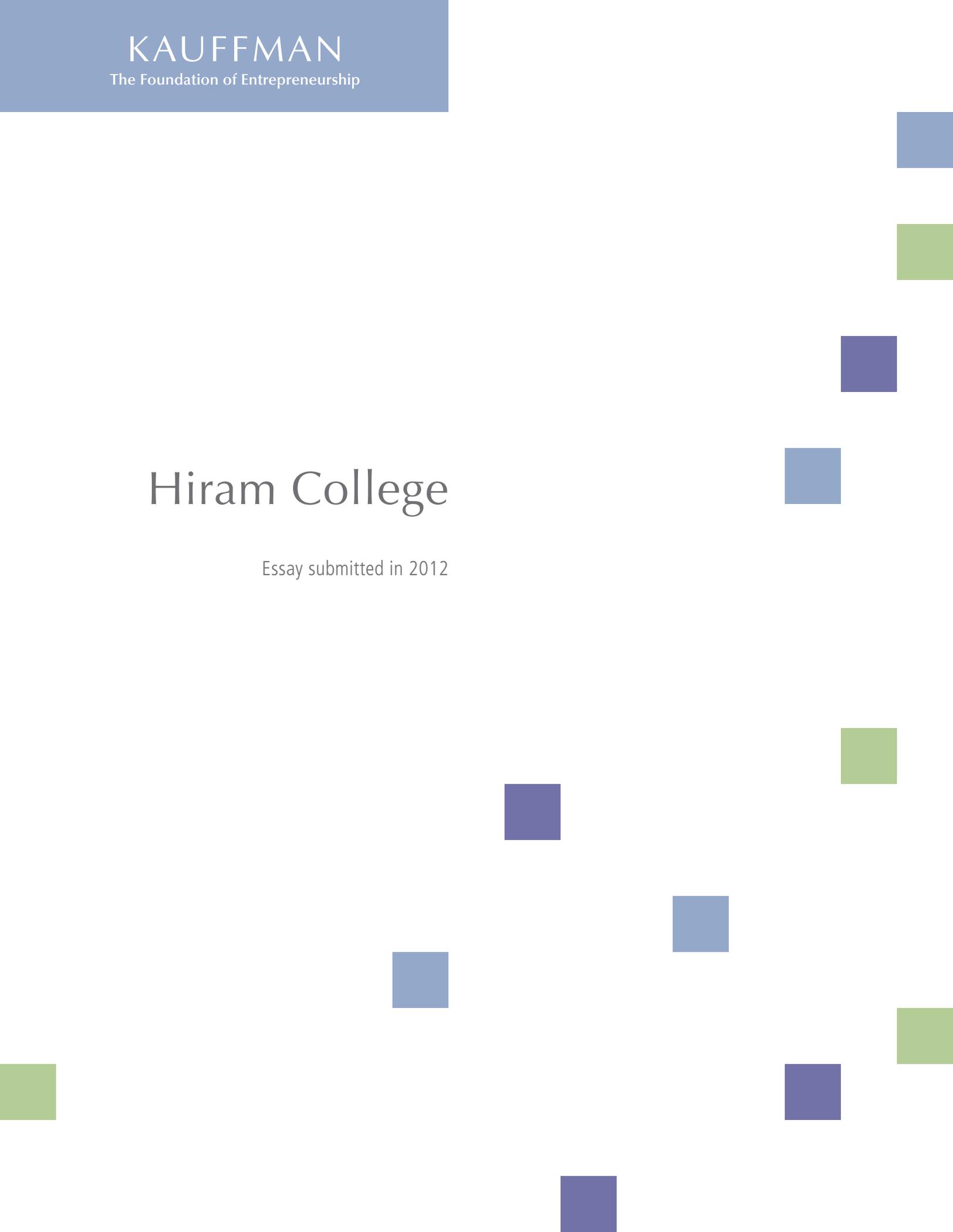


# Hiram College

Essay submitted in 2012



# Transforming how and what we teach at Hiram College

## A report about the Kauffman Campuses Initiative

*By Thomas V. Chema*

*President of Hiram College*

It's been a sea change. In fact, I would say that our entrepreneurship program has truly transformed Hiram College. **Since receiving the joint Ewing Marion Kauffman Foundation's Kauffman Campuses Initiative (KCI) and Burton D. Morgan Foundation's Northeast Ohio Collegiate Entrepreneurship Program (NEOCEP) grants five years ago, our faculty members think differently about how and what we teach at Hiram College.** Our students are affected not only by changes in curriculum, but also by the attitudes and outlook of their professors toward the world of business. Thanks to the entrepreneurship model, our faculty members, administrators and students are much more open and receptive to new ways of thinking and different approaches to solving problems.

