To ensure success, all academic departments and programs are expected to contribute to appropriate goals and metrics articulated in the Miami 2020 Plan. This document summarizes the contributions expected of academic departments and programs. Please refer to the Miami 2020 Plan website for additional information and context.

Please note: Responses should not exceed 1500 characters (approximately 200 words) for each open-ended question. Bulleted responses are acceptable.

## UNIFYING GOAL: LEARNING AND DISCOVERY

Promote a vibrant learning and discovery environment that produces extraordinary student and scholarly outcomes.

### Objective 1: Prepare students for success at Miami and beyond through a liberal and applied education emphasizing inquiry-based experiential learning that integrates many disciplines.

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<th>1) Miami will achieve a 6-year graduation rate of 85% (4-year graduation rate of 75%).</th>
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Current: The average 6-year graduation rate for the last 5 years is 80.8% with an average retention rate of 89.3% (Data Source: OIR). Miami University ranks 6th for its six-year graduation rate among all doctoral-granting, public universities in the nation. Nationally, 4-year graduation rates are: National 4-year public universities =26.6%; IPEDS peer group institutions=47.1%; and Ohio public 4-year schools =24.5%. Approximately 68% of Miami students graduate within 4 years.

(Data Source: OIR, BI Retention Component)

For Miami University to achieve a six-year graduation rate of 85% (which is based on Oxford campus, first-time, full-time undergraduates), the Oxford campus needs to have a first-to-second year retention rate of 94%. (Data related to retention at MU and the graduation rate from the department of the original major are in the Compliance Assist folder). Retention is defined as continued enrollment at MU; graduation is defined as graduating from MU – not major specific.

Access your department/program historical retention and graduation rates at: [http://miamioh.edu/oir/2020plan/]
1.a. Based on your department’s/program’s five-year average freshman to sophomore retention rate, will you be able to increase your average retention rate by:
   - 1-2 percentage points by 2020
   - 2-3 percentage points by 2020
   - 3-4 percentage points by 2020
   - 4-5 percentage points by 2020
   - More than 5 percentage points by 2020

1.b. What plans or strategies are in place or are being developed for maintaining or increasing your retention and graduation rates?

Sample responses:
   - Providing additional feedback to students, e.g. by instituting midterm grades for all students
   - Providing more timely and effective assessment of student work
   - Offering enhanced advising & mentoring
   - Making curricular revisions
   - Offering a sprint or recitation section, particularly in 100 level foundation courses
   - Implementing an early intervention strategy

1.c. What opportunities and challenges do you see for your department in meeting your goals and supporting the university goals?

Sample responses:
   - Difficulty in tracking student movement (both out of and into the department)
   - Increased responsibility of faculty and staff to focus on and track student success
   - Focus on assessment of student progress
   - Small number of majors in department

2) One year after graduation, 90% of graduates who seek employment will be employed in a full-time position. *(This is a university metric; departments/programs will not report data individually.)*

Current: Based on MU graduation survey data, 54% of graduating students seeking employment had an offer of employment upon graduation, and within one year of graduation, 80% of students were employed full time.
(Data source(s): OIR-sponsored Graduation Survey and Alumni Survey)
2. What opportunities and challenges do you see for your department in supporting this university goal?

Sample responses:

- Providing support for students’ internship placement
- Enhancing partnerships with Career Services and major employers
- Providing support to faculty to network with alumni
- Instituting career mentoring and advising

3) One year after graduation, 75% of students who apply to graduate or professional school will receive at least one offer of admission. *(Respond only if applicable to your department/program)*

**Current:** Based on the latest graduation survey, among students planning to attend a graduate or professional school, 63% had received at least one offer of admission. Data analysis will be conducted by division; in the CAS, analysis will be performed by cognate areas. Follow-up data from National Student Clearinghouse will identify enrollment in graduate programs at other institutions. *(Data source(s): OIR-sponsored Graduation Survey and Alumni Survey and use of National Student Clearinghouse for reported graduate enrollment post-MU graduation)*

