arts and Science—Natural Science

Patricia Klingenberg

Spanish and Portuguese Department
Representing: College of Arts and Science-Humanities

Denise Krallman

Assistant Director, Institutional Research
Representing: University Assessment Team

Charles Nies

Assistant Dean, School of Interdisciplinary Studies
Representing: School of Interdisciplinary Studies

Dennis Roberts

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Lee Sanders

Senior Associate Executive Director, Miami University Hamilton Campus
Mathematics and Statistics Department
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Representing: Center for the Enhancement of Learning and Teaching and the College of Arts and Science—Social Sciences

Sumit Sircar

Armstrong Professor of Communication Technology and Management,
Decision Sciences and Management Information Systems Department
Representing: School of Business Administration

Beverley Taylor

Physics Department
Miami University Hamilton Campus
Representing: University Assessment Team

Ray Witte

Associate Dean, School of Engineering and Allied Professions
Educational Psychology Department
Representing: Associate Deans



Miami University Assessment

The Assessment Fellows Project: Critical Thinking Outcomes in Capstone Courses

The Assessment Fellows Project

Ten Miami faculty Fellows began a project last year to assess students' critical thinking skills on the basis of papers they submitted for their Capstone courses. The Fellows developed student learning outcomes for critical thinking, learned how to use the Washington State University Critical Thinking Rubric to assess these outcomes, and consulted with Dr. William Condon of the Washington State Critical Thinking Project.

This September, the Fellows used the rubric to assess 77 student Capstone papers and can now share the results with the Miami community. We wish to thank the 30 Miami faculty who assisted the Fellows by supplying them with student Capstone papers.

The Washington State Rubric (see <http://wsuctproject.wsu.edu>) Four critical thinking outcomes were assessed:

- Identify and summarize the problem at issue;
- Identify student's own and consider other perspectives;
- Identify and assess quality of supporting evidence;
- Identify and assess conclusions, implications, and consequences.

Two Fellows rated each of the 77 Capstone papers. Each of the four outcomes was rated on this scale: 1=underdeveloped; 2=somewhat developed; 3=mostly developed; and 4=substantially developed.

Results

On average, the four learning outcomes were rated as around a 2, or "somewhat developed," for this non-random group of student papers (see Table). The results indicate that students were best able to identify and assess supporting evidence, but had the most difficulty identifying and assessing conclusions. It may also be that the papers do not indicate what the students are really capable of doing, or that the assignments were not designed to elicit critical thinking skills. The Fellows have a number of projects underway to continue this investigation.

Questions about this assessment brief? Suggestions for future research brief topics? Please feel free to contact the Office of Liberal Education, 529-7135 or write MiamiPlan@muohio.edu. You may also contact one of the Assessment Fellows for further information and details.

<u>Learning Outcome</u>	<u>Mean</u>
Problem	2.29
Perspective	2.07
Evidence	2.32
Conclusions	1.88

Implications for Teaching Capstone Courses

WSU reports that in classes where the rubric is used to guide students' work, critical thinking scores improve dramatically (see <http://wsuctproject.wsu.edu> and go to Report Findings). Based on this, we suggest:

- Try the rubric in your courses. Modify it in ways that fit outcomes you expect to see students demonstrate. Develop your own rubric.
- Use the rubric in grading student work. Provide them feedback based on the rubric.
- Give students samples of papers that show "substantially developed" skills for each outcome.
- Make sure that Capstone assignments include work that requires students to demonstrate critical thinking skills.
- Be patient! These are difficult skills to develop.

Assessment Fellows

Paul Anderson, John Grunwell, Alice Kahn, Jim Kelly, Cindy Lewiecki-Wilson, Bruce Perry, Don Pribble, Jerry Stonewater, Beverley Taylor, and Ted Wagenaar. (Cathy Bishop-Clark and Beth Uhler also contributed to the initial portions of this project.)

Appendix 5-10
University Policy on the Faculty Improvement Leaves
From the Miami University *Policy and Information Manual*

6.8 Faculty Improvement Leave

The Faculty Improvement Program, established in conformity with Section 3345.28 of the Ohio Revised Code, provides extended periods for professional growth and development. It enables faculty development away from campus and requires seven years of full-time service for eligibility.