When I was named president in 2003, I came from the business world where I led a public/private partnership which built a baseball and basketball complex that revitalized downtown Cleveland. As an attorney I had worked in government and tried politics, but most recently I had reinvented myself as an entrepreneur by launching my own business to create similar sports and entertainment developments in other cities.

Almost everyone else at Hiram College, however, considered "business," not to mention "profit," a dirty, four-letter word. And although students could major in accounting, I was shocked to find that the word "accounting" was considered too "vocational" to use on a transcript. Graduates had to explain to prospective employers that yes, they had taken accounting courses.

Hiram prided itself on its liberal arts tradition. We began with the liberal arts and never strayed from the path of focusing on those traditional classic subjects while avoiding many entanglements with the "real world." The consensus was that it was fine if our students became physicians. Lawyers were tolerated, but in reality, the majority of our faculty members preferred that our Hiram graduates join the world of academia and research. Graduate school was the ultimate goal—for everyone.

Many, if not most of our faculty members, missed the point that one could teach people to be involved in business in a way that is very much in keeping with the liberal arts tradition. A majority of our faculty was convinced that starting an entrepreneurship program meant we were trying to steer students away from our beloved liberal arts tradition. Entrepreneurship did not have a presence on Hiram's campus, and there were no organized entrepreneurial activities. Only one course related to small business was offered and that was taught in Hiram's Weekend College, which serves non-traditional degree-seeking students taking courses every other weekend. **Today, things are different.**

## STARTING WITH THE FACULTY

Our “faculty first” concept made a huge difference in achieving our ultimate success of incorporating a focus on entrepreneurship across campus. We began with a concerted effort to get the faculty onboard with the idea before rolling it out to students. According to **Dr. Stephen Zabor**, a now-retired Management faculty member who helped coordinate the first years of the KCI /NEOCEP program, pushback was immediate and intense. **“I didn’t think there was a chance it would work unless our faculty members could understand that a liberal arts education is central to the concept of entrepreneurship,” he says.** “We had to find a way to overcome their idea that businesses were all about making a profit and taking advantage of people.”

First, Zabor and four faculty members from different disciplines recruited others to be part of a committee to explore the idea using the planning grant funds. “We needed to build faculty ownership of the program by involving a large number of our faculty,” Zabor explains. Calling on his personal relationships and bringing vocal critics on board were other key elements to success, he says. Ultimately, about 50 of the then 75 full-time faculty members took part in the initial discussions. By putting the initial focus on social entrepreneurship, other reluctant faculty members were persuaded to take a closer look.

That first summer, Hiram College’s four-day entrepreneurship workshop, funded by the KCI/NEOCEP grants, drew 59 faculty members. In the past, little financial support had been available for any faculty development. Because this was a unique opportunity, many faculty members from a range of disciplines took advantage of it. **“A small school like ours has relatively few resources,” Zabor explains. “Building in faculty development opportunities was important.”** An enthusiastic response that first year gave the entrepreneurship program a huge push on campus. “Faculty members began to see that we were linking entrepreneurship to their disciplines and we were not interested in creating a stand-alone department,” Zabor says.

## **BUILDING FACULTY OWNERSHIP**

For the program to be sustainable and strong, it is essential that the faculty understand and appreciate the entrepreneurial process and the entrepreneurial mindset as these are integrated into a liberal arts curriculum. In this way, students will continue to be exposed to and learn to appreciate the value of thinking and acting in an entrepreneurial way.

Hiram is a small college. In the past five years, the number of full-time faculty members has grown from 70 to 79. **Over the first four years of the KCI and Morgan grants, 87 faculty representing every academic department on campus attended at least one of the four “Entrepreneurship and the Liberal Arts” summer workshops.** That totals nearly 95 percent of all faculty members, including a number of newly hired professors. Of those participating, five have since retired and three have left the College. In addition, 21 administrators or staff members, as well as 10 external visitors from other NEOCEP campuses, have taken part.

