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Minutes of the Academic and Student Affairs Committee Meeting
April 24, 2014, 8:00 a.m. – 11:00 a.m.
Marcum Conference Center, 184-6

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on 24 April, 2014 in the Marcum Conference Center, room 184-6 on the Oxford campus. The meeting was called to order at 8:00 a.m. by Committee Co-Chair Sue Henry. Also attending were Co-Chair Robert Shroder and Committee members David Budig, Don Crain, Terry Hershey, Dennis Lieberman and Sharon Mitchell, along with Trustee Jagdish Bhati, and National Trustees John Altman and Mike Armstrong. Student Trustees Graham Bowling and Arianne Wilt were absent. No committee members were absent.

In addition to the Trustees, President David Hodge; Bobby Gempesaw, Provost and Executive Vice President for Academic Affairs; Jayne Brownell, Vice President for Student Affairs; Mike Curme, interim Dean of Students and Associate Vice President for Student Affairs; and Scott Walter, Assistant Vice President for Student Affairs, were in attendance. Also present to address agenda items or to provide support, were: Robin Parker, General Counsel, Deedie Dowdle, Associate Vice President for Communications and Marketing; Michael Kabbaz, Associate Vice President for Enrollment Management; Jim Oris, Associate Provost and Dean of the Graduate School; Darryl Baldwin, Director of the Myaamia Center; Dan Stewart, Associated Student Government; Claire Wagner, Director of University News and Communications; and Ted Pickerill, Secretary to the Board of Trustees; as well as several others attending to observe or assist.

Executive Session

On a motion duly made by Trustee Shroder, seconded by Trustee Mitchell, and unanimously approved by roll call vote, the Academic and Student Affairs Committee adjourned to Executive Session in accordance with the Ohio Open Meetings Act, Revised Code Section 121.22 to discuss personnel matters. At 8:20 a.m. the Committee adjourned the Executive Session and convened into the Public Business Session.

Public Business Session

Announcements

Chair Sue Henry opened the public session and welcomed everyone to the meeting.

Student Trustees

No student trustees were present. However, Student trustee Bowling would provide a report at the full board meeting on Friday, April 25, 2014.

Associated Student Government

Secretary Dan Stewart introduced Kirstin Fowler, the new ASG Secretary. He also discussed an initiative called Know Your Cup, Know Your Limit, and provided a flyer. A comment was made that the flyer should include some type of disclaimer that Ohio law precludes the possession and consumption of alcohol by individuals under the age of 21. He went on to discuss efforts to look for additional promising programs at other universities and to benchmark.

Chair Henry commented that perhaps there should be an app for Good Samaritan, possibly incorporated into Just in Case. It was also noted that intervention is part of Love and Honor, and that other behaviors and safety procedures, such as not letting others walk home alone, etc., could also be emphasized.

Mr. Stewarts's written report is included as Attachment A.

University Senate

Professor Steve Wyatt, Chair of the University Senate Executive Committee, could not attend due to a class conflict. However, he was able to provide a written report which is included Attachment B.

Academic Affairs Reports

Proposed Division of Enrollment Management and Student Success

President Hodge discussed a proposal to create a new Division for Enrollment Management and Student Success. The significance of these functions has risen dramatically over the past few years, and there are now opportunities to consolidate efforts, to emphasis how everybody contributes in many ways, and to reduce silos.

The Division would work closely with Academic Affairs and Student Affairs. It would include three important functions - Admissions, Core Services (such as Financial Aid), and Retention. Enrollment management goes beyond admission, to identify, contact and enroll students in sophisticated and complex ways – including targeting

students for specific parts of the University. Core services include areas such as the Bursar, Financial Aid, and the Registrar; whose services are essential to student success. The Division will also focus on student retention, and would be the lead unit for the retention of students. The new Division would require no net change in personnel, beyond what is already planned for the implementation of the one-stop enrollment management shop.

The President also explained that should the new Division be created, the best fit for Career Services was yet to be determined, and that an ad hoc Committee had been created to review how the effectiveness of Career Services could best be enhanced.

The President reported that the on campus reaction has been quite positive, including the response from the students, and he hoped to obtain today a sense of the Committee regarding the proposal. Trustees committed that this made a great deal of sense and it seems to be the natural point towards which these functions and their delivery have evolved. Although no vote was taken, the response of the Trustees seemed to be that of universal approval.

The President said he expected a resolution to be presented for the Trustee's consideration at the June Board of Trustees meeting.

Information regarding the proposal is included as Attachment C.

Provost's Report and Resolutions

Provost Gempesaw reviewed the completion plan, characterizing it as very concise and logical, and explaining that the plan is to be reviewed and updated as necessary at least every two years.

He also discussed the Sinclair Community College agreement, which is quite similar to the agreement with Columbus State Community College. He relayed that we now have an advisor who visits Columbus State regularly to assist students who desire to eventually transition to Miami. The goal of these partnerships is to identify interested and highly qualified students early on, and to assist them in course selection to meet there Community College needs and to ready them for Miami.

Provost Gempesaw also reported that Liz Mullenix, after a national search, was selected to be the next Dean of the College of Creative Arts. He then went on to talk of the College of Education, Health and Society, which had recently hired two new Department Chairs, and of an endowed professor hired in the Farmer School of Business.

The Completion Plan, the agreement with Sinclair, affirmation of Dean Mullenix's appointment and the award of tenure to the newly hired professors, all required resolutions and Board of Trustees approval. With no one objecting, Chair Henry asked the Committee to consider the four resolutions in one vote. Trustee Shroder

moved, Trustee Mitchell seconded, and by unanimous voice vote, the four resolutions were recommended for approval by the full Board of Trustees.