3. What opportunities and challenges do you see for your department in supporting this university goal?

Sample responses:

- Encouraging quality undergraduates to enroll in introductory graduate courses
- Offering faculty mentoring
- Increasing opportunities for undergraduate research
- Broadening student involvement in professional boards
- Providing standardized test preparation
- Offering interview preparation
- Guidance on the admission or application process
- Participating in Graduate School fairs
- Encouraging graduates in department to gain work experience prior to going to graduate/professional school
Objective 2: Immerse faculty, undergraduate and graduate students in research and creative scholarship that forms a vital part of the learning experience.

4) Continue to increase the quality and impact of scholarship or creative performance [Discipline specific goal to be determined at the department/program level].

Note: High variability among different disciplines in defining scholarship, so metrics will be defined at the department/program level. Departments will report the % of faculty who regularly exceed department promotion and tenure standards.

4.a. Currently, what percentage of your faculty (T/T) produces research or creative performance that meets or exceeds your department’s P&T standards?

- 0-25%
- 25-50%
- 50-75%
- 75% or more

4.b. List the top three peer/benchmark universities for your department.

4.c. What plans or strategies could the department or program put in place to increase the percentage of faculty exceeding departmental P&T standards and to increase the quality and impact of their scholarly research and creative performance?

Sample responses:

- Offering opportunities for senior faculty to mentor junior faculty
- Increasing hiring standards
- Instituting strict enforcement of workload policy
- Clarifying criteria for advancement
- Improve the annual review process

5) Upon graduation, 75% of Miami students will have participated in a research or a similar experiential learning activity (e.g., fieldwork, field or clinical placement, service-learning, public or private sector engagement or performances). (Respond to either Metric 5 or 6 if applicable to your department/program. Please respond to at least one of the two metrics.)

Current: Approximately 35% of students participate in service learning projects, and 33% participate in independent research. 10% have presented at a conference or co-authored a publication.

National data: Approximately 20% participated in undergraduate research (Source: NSSE and Carnegie data).

(Data source(s): OIR-sponsored Graduation Survey, NSSE and departmental information reported in Compliance Assist)
5.a. What are your departmental goals for student involvement in research or other similar experiential learning activities?

- 0-25%
- 25-50%
- 50-75%
- 75% or more

5.b. What plans or strategies are in place or are being developed by your department to encourage student involvement in research or similar experiential learning activities?

Sample responses:

- Encouraging quality undergraduates to enroll in introductory graduate courses
- Revising courses to incorporate research-oriented outcomes
- Modifying capstone courses to include a major project
- Enhancing advising
- Providing opportunities for faculty to mentor promising students
- Augmenting research opportunities with faculty
- Creating courses that require service learning
- Partnering with Student Affairs and other programs to develop authentic or “real world” projects
- Increasing student involvement in exhibitions and performances

5.c. What opportunities and challenges do you see in reaching your departmental goal and supporting the university goal?

Sample responses:

- Rigidity of the curriculum
- Non-traditional student enrollments
- Students with limited time due to earn double majors and dual degrees
- Not applicable to my discipline
- Lack of resources
Objective 3: Engage students with substantive co-curricular and internship opportunities that augment their learning and establish a strong foundation for lifelong success, growth, and adaptability.

6) 75% of Miami students will have completed an internship before they graduate. (Respond to either Metric 5 or 6 if applicable to your department/program. Please respond to at least one of the two metrics.)

Current: 67% of Miami students are currently involved in internships, co-ops or similar experiences (Source: NSSE).

National data: 52% participated in internships or co-ops (Source: NSSE and Carnegie data).

(Data source(s): OIR-sponsored Graduation Survey and NSSE; Departments and programs already provided data in Compliance Assist for portions of this metric.)

6.a. What are your departmental goals for student involvement in external internships?