In addition, two follow-up workshops, “Entrepreneurial Pedagogy” and “Ethics and Entrepreneurship,” were also popular, attracting 19 and 16 faculty members respectively. In the fourth year, the summer workshop was customized to more directly reflect the needs of faculty—both new and experienced—with an emphasis

placed on creating ventures and exploring potential opportunities in Northeast Ohio. In May 2012, the final four-day workshop utilizing grant funds will be held.

## RE-ENERGIZING FACULTY

The grants also gave faculty members the opportunity to take time to explore the world of business by funding internships. Art Professor **Linda Bourassa** was the first faculty member to take advantage of this opportunity. Bourassa, who teaches photography, graphic design, digital art and digital video production, wanted to explore just how a practicing artist makes a living. As part of her three internships, she spent a week working side-by-side with a graphic designer, a filmmaker and a New York City food stylist who is also a Hiram graduate. Now in her 25<sup>th</sup> year of teaching at Hiram, Bourassa says her grant-supported internships helped re-energize her—both personally and professionally.

The experiences gave her insights into the realities of the freelance life and exposure to opportunities for collaborative, creative work. After years of teaching at Hiram, “I was starting not to feel too good about sending kids with art degrees out into the world,” Bourassa explains. “After my internship experiences, I can speak with some authority and tell students, ‘Yes, you can do this or that.’” **Bourassa says the internships made her feel “more grounded and more connected to what students can do when they graduate.”** She also is encouraging students to seek out internships and get practical, professional experience before graduation and/or graduate school. “I now know more about more resources and good support systems,” Bourassa says.

Integrating entrepreneurship into her coursework was Bourassa’s next step, which she now has successfully accomplished. First, she enrolled in a COSE (a Northeast Ohio small business resource group called the Council of Smaller Enterprises) course in Entrepreneurship and the Arts. Then she offered a similar class at the College. Although enrollment was low, she says her students definitely benefitted and left encouraged after identifying their passions and creating a business plan to pursue them. Bourassa re-directed a portion of her internship stipend to lease computers for the digital art lab to “get the ball rolling” on a new digital design course offering.

“My hope is that an entrepreneurial focus will help the Art Studio program and be an attractive incentive for others to come to Hiram and benefit fully from the liberal arts experience,” she says. **“Our students already challenge conventional thinking and see connections where others do not. Learning to network, work collaboratively, value setbacks, communicate more effectively and value themselves and their vision are all things that can be emphasized,” Bourassa says.** “I saw the level of commitment on the part of the College, and I feel better about what we are doing here and how the liberal arts is integrated into art and business.”

## ADDING VALUE TO OUR COURSES

In 2008-2009, the faculty approved the addition of an E-minor. To obtain the E-minor, students must complete three core courses in Entrepreneurship and two courses from their majors that complement the Entrepreneurship program. The introductory course is so popular that it is now offered every semester. **In**

**fact, the E-minor is the second most popular minor on campus.** Currently, more than 20 students have officially declared the E-minor this year.

To further solidify entrepreneurship across our curriculum, we are in the process of designating the introductory course as one which meets the Core Curriculum Creative Methods (CM) requirement. Because every student at the College must complete one course in each of the eight Core Curriculum designations for graduation, this CM designation will add an incentive to take the introductory course. By exposing more students to the study of Entrepreneurship, we hope more will complete the E-minor.

However, students don't have to be E-minors to be exposed to entrepreneurship and entrepreneurially thinking. One of the very visible results of the entrepreneurship grants is found in the College's course catalog. **Students can now choose from 40 courses that include a focus on entrepreneurship. For a small college like ours, that is an incredible accomplishment, adding true value for every student on campus.**

The total is 31 new courses, including the six courses in the E-minor, and 10 existing courses that have been revised to incorporate entrepreneurship. These include First Year Seminars and Colloquiums "The Art of Making Dough" and "Peace and Social Justice". Other new and revised courses in art, history, music, computer science, political science, sociology, psychology and religion boast a total enrollment of over 400 students in both the Traditional and Weekend College. Some of the more interesting course titles include "Medieval Towns and Trade" in History, "The Musician as Entrepreneur" in Music, "Creative Thinking and Innovation" in Math, "American Stories and the Self-Made Man" in English. Other faculty members have integrated entrepreneurial concepts and thinking, as well as activities, into their courses without requesting development support.