The completion plan resolution with supporting documentation is provided as attachment D. The remaining three resolutions are provided in Attachment E.

Enrollment Management Update

Associate Vice President Michael Kabbaz updated the Committee on applications for Fall 2014 entry. He reported that the profile of admitted students is up across the board, including in the ACT and in diversity. He reported that as of April 24, 2014, an additional 1,000-1,100 confirmations are needed to make the class. He explained that many national and Ohio factors and demographics are at play, and that commitments are lagging in two areas – the Farmer School of Business and acceptances by Ohio students.

He stated that student quality has increased, including the quality of Honors Program students and University Academic Scholars students, which are both up from last year. He explained that as we wait for the final commitments to come in, that these higher quality students have greater options and that they tend to commit later in the process.

He stated that they would likely visit the wait list to makes some offers of admission. He explained the wait list is of great value, and that Miami should be reaching out to wait listed students each year to craft the incoming class.

Ohio demographics were discussed and it was conveyed that the declining number of Ohio high school graduates will continue through 2022. Reviews will be conducted looking at out-of-state enrollment, along with any impact on divisional enrollments, particularly in areas such as Education, which traditionally serve in-state students. He further stated that he believes the College of Arts and Science is a Division with room to grow and accommodate additional students.

Transfer student were also discussed, and Mr. Kabbaz explained that the agreements, such as the one with Sinclair, help to build pipelines to assist highly qualified student sin attending Miami University.

Finally, he discussed the tradeoffs of increasing class profile and the ability to award the higher valued scholarships associated with enrolling more highly qualified students. He explained that with our current profile, we are now competing to enroll the top ten percent of students nationwide.

Mr. Kabbaz's presentation is included as attachment F.

Research and the Graduate School

Dean Jim Oris, Dean of the Graduate School informed the Committee that research revenue has increased slightly over last year's level. The yield rate for grant

proposals is approximately 40%, which tends to stay approximately at that level year to year. He reported that the Regional campuses brought in more research funding than all other academic divisions, with the exception of the College of Art and Science. He stated that funding from the State of Ohio continues to decrease. He also provided some comparisons to Miami's peer schools within Ohio, which can be found in Attachment G.

Dean Oris was asked if Miami had ever considered PHD programs in Engineering. He said there is potential to attract additional research funding through such programs, but there is also a considerable investment cost in creating PHD programs.

The Undergraduate research Forum was discussed, and how it provides a unique opportunity to connect with Alumni for research support. Dean Oris informed the Committee he is working with Advancement to connect with Alumni.

The Miami 2020 goal of $30 million was reviewed and Dean Oris explained that it represents a 50% increase. He then outlined some efforts to work toward the goal. The efforts highlighted included the combined Bachelors/Masters degree program, the enrollment in which has increased from 4 students in 2012 to 73 presently. The efforts to increase fee-paying graduate programs enrollment, with a net 114.57 FTE student increase. Finally he stated that Miami is working with Mt. St. Joseph, Wittenberg and Earlham to create arrangements to bring students to Miami for their fourth year, for 3+1 and 3+2 combined Bachelor/Masters programs.

Dean Oris' report and presentation are included as Attachment G.

Academic Affairs Written Reports

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

- Academic Affairs "Good News" - Bobby Gempesaw, Provost, Attachment H
- SPTF 19, 20, and 21, Curriculum, Caroline Haynes, Assoc Provost, Attachment I
- International Education/Study Abroad, Assistant Provost Cheryl Young, Attachment J

Student Affairs Reports

Vice President for Student Affairs Update

Dr. Jayne Brownell, Vice President for Student Affairs, updated the Committee on her first 50 days at Miami. VP Brownell had meet with the Parent's Council and Family Leadership Council, and attended the Myaamiaki Conference. She interacted with students at student leadership workshops, and through ASG, she had even met prospective students and their families through Make it Miami programs in Denver, Connecticut and Chicago, and she had traveled for Advancement as well.

She stated her time thus far has allowed her to get a sense of the Division. She also relayed that this time of year is not one which lends itself to beginning new initiatives, and any adjustments will come later to support Fall 2014.

Her sense was the Division has had little opportunity to think together, with many offices operating independently, rather than with a common vision, She said there is a real desire however to work together and to begin visioning. She plans to examine structure, to provide clarity, and to review reporting lines – she plans work with Scott Walter and Mike Curme, to identify how to best apply Divisional resources to most effectively serve the students.

Dr. Brownell further stated that they will be refining overarching divisional 2020 plans and goals. That there will be initiatives to focus on alcohol misuse, reorganization of disability resources, to better focus on students, and a review of the Rinella Center's function and structure. A goal will be to look towards opportunities for collaboration. Examples include clarification of processes regarding Greek life and discipline, Student Health Services, the first year experience course, a cross-campus review of Career Services, a review of the current LLCs, and an examination of the second year experience in residence halls.

Student Affairs Written Reports

In addition to Vice President Brownell's remarks, the following written reports were provided:

- Student Affairs "Good News" - V.P. Student Affairs, Attachment K
- The Miami Student, Scott Walter and Tim Kresse, Attachment L

Other Items

Myaamia Center

Director of Myaamia Center, Daryl Baldwin provided a presentation on the Myaamia Center. In addition to the presentation, the Trustees were also provided an opportunity on the following day to view Tribal documents in the King Library Special Collection.