- 0-25%
- 25-50%
- 50-75%
- 75% or more

6.b. What plans or strategies are in place or are being developed to encourage student involvement in internships?

Sample responses:

- Networking with key employers in your field
- Providing clear information to students about available internships
- Partnership with Career Services to develop customized support for students
- Leveraging alumni connections
- Designing and offering pre-internship preparatory workshop or course

6.c. What opportunities and challenges do you see in reaching your departmental goal and supporting the university goal?

Sample responses:

- Internships are not a priority for students in my department
- Lack of availability of internships in the field
- Internship opportunities in SW Ohio are steadily increasing (decreasing)
- Internships enhance employment opportunities for graduates
- Acquiring and sharing with students accurate and current information about internships in the field
### 7) 90% of Miami students will have two or more co-curricular experiences before they graduate.

**Current:** 62% have held a leadership position or are involved in a leadership program; 61% have participated in a student organization, 58% did volunteer work as part of an organization; and 47% played in intramural sport. (Source: MU Graduation Survey).

7.a. List student organizations or other co-curricular experiences that are sponsored by your department or program.

7.b. The Vice President for Student Affairs (or designee) will be asked to list possible strategies to ensure that students have the opportunity to participate in at least two co-curricular activities.

### Objective 4: Offer flexible pathways to and through the university, including interdisciplinary, e-learning and multiple degree options, to help students achieve timely and cost-effective completion.

### 8) 25% of our students will graduate with multiple degrees/majors and 5% will graduate with a combination Bachelor and Master’s degree. *(Respond if applicable to your department/program)*

**Current:** 14% of the graduating class completed multiple bachelor’s degrees or majors. Since 2009, 15 graduating students have completed combined Bachelor/Masters programs (less than 0.25% of all degrees awarded). In fall 2013, 24 students (less than 0.25% of Oxford undergraduates) are enrolled in combined Bachelor/Masters programs.  
(Data source(s): OIR, OEM and Graduate School)

Double majors are those pursuing the same degree in two different majors (e.g., B.A. in Spanish and French) whereas multiple degrees are two different degrees (BA and BS) which could be in the same major (e.g., Zoology B.A. and B.S.) or in different majors (e.g., B.S. in Chemistry and B.A. in History).

8.a. What strategies or plans does your department have in place or is your department developing to promote the completion of multiple degrees, certificates, concentrations and majors?

Sample responses:

- Mapping out clearly defined curricular pathways
- Fostering interdepartmental partnerships
- Revising or designing promotional materials (including website)
- Providing enhanced advising
- Creating and communicating degree plans
- Finding mechanisms for identifying and informing potential students early in their undergraduate career
- Developing a co-major
Departmental & Program Contributions

8.b. What bachelor’s-master’s degree programs are being discussed or developed for implementation in your department over the next 5 years?

Sample: BS-MS in Exercise Science, Microbiology, Statistics: BA-MA in Political Science.

8.c. What opportunities and challenges do you see in meeting your department goal(s) and supporting the university goals?

Sample responses:

- Miami Plan requirements or structured curricular requirements in the major make it difficult to complete two degrees in a timely manner.
- Resources are needed for additional faculty.
- Development of a new curriculum would be needed.
- Combined degrees enhance employment opportunities for graduates.
- New budget model

9) 60% of degree programs can be completed in 3 years or less through curriculum revision and by using different pedagogical approaches and modes of delivery (required by OBoR by 2014).

To be completed by divisional deans.

Current: 10% of our degree programs have been identified as being able to be completed in three years or less.

(Data source: Special University Registrar website for this information)

10) Increase the online and hybrid credit hours to 10% of the total credit hours.

Current: Less than 2% of total enrolled credit hours at the Oxford Campus are taught online; slightly more than 4% are either on-line or hybrid. (Data sources: OIR, University Registrar)

Online courses are where most (>80%) of the content is delivered online; typically the course will have no face-to-face meetings. Hybrid courses blend online and on-ground delivery; substantial content is available online and there are a reduced number of face-to-face meetings. (Ohio Board of Regents definition)

10.a. Which of your departmental courses (existing or new) do you see as appropriate for conversion to an on-line format or to a hybrid format?
10.b. What percentage of your departmental credit hours will be offered through online or hybrid courses within the next five years?