## **THE ART OF MAKING DOUGH**

Seventeen freshmen got into making bread and money during the fall of 2011 after enrolling in "The Art of Making Dough." Foreign Language professor **Ella Kirk** developed and taught the First-Year Colloquium course, which covers the history of bread making, the role of bread and bread making in literature and different cultures, and the science of bread making. It also includes hands-on instruction on how to make artisan bread. The Colloquium exposes students to college-level intellectual inquiry through an engagement with interesting and important ideas.

In addition to class time, students spend six hours of lab time where they make artisan breads and viennoiseries for sale to faculty, staff and students—part of the newly launched Terrier Bakery. Customers can order online for delivery twice a week or buy bread, rolls and pastries in the student center once a week.

Kirk, who has taught French at Hiram for 19 years, says she has always dreamed of running a bakery but knew nothing about business. "I'm just flipped out about the students," she says. "They are so capable and wonderful, as well as reliable since they have to show up at 7:30 a.m. twice a week to bake." Students use the small classroom and kitchen in the Burton D. Morgan Entrepreneurship Center in East Hall. In addition

to reading, writing and class discussions, each one is assigned to a group, which manages accounting/finances, marketing/sales, operations and human resources.

During the spring semester, Kirk is teaching a new First-Year Seminar called “Transforming Dough into (a Life of) Sweet Success.” She says that participants will explore the various ways in which they can transform the making of food into writing about food. They will participate in food blogs, develop essays for publication, construct recipes and create personal memoirs. All students will invest time in the operation of the Terrier Bakery, giving them hands-on experience in a real business context.

**This is one of the first of what we hope will be a number of self-sustaining, student-run ventures. We see these being championed by faculty, connected to curriculum across campus and eventually run by students.** As part of the “safety net” designed to help in the initial phase, the Center of Integrated Entrepreneurship has provided an entrepreneur-in-residence, **Anne Haynam** to assist Kirk and the students in the business. Haynam is also a Hiram alum who is a professional chef with a business in Hiram Village.

## **CONNECTING TO SOCIAL ENTREPRENEURSHIP**

**Jason Bricker-Thompson**, one of our first “faculty champions,” decided to incorporate the concept of social entrepreneurship into his Freshman Colloquium after participating in the first summer faculty workshop. The first-year students enrolled in “Peace and Social Justice” expressed interest in the topic of fair trade and thus, one of our first Student Run Ventures was born.

A student group led by **Lauren LeBlanc** applied and received a micro loan of \$3,000 from the Entrepreneurship Program to purchase fair trade merchandise to sell. At first, the students set up tables at different events, but eventually the College gave them space for the Olive Branch Fair Trade Store in the basement of the Kennedy Center. A grant from the Oreon Scott Foundation led to a partnership with the Hiram Christian Church. Groups of students traveled to area churches to sell merchandise and educate parishioners about the benefits of fair trade. After graduating in 2011, LeBlanc was hired as manager of the 10,000 Villages fair trade store in Cleveland Heights, Ohio.

## **IMAGINING A RESEARCH PROJECT**

**Sandy Madar**, longtime biology professor, made her first foray into integrating entrepreneurship into her teaching during the fall of 2011. Although Madar’s stints in administrative posts at the College allowed her to work closely with the Center for Integrated Entrepreneurship, she had not incorporated the entrepreneurial concept into her own classes. Team teaching “Introduction to Biology” with Professor **Brad Goodner** gave her the opportunity to make it happen.

Traditionally, science classes at Hiram are geared toward preparing majors to enter professional schools such as medical, dental and veterinary, as well as training those interested in pursuing scientific research and doctoral programs. “We don’t talk about careers in industry related to science,” Madar says. Madar and Goodner decided to change that by putting their class into teams and assigning an entrepreneurial research project. Each group had to develop a product or process using a microbial-based product often

called probiotics. According to Madar, probiotics are a hot topic these days with both consumers and scientists and its influence on health is significant. This science of “gut” microbiology incorporates the study of ecology and evolution, two areas of focus in the Intro to Biology class.

“The students—mainly freshmen and sophomores—were resistant,” Madar says. **“It wasn’t just a lecture-based assignment. Instead, they had to work through it themselves. But they came up with amazing ideas all backed up with research.”**

Each team had two weeks to brainstorm ideas and research the literature. They put together their ideas and proposals, which were e-mailed to reviewers (i.e. Goodner’s colleagues) around the country. In front of their classmates and three faculty judges, each group had three minutes and two or three slides to present their proposals—exactly like a professional entrepreneurial competition.