Director Baldwin relayed some history of the Center to the Trustees, outlining its growth from a Project to a Center. He explained the strong and significant relationship with the Miami Tribe, which actually provides the operating budget for the Center, which is over $200,000 per year. The Tribe also helps provide direction for research, and the Center assists in areas such as developing youth programs.

The Center has a very strong working relationship with Student Affairs, and with the Miami Tribe Relations Office which is within Student Affairs. He provided an

organizational chart which showed the many areas on campus, and external to campus, with which the Center interacts.

He also outlined several of the grants which the Center holds; including ones with the National Endowment for the Arts, the National Endowment for the Humanities, and a pending grant from the National Science Foundation for documenting endangered languages.

He informed the Trustees that there are currently 24 Tribal students on campus, and that the Myaamia students have a historic 4 year graduation rate of 58% and 66% for five years; this compares to an 18% (4 years) and 33% (5 years) rate for all U.S. Native American college students nationally. One of the activities of these students is to take IDS 259, Introduction to the Miami Tribe of Oklahoma.

Finally Mr. Baldwin Talked of the recent 6th Biennial Myaamiaki Conference, work with the Breath of Life Archival Institute for Indigenous Languages – a partnership between the Myaamia Center and the Smithsonian's Recovering Voices Program - and provided and outline of ongoing research, projects and other initiatives.

Mr. Baldwin's report and presentation are included as Attachment M

Additional Written Reports

The following additional written reports were submitted for Committee review:

- Construction Update, Cody Powell, Associate Vice President for Facilities, Planning and Operations, Attachment N
- Advancement Update, Tom Herbert Vice President for Advancement, Attachment O

Adjournment

With no other business coming before the Committee, the Chair adjourned the meeting at 11:00 a.m.

Theodore O. Pickerill II
Secretary to the Board of Trustees

TO: Board of Trustees Academic/Student Affairs Committee
FROM: Dan Stewart
DATE: Thursday, April 24

ASG Update

Since our last meeting, the Associated Student Government has been busy at work. At the current moment, we have several bills under debate and discussion. I hope to discuss these in person at the upcoming meeting once the bills have been voted upon appropriately.

Additionally, I have been working with Rebecca Baudry Young, the Office of Student Wellness, and the HAWKS Peer Educators on developing a supplement to AlcoholEdu to address some salient alcohol issues. As we learned in the December presentation regarding the Good Samaritan Initiative, the majority of students who were implicated were freshmen students, and the majority of these students were female students.

I will explain the supplemental information with you at the meeting, and will have more information available at that time. If you have any additional questions, please do not hesitate to ask questions or provide your feedback.

For Love and Honor,

Dan Stewart
Secretary for Academic Affairs

EXECUTIVE COMMITTEE of UNIVERSITY SENATE
Steve Wyatt, Chair
Bryan Marshall, Chair-elect
University Senate Website: www.MiamiOH.edu/senate/

April 11, 2014

RE: Report for the Board of Trustees' April 24, 2014, Meeting

The following summarizes items of University Senate business conducted since the Executive Committee submitted a report dated January 21, 2014, for the Board of Trustees' February meeting.

- Global Miami Plan Revisions – John Tassoni, Director, Liberal Education Council
  - Reports/Discussions: January 27, 2014, March 4 (University open forum), March 17, and April 7.
  - April 21, 2014, Senate Agenda, proposal of the final revision to be presented.

- Minor revision to the *Miami University Policy and Information Manual*, Section 11.1.A.1, Permanent Courses.
  Currently, the language in the policy for approval of temporary courses is vague, causing confusion among departments and programs. In particular, the language relating to the use of modifiers for permanent courses as well as the length of time that a temporary course may be offered is unclear. Additionally, the requirement of submitting a syllabus when requesting temporary courses is no longer practiced. Thus, the wording in *MUPIM* needs to be altered to match the current practice.
  SR 14-17, March 17, 2014

- Proposed revisions to the *Student Handbook,* Section 1.11.A, Degree Honors and Distinction, Latin Honors and proposed revisions to the *Student Handbook*, Section 1.3.C, Computation of … President's and Dean's List. These revisions if adopted will be included in the Miami Bulletin. Effective with the May 2012 graduation, Miami's criteria for graduation with distinction and for the President's and Dean's lists were changed. Since that time, the academic deans and Office of the Provost have received a marked increase in the complaints from parents and students about these criteria, and some concerns have also been raised by staff and faculty. At the conclusion of the Senate approval period, these proposals will be presented to the President.
  SR 14-16, March 17, 2014, and SR 14-18, April 7, 2014.

- Revisions to Senate documents, Senate Resolutions
  - *Bylaws of University Senate*, Dissolution of the Extramural Professional Activities Committee
    SR 14-13, February 24, 2014.
    Proposals will be presented to the General Counsel and President.
  - *Bylaws of University Senate*, Faculty Assembly Senate Seat Redistribution and Revisions to Section 1.
    Per the *Bylaws,* every three years, the Governance Committee of University Senate reviews the distribution of 34 Faculty Assembly seats on University Senate.
    SR 14-14, February 24, 2014.

- *Bylaws of University Senate*, Committee Composition: Council for Undergraduate Curriculum, Faculty Research Committee, and Undergraduate Research Committee.
  SR 14-15, March 17, 2014.