- 1-3%
- 4-6%
- 7-9%
- 10% or more

10.c. What strategies or plans does your department have in place for developing and adding converted online courses?

Sample responses:

- Encouraging faculty participation in Advanced Learning Technologies and CELTUA workshops
- Developing a curricular plan for progressing key courses from a traditional to a hybrid and finally to an online format
- Identifying courses that are taken by Miami students at other institutions and exploring the possibility of offering highly demanded courses in online format by Miami faculty

10.d. What support does your department need to develop online and hybrid courses?

Sample responses:

- Obtaining instructional designers familiar with my field
- Purchasing an up-to-date platform for online course delivery
- Offering faculty release time for course development/modification

10.e. What opportunities and challenges do you see for meeting your department goal and supporting the university goal?

Sample responses:

- Lack of technology support
- Courses in field are not easily adaptable to online delivery
- Faculty compensation is needed for developing and delivery of online courses
- Student interest in online courses offered by my department is increasing
**FOUNDATION GOAL 1: TRANSFORMATIONAL WORK ENVIRONMENT**

Ensure vitality and sustainability by building a forward-looking, efficient, and caring culture that stimulates, recognizes, and rewards creativity, entrepreneurial thinking, and exemplary performance.

**Objective 1:** Promote a work environment built upon continuous improvement and evaluation that empowers employees through ongoing professional development and career growth opportunities.

11) All employees will have an annual evaluation that aligns with the overall university objectives and a measurable professional development plan.

**Current:** Not all employees are evaluated annually. A measurable professional development plan must be implemented for all employees in FY 2015.

(Data source(s): Academic Personnel for Academic Affairs units; HR survey of university office directors)

11.a. What percent of your department faculty, unclassified staff, and classified staff are evaluated annually? Report a percentage for each.

- Faculty: _______ %
- Unclassified (Professional) staff: _____%
- Classified staff: _______%

11.b. What percent of your department faculty, unclassified staff and classified staff have a professional development plan? Report a percentage for each.

- Faculty: _______ %
- Unclassified (Professional) staff: _____%
- Classified staff: _______%

11.c. Does your department provide professional development opportunities for staff? What plans do you have in place or are you developing to ensure that everyone has a professional development plan?
Objective 2: Recognize and reward Miami employees for increasing effectiveness and productivity by utilizing their expertise, creativity, and collaboration to constantly improve accountability, productivity, and efficient utilization of resources.

12) At least 25% of the merit salary improvement pool for faculty and unclassified staff will be allocated to recognize and reward exemplary performance that contributes to university and unit goals and objectives.

Current: To date, most of the increment pool has been merit based. To further enhance and reward exemplary performance, the size of the extra merit pool should be increased to serve as an incentive for employees.

To be completed by vice presidents and divisional deans.

Objective 3: Implement flexible and accountable governance structures that increase the university’s responsiveness and ability to make timely decisions.

13) The timeline for the process of soliciting input and recommendations for governance purposes should not exceed one semester as appropriate.

Current: Currently, it takes at least one year or more to make major decisions and implement major changes.

13. Identify initiatives that can be accomplished in one semester.

Sample responses:

- Revising the major within the department/program
- Developing or revising the department/program governance document
- Developing a department/program mission or vision document
- Conducting an academic administrator review
- Not applicable to my department/program

Objective 4: Minimize tuition increases through a transparent, strategic financial and budgetary system that incentivizes new revenue streams, reallocates resources, and promotes team-oriented solutions to fiscal challenges.

14) 1% of total revenues annually will come from new or expanded revenue initiatives other than tuition rate increases.