Product ideas included:

- Creating a probiotic to allow cancer patients undergoing chemotherapy to regain their strength faster by absorbing nutrients.
- Packaging a probiotic with antibiotics so ill people can recover faster.
- Tackling the problem of obesity by using a probiotic to help patients digest more fiber.
- Feeding hungry people around the world using probiotics.

Students were excited and many are interested in working further on their ideas, either as part of a Senior Capstone Project or to enter in the Entrepreneurship Program’s *ideablitz* campus competition. Some even discussed starting their own businesses. “It captured the imagination of different sets of students,” Madar says. “Students realized they can be the owners of ideas and that they have an opinion worthy of developing. Rather than just regurgitate material on an exam, they took ownership.”

Goodner agrees, “I was incredibly impressed. Students did a professional job and took it to heart.” Goodner, now in his eleventh year at Hiram, says, **“As freshmen who are considering a Natural Sciences major, I was amazed at their willingness to apply what they learned to real-world problems. They were charged with their own learning.”**

A veteran teacher, Madar says incorporating the entrepreneurial concept into her class is a unique way to get more students excited about science, not just those students who want to be doctors. She calls it a “capture mechanism” to keep students motivated and get them to persist in their studies. **“This is an engaged learning model, not just lecture-based,” she concludes. “As part of a group, our students realized they do have the capacity to move ideas forward. Our students have a lot of options they haven’t thought of yet.”**

## **EXPERIENTIAL LEARNING OFF CAMPUS**

During the summers of the grants, Hiram students took advantage of entrepreneurship internships with Thirsty Dog Brewing Company in Akron, Filleo Company in Columbus and other firms in Texas. A number of students worked on campus as part of the Olive Branch Fair Trade Store and the Hiram Genomics Store.

The Center has provided support for over 30 entrepreneurial internships for E-minors, as well as non-minors over the past five years.

In the summer of 2010, **John Marshall**, a Choose Ohio First Bio-Scholar, worked at Neuros Medical in Willoughby. As part of the Bio-Scholar program, Marshall was encouraged to engage in entrepreneurship activities. He explains, “The internship I had with Neuros Medical was a great experience. Being a biology student with an interest in business made working for a biomedical company a perfect fit for me. From the first day, I was integrated right into the company and worked on a variety of projects. The internship gave me the necessary drive and confidence to work towards my goal.”

**Jon Snyder**, President and CEO of the early-stage medical startup involved in developing electrical nerve block technology, says, “John was a fantastic addition to the team here. He was not making copies or getting coffee, but supplied with a project and worked on it. He got great experience.” In 2011, Hiram intern **Leland Cancilla** was heavily involved in doing document support for a Neuros project submitted to the FDA. **“Both of these young men were high caliber and able to come in and get phenomenal real-world experience,” Snyder says.**

## **SOLIDIFYING ITS SUSTAINABILITY**

In early 2010, the College officially named Integrated Entrepreneurship a Center of Distinction. Hiram’s seven Centers of Distinction combine the power of Hiram’s core arts and sciences with rich interdisciplinary programs in ethics, business, biotechnology, leadership, environment, writing, medical humanities and entrepreneurship. The Centers provide abundant experiences for Hiram’s students, expand the College’s reach to the broader community, and reflect its mission.

Elevating Entrepreneurship to a Center of Distinction gives credibility and status to the entrepreneurship initiative and is indicative of the success of the program. Additionally, the Centers will play a central role in the College’s upcoming capital campaign. Plans to endow key programs and positions will ensure it has a perpetual life. Currently, the College provides faculty support for the Center’s dedicated faculty member.

**Entrepreneurship has proved to be a popular topic with alumni and outside donors, many of whom have started their own businesses.** Some of the College’s alumni and friends are supporting these campus entrepreneurship activities because of their personal experiences. Offering business people an opportunity to come to campus to interact at weekly Fireside Chats sponsored by the Center, as well as to speak to seminar classes, is another way to have potential donors get to know us. Our students benefit from the insights and ideas of the professionals.