This program is crucially important for enabling the improvement of teaching techniques, extending the frontiers of knowledge, and maintaining the vitality of individual faculty members and programs.

The program provides release from teaching duties and other University assignments, either full compensation during one semester or two-thirds compensation during two semesters, continuation of University-provided insurance benefits and fee waivers, and eligibility for salary increment and promotion. For participants in the State Teachers Retirement System, contributions will be made as allowed by law. Participants in the Alternative Retirement Plan (ARP) who are on a two-semester Faculty Improvement Leave may make voluntary employee contributions equal to the amount they would have made on the one-third of their salaries that they would have received if they had not taken the leave. They must make this election, which is irrevocable, no later than the first day of the leave. For ARP participants who elect to make these voluntary employee contributions during a two-semester Faculty Improvement Leave, the University will provide an amount equal to what it would have paid as employer contributions on the one-third of their salaries that they would have received if they had not taken the leave, less applicable taxes. This amount will be paid to the ARP as additional voluntary employee contributions.

Specifics of the program are outlined below.

1. Application for a Faculty Improvement Leave is initiated through the department chair to the dean, Provost, and President. When appropriate, the regional campus executive director is also involved.
2. In any single year, because of commitments to teaching and service as well as to faculty development, the University customarily will not authorize more than thirty (30) Faculty Improvement Leaves.
3. Professional leave taken as a Faculty Improvement Leave shall not normally be deemed to be in lieu of Assigned Research (assigned duty in connection with a specific research, scholarly, or creative program).
4. A Faculty Improvement Leave ordinarily does not involve additional funding for a department. A request for Faculty Improvement Leave must indicate how the department will cover the load of the staff member applying for the leave. In rare instances when extreme hardship would result in a department if a Faculty Improvement Leave were granted, funds may be authorized by the Provost or dean to hire replacement staff.
5. All full-time, tenured members of the instructional staff with teaching loads who have served at least seven (7) years in any rank in full-time service are eligible for a Faculty Improvement Leave. Faculty Improvement Leaves are granted on the basis of the contribution that the appointee will make to the University upon returning to normal assignment. Years of service are crucial for determining eligibility, but are not a major factor in discriminating among aspiring candidates.
6. A person may not receive a second (or "the next") Faculty Improvement Leave until seven (7) years have elapsed from the end of the previous Leave.
7. A request for a Faculty Improvement Leave should detail the activities proposed for the year or the term and indicate their significance for the mission of the University. They may relate to professional growth, disciplinary research, a research project dealing with the effectiveness of various instructional methods, or teaching development.
8. Persons receiving a Faculty Improvement Leave are obligated to remain at Miami during the ensuing academic year and to make a full report of the results of the assignment to the chair, dean, executive director if applicable, and Provost within ninety (90) days of the completion of the Leave. If a person chooses not to return to Miami during the ensuing academic year, he or she is expected to refund compensation equal to that received during the Faculty Improvement Leave.
9. Recipients of Faculty Improvement Leaves may receive money for approved study or research or other activities expressly related to the purpose of the leave without prejudice to their receipt of income from Miami, provided that the total remuneration from all sources (including Miami) does not exceed the recipient's annual Miami University salary.
10. In addition to salary, special arrangements may be made for grants to defray travel and similar coincidental expenses. These arrangements must, however, be approved in advance of the leave.
11. Applications for a Faculty Improvement Leave should be received in the Academic Personnel Services Office by December 1 of the academic year preceding the leave period if one is to receive most favorable consideration.
12. Questions regarding the program and its guidelines should be addressed to the Academic Personnel Services Office.