Current: This metric is consistent with SPTF recommendation to generate $10M of new revenues over a 5 year period.

To be completed by divisional deans.
15) **DIVISIONAL REDISTRIBUTION:** Divisional deans will annually realign 1% of their divisional University budgeted funds by phasing out low priority organizational structures, programs, and activities. These funds will be set aside to support new, or expanding successful, programs and collaborations with an emphasis on inter- and multi-disciplinary activities.

Current: Budget reallocations are projected to generate funds that will support new programs and initiatives. This will also provide an opportunity for more regular review of programs and will ensure programs are timely and relevant.

To be completed by vice presidents and divisional deans.

16) **REDUCTION and CENTRAL REDISTRIBUTION:** 0.5% per year of permanent budgetary funds will be captured from improvements in divisional productivity and these funds will be collected centrally and redistributed.

To be completed by vice presidents and divisional deans.

17) **Implement, and annually update, a transparent, flexible and dynamic 10-year budget plan that will ensure a sustainable and financially viable foundation.**

Current: RCM is based on a 4-year moving average revenue budget; longer term planning will lend stability and transparency to University resource planning.

To be completed by vice presidents.
FOUNDATION GOAL 2: INCLUSIVE CULTURE AND GLOBAL ENGAGEMENT

Promote a diverse culture of inclusion, integrity, and collaboration that deepens understanding and embraces intercultural and global experiences.

Objective 1: Attract and retain a diverse community of students, faculty, staff, and administrators.

18) Grow the diversity of our students, faculty, and staff.

Current: This metric calls for the attainment of a critical mass of diverse students, faculty and staff. To reach this objective, we will examine the number and quality of programs designed to attract and retain diverse faculty, staff and students. Progress can be gauged through: voluntary surveys; federal and state reporting data; and the number of diverse students, faculty and staff attracted, graduated, retained, and promoted.

(Data Source: OIR annual report on diversity of faculty/staff/students with additional data on retention/graduation rates; faculty promotion & tenure; unclassified/classified staff retention)

URL for diversity data: http://www.miamioh.edu/oir/2020Plan/

18. What strategies or plans does your department currently have or are developing to grow the diversity of students, faculty, and staff?

Sample responses:

- Forging partnerships with high schools or universities with diverse student populations
- Seeking external funding for program transformation focused on increasing diversity
- Developing programming to bring department visibility outside the university
- Seeking cluster hires of diverse faculty and staff
- Implementing new advertising and marketing strategies
Objective 2: Create an environment where our people live, learn, and work cooperatively with those of widely varied backgrounds, beliefs, abilities, and lifestyles, moving beyond boundaries to welcome, seek, and understand diverse peoples and perspectives.

19) 75% of Miami students will report (e.g., in NSSE or unit-implemented surveys) that they feel welcome and have had significant and meaningful interactions with diverse groups.

Current: Approximately 55% of those surveyed responded positively to these survey statements. This will require a culture change at Miami through positive, cooperative, and collaborative interaction among the responsible units and strategic planning.

National Data: 55-56% responded positively, and the range of responses was from 48-64% (Source: National Survey of Student Engagement (NSSE) 2011).

(Data Source(s): OIR-sponsored Graduation Survey and NSSE).

19. What strategies or plans does your department currently have or is your department developing to create a welcoming environment for all diverse peoples and perspectives?

Sample responses:
- Creating a culturally relevant curriculum
- Encouraging faculty/staff participation in university multicultural training
- Holding workplace diversity dialogues
- Creating or participating in multicultural events

Objective 3: Achieve cultural competency among members of the Miami community by immersing them in domestically and globally relevant learning experiences.

20) 60% of Miami students will study abroad or study away.

Current: Approximately 42% to 47% of students study abroad.

(Data Source(s): OIR, Office of Global Initiatives)
20.a. What activities or strategies are in place or are being developed in your department or program to support increased student participation in study abroad or study away programming?