## **ADOPTING A STUDENT RUN VENTURE MODEL**

The College has also recently adopted the Student Run Venture model (SRV), which includes curriculum-linked practice laboratories focused on building entrepreneurial skills. SRVs allow the College to create “manageable” enterprises that can be sustained over time, thus providing students with the opportunity to take

the theory and concepts taught in the classroom and put them in practice. Under this model, the Terrier Bakery is the College's first SRV. Discussions are underway to re-structure The Olive Branch as a second SRV.

Director of the Center for Integrated Entrepreneurship **Kay Molkentin** summarizes the Center's SRVs this way. **"Our Student Run Ventures are college owned, faculty championed, curriculum connected and student run.** Each one of these campus businesses gives the Center a new level of visibility and may attract students to the program."

For example, when the smell of freshly baked bread wafts through East Hall, students come straight to the Center's kitchen to find out more about the Terrier Bakery and its unique products. "We talk to them about how to get involved in the Entrepreneurship program," Molkentin explains. "My role is to help other people see the value entrepreneurship adds by being integrated into our liberal arts curriculum. The SRVs are a great next step for our students, faculty and the campus community."

## FORMALIZING A SCIENCE CONCENTRATION

As members of the science faculty continue to increase their involvement with the Center for Integrated Entrepreneurship, students majoring in the Natural Sciences are learning to apply their scientific knowledge to the world of business and entrepreneurship. Biology professor **Brad Goodner** and Chemistry professor **Carol Shreiner** want to make that process more formal by offering a Science Entrepreneurship concentration for science majors. In conjunction with the Integrated Entrepreneurship Center, they have submitted a proposal to the Academic Program Committee requesting that students who complete three courses or 13 credit hours in entrepreneurship classes be given this recognition on their transcripts.

ation course, an introductory seminar and a research and development course, as well as an independent team project to propose a research and development problem. **According to Goodner, the concentration is a more manageable way for some students to formalize their study of entrepreneurship, where they learn to connect scientific applications in different contexts.** Speakers from science-related businesses would be encouraged to present R&D problems, which could lead to internships for students and development leads for the College.

## A LIVING LEARNING COMMUNITY

Thanks to an additional \$2 million capital grant from the Burton D. Morgan Foundation, the College was able to incorporate a dedicated space with classrooms and offices to house the entrepreneurship program into the planning and building of East Hall, Hiram's newest residence hall. In addition to the entrepreneurship classes, the program holds all its events in the Burton D. Morgan Entrepreneurship Center – Fireside Chats, *ideablitz* and *ideabuild*, workshops and presentations. The Terrier Bakery is currently using the Burton D. Morgan Entrepreneurship Center's kitchen, although plans are in the works to move to a business incubator site.

**One of the most exciting outcomes of the Morgan grant is the Entrepreneurship Residential Learning Community (ERLC), where students interested in entrepreneurship can learn where they live.** Initial numbers of entrepreneurship students who chose to live in East Hall have been disappointing. However, an intensive

marketing campaign is underway, and we are exploring the idea of offering scholarships to help offset the cost differential of living in East Hall.

## **ADDING NEW REVENUE STREAMS**

Like almost all colleges and universities, Hiram has struggled financially. Aggressively attacking what had become a nearly \$9 million cumulative deficit has been the College's number one priority for the past seven years. Today, we have successfully whittled away at the sins of the past to reach a break-even point for FY2010 and show a surplus for FY2011.

Exploring and creating additional revenue streams has been a priority. Hiram Ventures, Inc., our newly-developed business arm, was formed as a for-profit subsidiary to allow the College to benefit from revenue generated from its ideas and activities. Linking entrepreneurial ideas from faculty and students with Hiram Ventures, Inc. has proved to be a great fit.

According to Hiram Vice President for Business and Finance/CFO **Steve Jones**, **"We had started our own Hiram Ventures before receiving the KCI/NEOCEP grants, but the new entrepreneurial spirit on campus is helping us take it to our faculty and students."** As president and CEO of an educational media business, Jones came to higher education after a successful career as an entrepreneur.

The Hiram Genomics Store, which differs from our Student Run Venture model, is the first of what we hope will be a number of partnerships on campus, that will help generate funds for the College. An educator-to-educator enterprise based on nine years of outreach experience, the Hiram Genomics Store offers DNA-based technology and products for use by high school and community college teachers.