Appendix 5-11

Three-Year Success Rates of Students Enrolling for an Associate's Degree at Hamilton and Middletown

Profile of Autumn 1999 First-time Associate Degree Seeking Students or Transfer Students								
Enrolled Full or Part Time at a Community College, State Community College, Technical College or University Branch								
Their Success in a three year period								
Inst	Campus	FT PT	cohort	% graduated	% persisted	% transferred	% successful	
Bowling Green State University	FIRE	full time	165	8%	41%	15%	64%	
Kent State University	ASHT	full time	143	6%	34%	14%	55%	
Kent State University	ELIV	full time	80	4%	29%	11%	44%	
Kent State University	GEAG	full time	62	3%	55%	18%	76%	
Kent State University	SALM	full time	141	4%	38%	8%	50%	
Kent State University	STRK	full time	454	3%	43%	15%	61%	
Kent State University	TRMB	full time	251	5%	46%	12%	63%	
Kent State University	TSCR	full time	252	19%	32%	8%	58%	
Miami University	HAML	full time	442	5%	51%	10%	66%	
Miami University	MIDL	full time	424	4%	46%	12%	63%	
Ohio State University	AGTI	full time	379	30%	23%	10%	63%	
Ohio State University	LIMA	full time	392	6%	40%	21%	68%	
Ohio State University	MARI	full time	265	16%	37%	15%	68%	
Ohio State University	MNSF	full time	389	7%	41%	22%	69%	
Ohio State University	NWRK	full time	557	10%	38%	20%	69%	
Ohio University	CHLC	full time	271	7%	37%	14%	58%	
Ohio University	EAST	full time	180	2%	53%	17%	72%	
Ohio University	LANC	full time	303	5%	46%	16%	67%	
Ohio University	STHN	full time	301	10%	34%	6%	50%	
Ohio University	ZANE	full time	215	7%	44%	15%	66%	
University of Akron	WAYN	full time	261	5%	47%	7%	59%	
University of Cincinnati	CLER	full time	301	21%	33%	5%	59%	
University of Cincinnati	WALT	full time	407	14%	41%	6%	61%	
Wright State University	LAKE	full time	113	12%	40%	19%	72%	
TOTAL			6,748	9%	40%	13%	63%	
Bowling Green State University	FIRE	part time	50	4%	24%	6%	34%	
Kent State University	ASHT	part time	71	0%	28%	7%	35%	
Kent State University	ELIV	part time	16	0%	31%	6%	38%	
Kent State University	GEAG	part time	48	0%	31%	15%	46%	
Kent State University	SALM	part time	53	0%	38%	8%	45%	
Kent State University	STRK	part time	91	0%	40%	13%	53%	
Kent State University	TRMB	part time	127	0%	41%	3%	44%	
Kent State University	TSCR	part time	78	5%	33%	4%	42%	
Miami University	HAML	part time	130	1%	34%	4%	38%	
Miami University	MIDL	part time	141	2%	29%	6%	38%	
Ohio State University	AGTI	part time	14	7%	43%	21%	71%	
Ohio State University	LIMA	part time	27	7%	15%	26%	48%	
Ohio State University	MARI	part time	39	3%	21%	10%	33%	
Ohio State University	MNSF	part time	61	2%	26%	36%	64%	
Ohio State University	NWRK	part time	77	0%	22%	21%	43%	
Ohio University	CHLC	part time	45	0%	24%	7%	31%	
Ohio University	EAST	part time	10	10%	30%	10%	50%	
Ohio University	LANC	part time	70	1%	49%	7%	57%	
Ohio University	STHN	part time	47	4%	9%	4%	17%	
Ohio University	ZANE	part time	81	4%	6%	19%	28%	
University of Akron	WAYN	part time	107	2%	33%	5%	39%	
University of Cincinnati	CLER	part time	75	4%	44%	3%	51%	
University of Cincinnati	WALT	part time	174	2%	34%	7%	43%	
Wright State University	LAKE	part time	31	0%	16%	42%	58%	
TOTAL			1,663	2%	31%	10%	42%	
Full Time means taking 12 or more credits in Autumn 1999.								
Graduated means earned an Associate or Bac Degree in FY 2000, 2001 or 2002								
Persisted means not graduated and attending the same institution in FY 2002 as in Autumn 1999								
Transferred means not graduated and not persisted and attending some institution in any term of FY 2002 other than the institution attended in Autumn 1999								
Students from university branches moving to the main campus count as persisting rather than transferring								
Degree Seeking is based on Intention Code (04, 06 and 07) except at RGCC, where we use Rank because Intention is marked Unknowr								
Degree Seeking at the university branches is based on Rank <> NU								
Persisting at RGCC includes enrolling at the University of Rio Grande.								
O:\Performance Report\2003\associate success.xls.								