- Minor revisions to guidelines and University documents received on the University Senate Consent Calendars
  - March 17, 2014
    - Revisions Relating to Modifiers
    - Revisions Relating to Topics Courses
    - *Graduate Handbook*
      - Sections 4.1.A.2 and 4.5.a.2, On-campus Credit Hours
      - Section 1.2.I, Transfer Credits
      - Section 1.3.B, Scholastic Requirement, Graduate Probation Policy

- Special Reports delivered at Senate meetings
  - January 27, 2014, Miami 2020 Plan Update – Phyllis Callahan and James Kiper, Co-chairs.
  - February 24, 2014, muohio.edu Domain Name to Expire, Randy Hollowell, IT Services
  - February 24, 2014, Armstrong Student Center, Katie Wilson, Director
  - March 17, 2014, Benefits Committee – Dawn Fahner, Director, Benefits Services
  - March 17, 2014, Graduate School and Research: An Update to University Senate – James Oris, Associate Provost for Research and Dean of the Graduate School
  - April 7, 2014, Fall 2014 and Winter Term, Enrollment Updates - Michael Kabbaz, Associate Vice President for Enrollment Management.

- Pending approval of the April 7, 2014, Senate Minutes, Senate actions include:
  - Proposed revisions to the *Student Handbook*, Section 1.3.C, Computation of … President's and Dean's List, SR 14-18
  - Proposed Revisions to the *Bylaws of University Senate*, Section 6.B.9, Governance Committee, SR 14-19.
  - Proposed Revisions to the *Miami University Policy and Information Manual*, Section 12.5.A, All-University Faculty Committee for Evaluation of Administrators, SR 14-20.

cc: Provost Bobby Gempesaw, Chair, University Senate
Carolyn Haynes, Secretary, University Senate
Steve Wyatt, Chair, Executive Committee of University Senate

Prepared by: Marcia C. Weller, Recording Secretary, University Senate

Dear Trustees,

After consulting with the executive committee of the Board, I am proposing to you that we create a new ***Division of Enrollment Management and Student Success***

The vision set forth in the Miami 2020 Strategic Plan is ambitious: "To provide the best undergraduate experience in the nation, enhanced by superior, select graduate programs." It is a vision that reflects both our historical focus on undergraduate education and our commitment to student success. The challenge is to deliver on that vision, a challenge that will require fresh approaches to the student experience.

Historically, responsibility for different aspects of student success has been distributed among several offices which have operated somewhat independently of each other as they have focused on delivering the best service or opportunity to our students. Today more than ever student life (both curricular and co-curricular) and the elements of student success are highly connected to each other, and the student life cycle includes a series of interconnected and overlapping phases that culminate in graduation and career success. It is imperative that we are organized structurally to coordinate these various components of student success and have a clear path of accountability to meeting the high goals we have set forth in Miami 2020.

Thus I am proposing the creation of a new division, the Division of Enrollment Management and Student Success (EMSS). The division will have direct responsibility for admission and enrollment management, financial aid, bursar, registrar, and possibly career services. In some cases, the division will provide the lion's share of the service to our students. In other cases, EMSS will function primarily as the campus leader and coordinator, leading and facilitating the interconnected actions that will lead to increased student success.

The division will be the responsibility of a Vice President who will report directly to the President and to the Provost to ensure that all activities are aligned with and in partnership with academic policies and priorities. The reorganization will not require any additional staffing.

This reorganization offers several advantages that will lead to the success expected in Miami 2020. First, it will provide greatly enhanced institutional ability to cross boundaries that affect student success. Second, it will provide clear lines of responsibility. One of the most notable examples of that is the responsibility for increasing retention and graduation rates. While virtually every office on our campuses contributes to that goal, it will be the responsibility of the division to lead and coordinate that effort. Third, EMSS brings together under one umbrella closely related units that provide the supporting infrastructure to assist students throughout the student life-cycle. This joining will yield economic efficiencies, more effective student services, and enhanced ability for cross-unit innovation.

Details of the plans for the new division will be shared with various groups on campus with a public discussion of the proposal in our upcoming committee meetings and general meeting, April 24th and 25th, with a vote by the Board probably at the June meeting.

The Division of Enrollment Management and Student Success, if approved, would launch on July 1, 2014.

I am attaching three documents. The first is a draft mission statement for the Division and the second is the proposed org chart. The third is a charge letter that I have just sent to an ad hoc committee that will review our strategy and organization for career services. As I noted above, one of the questions to be resolved is the best location for career services. It is currently in Student Affairs and with its future location in the East Wing of the Armstrong Student Center and the connections to Residential Life, there is a strong case to be made for continuing to locate it in that division. There is also a strong case to be made for possibly including in the new division as part of the life cycle of student development, from recruitment to placement. In any case, given the important, and growing, emphasis on career development, it is critical that we have set the most effective course for achieving our goals.

I welcome your questions and suggestions. We look forward to discussing this more thoroughly in the upcoming Board meeting.

With best regards,

David

Draft

Vice President
Division of Enrollment Management and Student Success (EMSS)

Division Mission

The Division of Enrollment Management and Student Success is committed to creating and sustaining a culture of engaged university-wide partnerships to facilitate the design, implementation, and support of strategic and research-based enrollment and retention practices. The Division embraces data-driven decisions, student-centered services, and shared collaboration across campus to lead and support the full student lifecycle from recruitment through graduation to lifelong success.