Started in 2010 by Hiram biology professor **Brad Goodner** and four of his students, the first line of products involves a classroom test kit involving metagenomic DNA analysis, providing reagents and services for DNA isolation, PCR and gel electrophoresis. According to Goodner, these kits allow teachers to design classroom experiments that reflect state and national standards, as well as immerse students in hands-on, user-designed research projects. Teaching materials showing teachers how to use the novel DNA-based research items are also available.

Support from the KCI/NEOCEP grants provided internship support for students who helped build the company website and ordering system, worked on a marketing strategy and developed instructions and educational materials for the kits. "We are the guinea pig for the College," explains Goodner. "The Center for Integrated Entrepreneurship helped us get started. Our work has made it easier for other ventures."

In addition to the Genomics Store, Hiram Ventures continues to explore other ideas and proposals including:

- Partnering with the Village of Hiram and the Kent Regional Business Alliance (KRBA) to potentially develop a small, regional business incubator to serve northern Portage County. The old fire station in Hiram is a prospective site. The KRBA is also a potential partner in the proposed outreach program for the Center for Integrated Entrepreneurship.

- Supplying market research about college-age students for a firm involved in the financial aid business.
- Investigating possible joint ventures in the health arena with area hospitals.
- Working with a software company interested in student retention management.
- Exploring expansion of conference and special events management on campus.

## SUMMARIZING OUR CULTURAL CHANGE

Since Hiram College received the Kauffman Campuses Initiative and Burton D. Morgan NEOCEP grants five years ago, cultural change has come to our campus. We have opened the ivory tower to the real world. **Because our school is small, the changes are easy to detect and have had an impact on the entire student body.**

- Hiram College is not the same place it was five years ago. While we were growing from 750 to 1,334 students—and getting our finances in order—**we also brought entrepreneurship to campus, both literally and figuratively.** The entrepreneurship initiative had an incredible positive effect on our changing culture.
- **Today, our faculty and students can see—and articulate—how entrepreneurship and liberal arts intersect in so many positive ways.** Critical thinking and communication are just a few of the interdisciplinary skills resulting from this intersection giving students a deep intellectual preparation for the rest of their lives. Faculty members now consider the world of business much more positively. In a different way, it encouraged faculty members to look outside the sheltered world of academics and take into account the business side of higher education. This change occurred as the College was dealing with serious financial issues, and the new faculty buy-in made the necessary budget changes less disruptive.

**Although our faculty is inherently risk averse, they have come to realize that students need to explore career risk taking before they graduate.** Risk taking is an integral part of entrepreneurship. Typically, investors judge how risky a venture is before putting money on the table.

- Today, our faculty encourages the entrepreneurial spirit and supports Student Run Ventures. **A clear sign of this is 31 brand new courses with an entrepreneurship link that have been designed and offered by faculty over the past five years. Ten current courses were revised. For the second year, Entrepreneurship is the second most popular minor at Hiram.**

**To me, the most dramatic element of this sea change on our campus is the transformation in how our faculty members think about the future.** They have changed in their collective thinking about prospective careers for our students and the future of our school itself. More specifically, our faculty members have gained a new perspective. They are looking at the ways they can help students prepare for the rest of their lives—and for their lives at work.

## ADDENDUM: A LOOK AT THE COLLEGE TODAY

At Hiram College, we focus on the individual by emphasizing critical thinking and communication skills, while making many unique opportunities available outside the classroom. Our 110-acre campus in a scenic, historic village is located just 35 miles southeast of Cleveland, Ohio.

Here is a snapshot.

- More than 1,300 students are enrolled at our residential liberal arts institution.
- Our student/faculty ratio is 13:1 and average class size is 16.
- Almost 45 percent of our students are the first in their families to attend college.
- According to the most recent National Survey on Student Engagement, 90 percent of Hiram students surveyed said they were satisfied with their overall education experience and believe that the College is committed to their academic success.
- Average GPA for incoming students is 3.3 and ACT score is 23.
- Hiram recently received a 10-year re-accreditation by the Higher Learning Commission.
- Hiram offers majors in 29 fields of study, including education and nursing, and 37 minors, plus a Masters of Arts in Interdisciplinary Studies.
- With a total of 79 full-time faculty members, 18 were hired in the past two years.
- Our seven Centers of Distinction offer a source of richness in the academic program by providing experiential learning and internship and career opportunities.