Appendix 5-12
 Responses to NSSE Questions that Constitute “Supportive Campus Environment” by Students at Oxford and Benchmarks

Campus Questions	Students	Percent Responding “quite a bit” or “very much” on a 4-point scale			Means (* Signifies statistically significant difference)		
		Miami	Doc-Int	All NSSE	Miami	Doc-Int	All NSSE
1. To what extent does your institution emphasize providing the support you need to help you succeed academically?	First-year Seniors	71 64	72 64	78 72	2.96 2.78	2.96 2.78	3.09* 2.95*
2. To what extent does your institution emphasize helping you cope with your non-academic responsibilities (work, family, etc.)?	First-year students Seniors	18 10	26 18	31 22	1.87 1.60	2.00* 1.78*	2.11* 1.98*
3. To what extent does your institution emphasize providing the support you need to thrive socially?	First-year students Seniors	33 29	34 25	41 30	2.37 2.12	2.20* 1.97*	2.34 2.09
Relationship Questions		Percent of Respondents indicate 5, 6, or 7 (highest) on a 7-point scale					
4. How would you rate the quality of your relationships with other students?	First-year students Seniors	85 82	83 83	86 88	No data	No data	No data
5. How would you rate the quality of your relationships with faculty members?	First-year students Seniors	80 84	89 81	84 85	No data	No data	No data
6. How would you rate the quality of your relationships with administrative personnel and offices?	First-year students Seniors	65	66	71	No data	No data	No data

Appendix 8-1
Minority Employees in Unclassified Staff Positions, 2001 to 2003

Source: Office of Institutional Research

	All Campuses		Oxford		Hamilton		Middletown	
	Total	Minority	Total	Minority	Total	Minority	Total	Minority
Full-time Unclassified Staff								
2001	943	90 (9.5%)	852	78 (9.2%)	39	6 (15.4%)	52	6 (11.5%)
2002	958	99 (10.3%)	869	88 (10.1%)	37	6 (16.2%)	52	5 (9.6%)
2003	996	101 (10.1%)	901	91 (10.1%)	40	7 (17.5%)	55	3 (5.5%)
Part-time Unclassified Staff								
2001	70	3 (4.3%)	60	3 (5.0%)	6	0 (0.0%)	4	0 (0.0%)
2002	48	5 (10.4%)	41	4 (9.8%)	3	1 (33.3%)	4	0 (0.0%)
2003	57	8 (14.0%)	49	6 (12.2%)	4	1 (25.0%)	4	1 (25.0%)

Appendix 8-2
Minority Employees in Classified Staff Positions, 2001 to 2003

Source: Office of Institutional Research

	All Campuses		Oxford		Hamilton		Middletown	
	Total	Minority	Total	Minority	Total	Minority	Total	Minority
Full-time Classified Staff								
2001	1428	55 (3.9%)	1333	45 (3.4%)	46	3 (6.5%)	49	7 (14.3%)
2002	1436	48 (3.3%)	1338	38 (2.8%)	47	3 (6.4%)	51	7 (13.7%)
2003	1393	51 (3.7%)	1298	42 (3.2%)	46	3 (6.5%)	49	6 (12.2%)
Part-time Classified Staff								
2001	78	3 (3.8%)	73	3 (4.1%)	3	0 (0.0%)	2	0 (0.0%)
2002	74	1 (1.4%)	69	1 (1.4%)	3	0 (0.0%)	2	0 (0.0%)
2003	84	3 (3.6%)	79	3 (3.8%)	2	0 (0.0%)	3	0 (0.0%)

The Student Right-to-Know and Campus Security Act of 1990 requires institutional disclosure of all student graduation rates, athletic graduation rates, financial assistance awarded, and campus crime statistics.