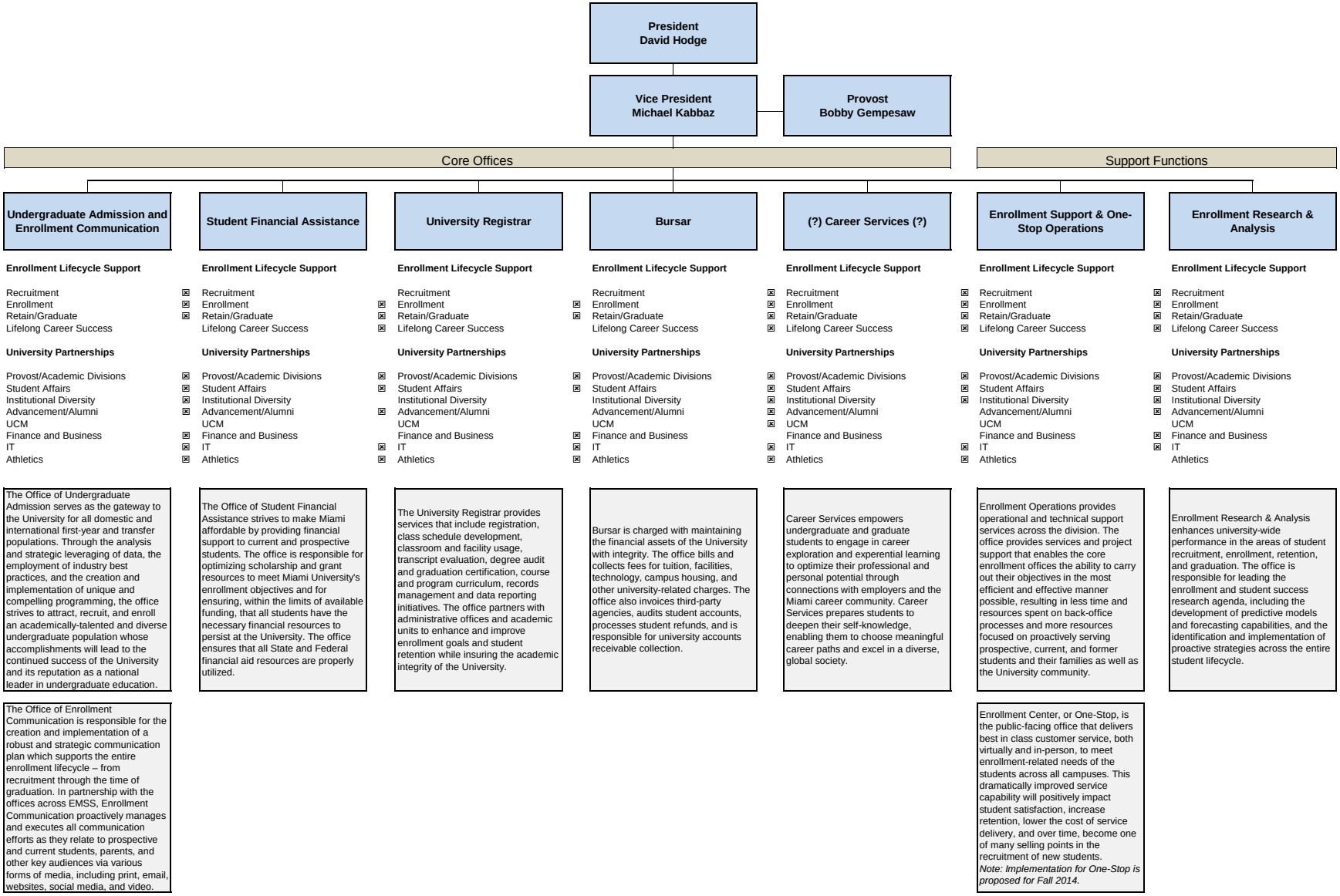
Position Overview

As the university's chief enrollment officer, the vice president provides leadership and strategic direction across campus to build, support, and execute a comprehensive and integrated admission and enrollment plan. The aggressive and forward-looking plan is aligned with the university's mission, vision, goals, and resources. Through the analysis and strategic leveraging of data and the creation and implementation of unique and compelling programming, the division of EMSS will attract, recruit, enroll, retain, and graduate academically-talented and diverse students whose accomplishments will lead to the continued success of the University and its reputation as a national leader in undergraduate education. The Division partners with academic and support units across campus to develop and realize these mission-aligned enrollment and student success goals.

As the university's chief retention officer, the vice president identifies obstacles that result in student attrition and provides the leadership, oversight, and coordination of initiatives across campus that lead to improved retention, student success, and increased graduation rates. The Division works in close partnership with the Provost, Academic Deans, Student Affairs and other key university leadership to ensure close collaboration to facilitate a seamless and engaged student learning experience

DRAFT

Division of Enrollment Management and Student Success (EMSS)



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OFFICE OF THE PRESIDENT

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To: Peter Natale (chair), Vice President for Information Technology
Jayne Brownell, Vice President for Student Affairs
Brad Bundy, Senior Associate Vice President, University Advancement
Phyllis Callahan, Dean, College of Arts & Science
Michael Goldman, Director, Career Services
Ray Gorman, Interim Dean, Farmer School of Business
Carolyn Haynes, Associate Provost for Undergraduate Education
Michael Kabbaz, Associate Vice President, Enrollment Management
Scott Walter, Assistant Vice President for Student Affairs
ASG representative

From: David Hodge, President

Date: March 11, 2014

Re: *Ad Hoc* Committee on Career Services at Miami University

I am writing to invite you to serve on the *ad hoc* committee to evaluate career services at Miami. There has been a rapidly growing recognition that career planning not only is vital to the success of our students and the reputation of the university but also should encompass virtually all parts of the university. This recognition is reflected in the Miami 2020 Plan, which positions career planning and development as a high institutional priority for Miami. The movement of Career Services into the Armstrong Student Center, expected in the 2017-18 academic year, reflects this priority.