Sample responses:
- Offering study abroad or study away courses
- Providing financial support for students
- Marketing study abroad/study away opportunities more effectively
- Seeking partnerships with international universities
- Participating in MU Study Abroad Fair
- Revising curricular requirements to enable time for study away/abroad
- Developing opportunities in the winter term

20.b. What opportunities and challenges do you see for achieving this university goal?

Sample responses:
- Greater scholarship support for study abroad and study away is needed.
- Developing creative, novel programs.
- Matching location or nature of program to career objectives of students

21) All Miami students will have a curricular or co-curricular cultural learning experience, e.g., intensive community engagement, service learning experience, intercultural or global learning requirement.

21. What activities or strategies are in place or are being developed in your department or program to support increased student participation in curricular or co-curricular cultural learning experiences?

Sample responses:
- Creating intercultural courses
- Offering service-learning courses
- Providing opportunities for community engagement
- Forging partnerships with other departments or community organizations
- Seeking partnerships with Student Affairs or Center for American & World Cultures
Objective 4: Expand, virtually and physically, Miami’s global involvement.

22) All faculty and staff will engage in meaningful, globally diverse cultural activities (e.g., volunteer or community engagement; course or workshops on global and intercultural topics, professional training on diversity issues).

Current: As we increase international and diverse domestic student enrollment, it is important for faculty and staff to understand and appreciate diverse cultures. Global and intercultural interaction will broaden our impact and diversify programs and activities. This metric can be gauged by the number of countries that we recruit from and the number of universities with which MU has exchange programs.

(Data Sources: Office of Global Initiatives; OEM)

22.a. In which globally diverse cultural activities have your faculty and staff participated during the past year?

Sample responses:

- Engaging in research collaborations with international colleagues
- Giving presentations at an international conference
- Leading a study abroad program
- Securing grant sponsorship or an international fellowship (Fulbright)
- Hosting international scholars
- Mentoring international students
- Increasing international student recruitment
- Attending programming related to global diversity issues
- Interacting with global colleagues

22.b. Estimate the percentage of your faculty/staff who have participated in globally diverse cultural activities over the past year?

- 0-25%
- 25-50%
- 50-75%
- 75% or more
23) Miami will expand, virtually and physically, by 25%, its international partnerships and activities to increase its impact on the global stage. (Respond if applicable to your department/program)

Current: Miami currently has formal Memoranda of Understandings and agreements with 50 international universities and has eight new partnerships in process with international universities, non-university entities, and high schools.

(Data Source: Office of Global Initiatives)

Note: Office of Global Initiatives will provide a list of all signed international partnership agreements that involve your department/program.

23. What activities or plans are in place or are being developed by your department/program to increase the department’s/program’s and university’s global footprint either virtually or physically?

Sample responses:

- Offering globally related courses, programs, centers or institutes
- Forming partnerships with other universities and high schools
- Creating or encouraging involvement in student exchange programs
- Seeking faculty exchanges
FOUNDATION GOAL 3: EFFECTIVE PARTNERSHIPS AND OUTREACH

Cultivate mutually beneficial partnerships and applied and service-oriented projects that strengthen our local, state, national and world communities.

Objective 1:  Partner with educational and other public-and private-sector institutions to co-design academic and outreach programs that enhance access to and support of quality higher education.

24) Miami will partner with two-year institutions to double the number of transfer students to the Oxford campus to 400 students.

Current: More than 75% of the students who transfer to Miami come from four-year institutions. Two-year institutions are also very interested in partnering with the university.

(Data Source(s): OIR, OEM)

To be completed by divisional deans and the Office of Enrollment Management.

25) Miami will double its partnerships with Ohio and other area high schools to recruit college-bound students, e.g., through PSEO, expansion of the TOP Program, dual enrollment, tutoring or mentoring programs, Bridge and Junior Scholars Programs.

To be completed by divisional deans and the Office of Enrollment Management.