The Office of Institutional Research coordinates all University Integrated Postsecondary Education Data System submissions (IPEDS) (Completions, Institutional Characteristics, Enrollment, Finance, Graduation Rates, Student Financial Aid, Fall Staff, Employees by Assigned Positions, and Salaries) to the National Center for Educational Statistics, which publishes College Opportunities Online (COOL), <http://nces.ed.gov/ipeds/cool>. This Web site presents data on institution prices, financial aid, enrollment and type of programs that are offered by the institution.

The Office of Institutional Research, the Registrar's Office and the Office of Intercollegiate Athletics annually complete responses to the IPEDS Graduation Rates Survey and The National Collegiate Athletic Association's (NCAA) Division I Graduation-Rates Supplemental Form that provides information on graduation rates for student athletes and all other students. Data are distributed to all Miami University staff and are available in the Office of Intercollegiate Athletics.

Consistent with the NCAA Constitution, Operating and Administrative Bylaws specified in annual Division I Manuals, Miami University provides enrollment, retention and graduation rates of student athletes and all other students to the NCAA. Through the coordination of the Assistant Athletic Director for Compliance, Miami University athletic staff provide prospective students and their families with the most current NCAA compiled data for Miami University, which is also available online at www.ncaa.org.

270 Distribution of this material is provided prior to the first arranged in-person visit with the prospective athlete. The NCAA assumes responsibility for providing university graduation rates to high school counselors and to high school/ community college coaches.

The Student-Right-to-Know and Campus Security Act also requires institutions to publish the following information.

- The estimated cost of attendance is in the Miami Bulletin and on the following web site: http://www.miami.muohio.edu/documents_and_policies/right_to_know/fees.cfm. Information on the University's Satisfactory Academic Progress policy, and other financial aid policies, procedures and publications can be found at: <http://www.units.muohio.edu/sfa/index.htm>
- The institutional refund policy, procedures for withdrawing from Miami University, a description of the academic programs, information on university-wide and discipline-specific accrediting agencies, information on disability services and program, and other special opportunities and programs are contained in the Miami Bulletin and are available at http://www.miami.muohio.edu/documents_and_policies/bulletin06/index.html
- Description of Miami University's academic facilities and certification and degree programs is available from the Miami Bulletin, http://www.miami.muohio.edu/documents_and_policies/bulletin06/index.html, the Physical Facilities website, <http://www.pfd.muohio.edu/building/index.jsp>, and on our virtual tour map site http://www.miami.muohio.edu/about_miami/virtual_tour/.
- Additional materials on facilities and accommodations to students with self-identified disabilities are available on the Office of Disability Resources website at <http://affserver1.aff.muohio.edu/ODR/>. This includes our statement on compliance with ADA.
- Campus crime rates are located on our Student Right-to-Know website at http://www.miami.muohio.edu/documents_and_policies/right_to_know/index.cfm and at the website of the Miami University Police, <http://www.units.muohio.edu/psf/police/>.
- A Right-to-Know letter is sent out each September to all faculty, staff and students directing them to the website containing all the right-to-know statistics and information.



UNIVERSITY COMMUNICATIONS

ROUDEBUSH HALL
 OXFORD, OHIO 43036-1846
 (614) 529-7637
 (614) 529-9595 FAX

September 2004

Dear Students, Faculty, and Staff:

Miami University annually issues several reports to keep the university community and prospective students and employees informed. These reports include information on matters such as campus safety and equity in athletics, as well as other matters required by federal law. All provide abundant information designed to help you make wise choices.

The following information is accessible on the Internet; at Miami's *Right to Know* site, www.muohio.edu/righttoknow/. Paper copies are available on request as indicated.

1. **Campus Crime and Safety**, available online at www.muohio.edu/campuscrime/
 Miami's annual Campus Security Act Report provides, for the Oxford, Hamilton, and Middletown campuses:
 - a. Campus policy regarding the reporting of criminal activity.
 - b. Campus policy concerning facility safety and access.
 - c. Campus policy concerning law enforcement.
 - d. Information regarding safety and crime prevention programs.
 - e. Campus policy for the recording of off-campus criminal activity.
 - f. Campus policy regarding the sale, possession, and use of alcohol and illegal drugs.
 - g. Information regarding drug and alcohol education programs.
 - h. Campus policy regarding sexual assault programs to prevent sex offenses and procedures to follow when sex offenses occur.
 - i. Crime statistics for the three most recent calendar years.
 - j. Links to the University Police website.