I am requesting that you: 1) examine evolving best career services theory and practices in higher education; 2) conduct a comprehensive environmental scan that identifies the roles—and potential roles—played by units across the university; and 3) propose an integrated model for our approach to career planning that positions Career Services in the most effective organizational structure. Your model should consider whether it should continue to be located in the Division of Student Affairs or in the proposed new Division of Enrollment Management and Student Success. Wherever it is located, we recognize that a high degree of cross-unit collaboration is necessary to achieve our goals.

As part of your evaluation, you will want to review the attached report on the "Strategic Assessment of Miami University Career Services" created by Sheila J. Curran in June 2012. I have asked the Division of Student Affairs to provide the committee an update on any actions taken since the report.

I request that you complete your assessment by June 15, 2014, if at all possible. Ted Pickerill will serve as staff to the committee.

Thank you in advance for your service on this important committee.

c: Ted Pickerill

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April 25, 2014
Academic and Student Affairs

RESOLUTION R2014-xx

WHEREAS, the 130th Ohio General Assembly added Ohio Revised Code 3345.81 (Strategic Completion Plan), effective September 29, 2013; and

WHEREAS, ORC 3345.81 requires, by no later than June 30, 2014, the Board of Trustees at each Ohio institution of higher education to adopt an institution-specific strategic completion plan designed to increase the number of degrees and certificates awarded to students; and

WHEREAS, ORC 3345.81 states the plan shall be consistent with the mission and strategic priorities of the institution, include measureable student completion goals, and align with the state's workforce development priorities.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby adopts the attached Strategic Completion Plan for Miami University; and

BE IT FURTHER RESOLVED, that a copy of this plan be forwarded to the Chancellor of the Ohio Board of Regents; and

BE IT FURTHER RESOLVED, that this plan be reviewed and updated at least once every two years, and that a copy of the updated plan be provided to the Chancellor upon adoption.

MIAMI UNIVERSITY COMPLETION PLAN

To Be Submitted to Chancellor of the University System of Ohio Board of Regents

June 30, 2014

UNIVERSITY MISSION

As noted in its mission statement, Miami University prides itself on being "a student-centered public university" with "an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life" as well as a deep commitment to "student success." In addition, Miami "supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses."

As of fall 2013, 15,460 undergraduates and 2,260 graduate students study on the Oxford campus. Regional campuses in Hamilton, Middletown, and West Chester enrolled a combined total of 5,513 students. 52% of Miami students are female, and 60% are residents of Ohio. 98% were born in 1994 or 1995.

Students of color make up 13.2 percent of the first-year class and 12.0 percent of the undergraduate student body (based on fall 2013 Oxford campus enrollment). The breakdown of this population is as follows:

- 2.9% Black or African-American
- 4.5% Hispanic/Latino
- 1.9% Asian, Native Hawaiian, or other Pacific Islander
- 3.8% identify themselves as multi-racial.

An additional 5.1% are international students with 86% of the international students identifying themselves as Asian. Ten percent are Pell Grant recipients; 41% have financial need, and 100% of freshmen with need received offers of financial aid.

Of the Oxford campus students, almost 40 percent of the freshmen graduated in the top 10% of their high school class. 59% entered Miami with college credit from AP, dual enrollment/PSEOP, and other programs, with the average credit received being 16 hours. The average ACT score of 27.6 (81% of the incoming freshmen admitted with the ACT). The first-year student retention for full time students is 90%. The four year graduation rate is 68%, and the six-year graduation rate is 81%.

While also focused on a liberal arts education, Miami's regional campuses serve a different student population. Thirty percent of the students are part time, and 70% are full time. Thirteen percent of the students on the regional campuses are non-traditional students; 57% are female, and 43% are male. The majority of students on the regional campuses are place-bound, and none live on campus. The top feeder schools are area high schools as well as local community colleges. The regional campuses now feature a new academic division, called the College of Professional Studies & Applied Sciences (CPSAS) which offers several baccalaureate degrees, including computer and information technology, nursing, criminal justice, engineering technology, business technology, and integrative studies. New degrees in forensic science and community and regional development have been recently approved. The students on the regional campuses have a first-year student retention rate of 60% (for the 2012 cohort), and those pursuing bachelor's degrees in the CPSAS (2007 cohort) have a six-year graduation rate of 25.3% for the Hamilton campus and 20.1% for the Middletown campus.