Objective 2:  Increase lifelong learning opportunities, engagement, and giving from alumni, parents, and friends

26) Miami will provide educational opportunities and career support to at least 10% of our alumni and to other external stakeholders, e.g., through programs similar to Winter College, Alumni Weekend activities, webinars, etc.

Current: There are approximately 200,000 alumni; yet, there are few educational opportunities available to them through Miami University. This will provide opportunities for life-long learning for a large population as well as enhanced engagement with alumni, which will broaden Miami’s impact.
26.a. What lifelong learning opportunities can your department or program offer for alumni and other external stakeholders?

Sample responses:

- Providing webinars
- Offering on-line courses
- Providing study abroad activities
- Offering certificate programs
- Flexible offerings for full time workers
- Participating in Institute for Learning in Retirement

26.b. What are the opportunities and challenges that you see for your department or program for offering lifelong learning opportunities to alumni and other external stakeholders?

Sample responses:

- Faculty time commitment for creating these opportunities
- How will alumni interest be determined before design or implementation
- Funding the development of these opportunities – for example, design of an on-line course

27) Increase the total dollar amount raised annually from alumni, parents and friends by 10% per year.

Current: As part of the SPTF recommendations, funds that increase scholarships and faculty development will improve access to Miami University. Many schools that directly compete with Miami for students are offering steep tuition discounts, and Miami must be able to respond without negatively impacting the E&G budget. A 10% increase starts at approximately $4M annually.

To be completed by the Vice President for Advancement.

Objective 3: Grow Miami’s sponsored research, grants, intellectual property, internships, and co-curricular learning opportunities by helping corporate, governmental, and non-profit entities thrive through solutions-oriented partnerships

28) Increase the total dollars of external funding (contracts and grants) to $30 million.

Current: The University currently generates approximately $20 million in awarded external contract and grant funding.

(Data Source(s): OARS)

URL for link to department/program history of external funding:

http://www.miamioh.edu/oir/2020plan/
28.a. What initiatives have you adopted to facilitate enhanced faculty success in sponsored research and development?

Sample responses:

- Providing pre-proposal reviews
- Encouraging faculty to attend workshops on grant writing
- Instituting goals and strategies for partnership development

28.b. What is your annual departmental goal for external contract and grant funding?

- Less $100,000
- $100,000 - $250,000
- $250,000 - $500,000
- $500,000 - $1,000,000
- $1,000,000 - $2,000,000
- Over $2,000,000

28.c. Where do you anticipate future sources will be for external funding?

28.d. What are the opportunities and challenges that you see for meeting your departmental goal and supporting the university goal?

Sample responses:

- Reduction in available federal and/or state funding
- Release time for research activities
- Case competitions
- Client based experiential learning classes
- Not applicable to my department

29. What are your current partnerships? Please describe the nature of the partnership.

Sample responses:

- JP Morgan Chase hosting of students interning in a region
- Dual enrollment course offered at Walnut Hills High School
- School and district partnerships
- Collaboration on the evaluation of a social service program
- P&G sponsorship of research conference
- Not applicable to my department
Objective 4: Advance Ohio’s economic development and prosperity by providing talent and expertise that helps shape policy and improves quality of life.

30) By 2020, 10% of the Miami University community will be engaged in providing expertise and advancing the success of public and private entities.

Current: Benchmark data will be collected at the department/program level.

30.a. What percent of your faculty/staff are involved in providing expertise and advancing the success of public and private entities?

- 0-25%
- 25-50%
- 50-75%
- 75% or more

30.b. Give examples of these activities.

Sample responses:

- Consulting work
- Board membership
- Editorial board member
- Expert witness
- Service on review panels
- Service on policy panels
- Professional development for K-12 teachers/administrators

30.c. What plans/strategies are in place or are being developed to better inform the public about the expertise of your faculty and staff?

Sample responses:

- Revising or creating website
- Working with University Communications to add faculty names to expert list
- Networking with community organizations
- Working with the Corporate and Community Institute