The Campus Crime and Safety Report is available on request from the Miami University Police, Police Services Center, 4945 Oxford-Trenton Road, Oxford, OH 45056, 513-529-2222.

2. **Equity in Athletics**, available online at www.muohio.edu/equityinathletics/
 Miami's Department of Intercollegiate Athletics reports on the status of gender equity in athletics at Miami with its annual Equity in Athletics Disclosure Report. Paper copies are available from Intercollegiate Athletics, 230 Millett Hall, Oxford, OH 45056, 513-529-3113.
3. **Graduation Rates**, available online at www.muohio.edu/graduationrates/
 Presents retention and graduation rates for undergraduates at Miami. Paper copies are available from the Office of the Secretary, 205 Roudebush, Oxford, OH 45056, 513-529-3610.
4. **Privacy and Release of Student Education Records**, available online at www.muohio.edu/righttoknow/privacy.cfm
 The Family Education Rights and Privacy Act, commonly known as FERPA, provides students with a right of access to their education records, permits students to challenge the accuracy of the records, and prohibits the non-consensual release of such information except in certain circumstances. Miami's FERPA policy is Appendix M of *The Student Handbook* and is also summarized in *The Miami Bulletin, General Edition*. Request a copy from the Office of the Secretary, 205 Roudebush, Oxford, OH 45056, 513-529-3610, or direct questions to the Office of the Registrar, 110 Campus Avenue Building, Oxford, OH 45056, 513-529-8711.
5. **Tuition and Fees**, available online at www.muohio.edu/bursar
 Information regarding current university tuition and fees, including estimated miscellaneous costs and financial aid, is contained in *The Miami Bulletin: General Edition*, available for purchase from the University Bookstore, Shriver Center, Oxford, OH 45056, 513-529-2600. This General Bulletin is online at www.muohio.edu/bulletin/.

Request additional cost information from the Office of the Bursar at the Oxford campus, 107 Campus Avenue Building, Oxford, OH 45056, 513-529-8700; from the Office of Business Services at the Hamilton campus, 100 Mosler Hall, 1601 University Blvd., Hamilton, OH 45011, 513-785-3155; and from the Office of Business Services at the Middletown campus, 114-J Johnston Hall, 4200 E. University Blvd., Middletown, OH 45042, 513-727-3321. For more related information, visit www.muohio.edu/financialaid/ or the Office of Student Financial Assistance, 121 Campus Avenue Building.

We encourage you to read these reports. If you have any questions regarding the information contained in a report, please contact the office indicated.

Sincerely,

Richard D. Little



MIAMI
UNIVERSITY

OFFICE OF THE
SECRETARY OF THE UNIVERSITY

ROUDEBUSH HALL ROOM 205
OXFORD, OHIO 43056-3653
(513) 529-3610
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secretary@muohio.edu

June 8, 2004

To: Dr. James C. Garland, President
Dr. Ronald A. Crutcher, Executive Vice President for
Academic Affairs and Provost
Dr. Richard L. Nault, Vice President for Student Affairs

From: Karen K. Shaffer
Secretary of the University

Re: **Record of Student Complaints**

For the official record, I ask that you please forward to my office a completed list of all **formal, written student complaints** that were handled by you or your designee during the 2003-2004 academic year. The records should contain information about the disposition of the complaints, including those referred to external agencies for final review.

The North Central Association of Colleges and Schools Commission on Institutions of Higher Education, in order to comply with federal regulations, expects an affiliated institution to maintain all such records of formal, written student complaints filed with the offices of the Chief Executive Officer (President), the Chief Academic Officer (Provost), and the Chief Student Services Officer (Vice President for Student Affairs).

I have attached the appropriate form to this memo for your use. Please send the information to my attention, marked "CONFIDENTIAL", by **Monday, July 12**.

Thank you.

pjr

Attachment (Student Complaint Log)

c Stephen D. Snyder, Executive Assistant to the President
Robin L. Parker, General Counsel
Joseph Cox III, Associate Provost
Kathy Prescott, Administrative Associate