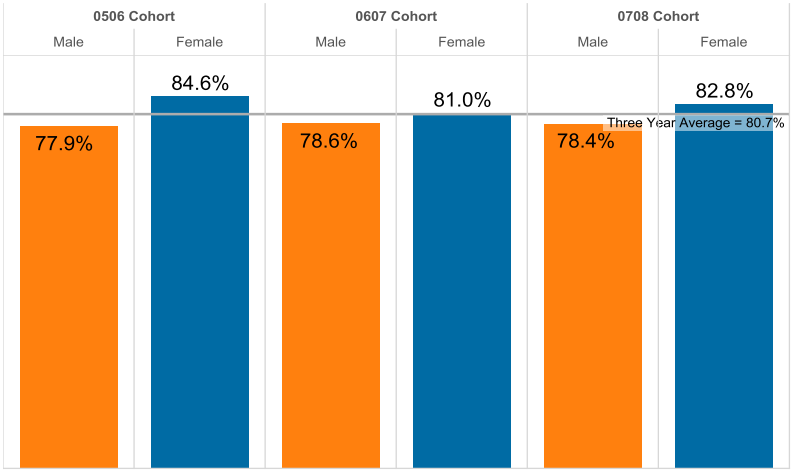
In the 2014 edition *of America's Best Colleges*, *U.S. News & World Report* ranks Miami third among the nation's top universities for its exceptionally strong commitment to undergraduate teaching. Miami is ranked 7th among "Best Colleges for Veterans." *The Fiske Guide to Colleges 2013* includes Miami in its list of the nation's "best and most interesting colleges and universities." According to the guide, "[Miami is] gaining national recognition as an excellent state university that has the true look and feel of a private, with a picture-perfect campus and high-caliber student body." Forbes ranked Miami 41st among public universities nationwide for return on investment in its list of America's Top Colleges for 2013. Post-graduate success and student satisfaction combine for 60% of the school's score. Kiplinger's Personal Finance listed Miami as one the "100 Best Values in Public Colleges" for 2014, ranking Miami 54th nationally.

BARRIERS TO PERSISTENCE AND COMPLETION

Although the academic profile and completion rate of Miami's Oxford campus students are very strong overall, our data show that, for new, full-time Oxford students who began in the fall of 2006, 2007 and 2008, the following factors are correlated to a higher risk for attrition: gender, first generation, and high financial need.

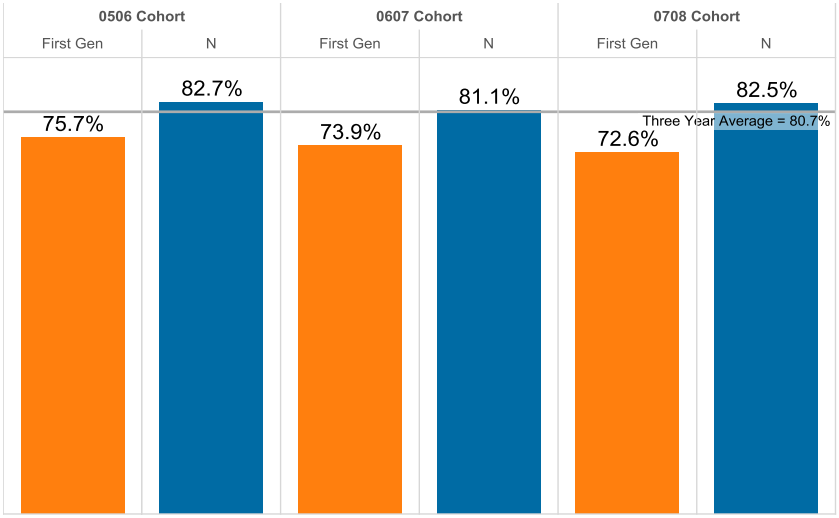
For gender, males have averaged a six-year graduation rate almost 5 percentage points lower than females for the three most recent years of data (Figure 1).

Figure 1: Six-Year Graduation Rates by Gender



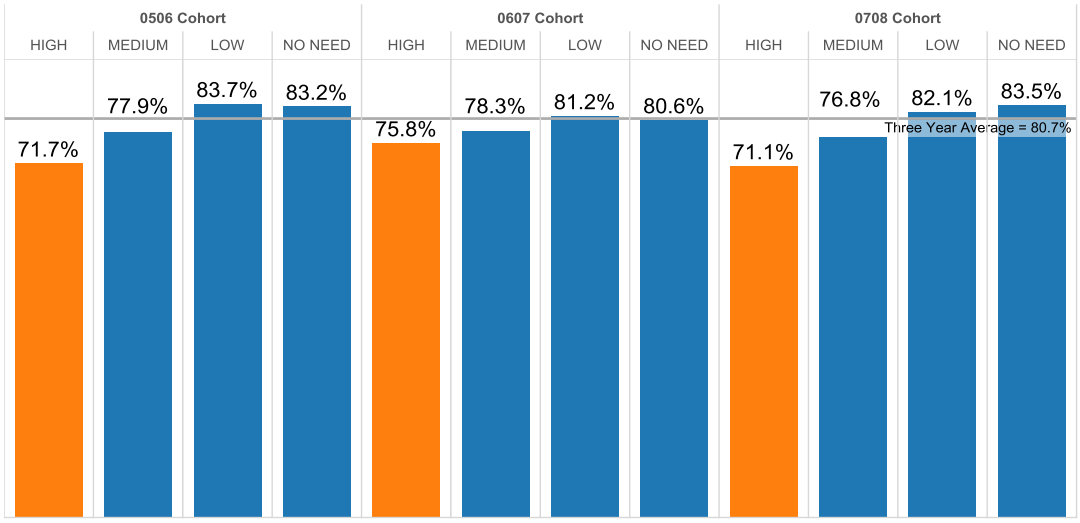
First-generation students also have a significantly lower graduation rate when compared to their peers. Their average is 8 percent points lower than other students over these three years of data (Figure 2).

Figure 2: Six-Year Graduation Rates for First Generation Students



Student financial need, as indicated by the Estimated Family Contribution, plays a role in predicting graduation rates. As would be expected, higher financial need correlates to lower graduation rates. Student in the "high" category show the greatest difference varying from the overall average by 8 percentage points (Figure 3).

Figure 3: Six-year Graduation Rates based on Financial Need (EFC)



Future data are likely to illustrate a new concern - a significant decrease in the six-year graduation rate of the international student population. The first-year to sophomore retention rate for international students is very strong (96.3% for the 2012 and 2013 cohort). However, the international students in the 2010 cohort left the University between their sophomore and junior year at a higher rate than domestic students, which then contributes to projected lower graduation rates. The Office of Institutional Research recently conducted a study of this challenge and identified a larger number of factors which may be contributing to the decline, including the fact that Miami is often not the first choice institution of matriculating international students and there is a general lack of engagement by these students with the Miami community.

Naturally, completion rates (associate or bachelor degree) at the open-access regional campuses are much lower than the Oxford campus rates, ranging from 22.6% to 28.1% over the three most recent years of data. The cohort sizes at those campuses are much smaller, so dissecting the rates by factors is more challenging. However, gender and race/ethnicity are also significant factors for the Hamilton and Middletown campuses. Completion rates for males range from 16.2% to 24.7% while female rates range between 26.1% and 31.5%. Domestic underrepresented student completion rates vary from 8.9% to 21.5% while majority students have completion rates between 24.2% and 28.9% over the same time period.

CURRENT COMPLETION STRATEGIES

Miami's record of advancing college completion among its students is a result of a deep commitment to student success, a commitment which is reflected not only in the university mission statement but also in Miami's 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.*

At a fundamental level, persistence is much more likely to follow when a student has a true sense of belonging. This issue of each individual finding his or her place -- and understanding his or her role -- within the broader Miami University community is the focus of Miami's values statement.

The mission and values statement have been reinforced by an array of strategies to promote student success. Some of the key strategies currently used are articulated below.

COORDINATION

Two Oxford campus committees with oversight of student success and completion have been formed. The Oxford committees include representatives from across the University. A third committee charged with student success on the Regional campuses has also been formed to coordinate these efforts:

- UNDERGRADUATE ACADEMIC ADVISING COUNCIL was formed in 2008 by the Provost and Executive Vice President for Academic Affairs to oversee the mission of academic advising at Miami. This council has representation from all academic divisions, including CPSAS on the regional campuses.
- UNIVERSITY RETENTION STEERING COMMITTEE was formed in 2012 by the President to collect data related to retention and develop improvements in targeted areas. This committee focuses on Oxford campus retention.
- REGIONAL STRATEGIC ENROLLMENT TEAM is a coordinating committee focused on improving the recruitment and retention on the regional campuses. The team has representation from marketing, business services, admissions, student activities, counseling services, diversity and multicultural affairs, and academic affairs.

Admission & Financial Aid

- **Pre-College Programs:**
  - The Summer Scholars Program, a new initiative beginning in summer 2014, provides a rich, early college experience for academically-talented rising high school juniors and seniors from across the globe. Students engage in a community of learners for an intense, two-week summer program. It provide the opportunity for students to:
    - Participate in challenging, immersive academic modules centered on a specific topic or area of interest;
    - Learn alongside leading faculty and professional experts;
    - Reside in a "living-learning" community with other Summer Scholars participants and get a real preview of college life; and
    - Attend special workshops on topics such as the college admission process and financial assistance.
  - Bridges, a visit program geared towards high-achieving, diverse high school seniors who are interested in learning more about the educational opportunities available at Miami University. For 2013, Bridges hosted 461 high school students, mostly from Ohio, for an overnight campus visit, which represents a 26 percent increase over previous years. Of those participating, 45 percent now attend Miami.

- **Competitive Admission:** Miami University is a selective public institution. Each year the number of first-year and transfer applications received greatly exceeds the number of spaces available. The number of undergraduate students that can be accommodated is limited by several factors, including the physical capacity of our residence halls and the number of faculty we employ. As such, we practice selective admission. The review process is comprehensive; we look at applicants holistically, and it is individualized, as admission staff members read and review the entire contents of every application. We consider many variables during the review process, but rather than evaluating these variables independently, we strive to see the interrelationships between them and to establish the context of a student's achievements and demonstrated potential up to this point in his or her life. As a result of being a selective institution, Miami's admission selection process is focused on recruiting, admitting, and enrolling students who are likely to succeed (i.e., retain and graduate).

  The academic and contextual variables considered in our application review process include the following (listed in alphabetical order):

  - Class rank (6-semester cumulative), if available
  - Demonstrated leadership
  - Employment status during high school
  - Extra- and co-curricular involvement
  - First-generation college student status
  - Grade point average (cumulative g.p.a., grade trends)
  - Legacy status (family members that have graduated from Miami)
  - Letter(s) of recommendation
  - Life experiences
  - Obstacles overcome

- Potential contributions to diversity (breadth of experience, geography, ideology, lifestyle, race/ethnicity, world view)
- Quality of high school (% of graduates going to 4-year colleges)
- Significant extenuating circumstances
- Socioeconomic status
- Special abilities, talents, and achievements
- Standardized test scores
- Strength of high school curriculum (depth in each core academic area, honors or accelerated courses, AP/IB courses, PSEO)
- Strong, ongoing commitment to social service and/or volunteer activities
- Writing ability

- INSTITUTIONAL AID: Miami University strategically leverages institutional aid to meet enrollment and retention goals. In the fall of 2010, Miami implemented a scholarship program that significantly increased support for its students. The program recognized both merit and financial need and for the last several years about two-third of the incoming fall class has received some type of scholarship or grant from Miami University. In so doing, the institution has maintained its commitment to meeting financial need. In 2012-2013, 55% of Miami University scholarship dollars went to support students with financial need.
- MIAMI ACCESS INITIATIVE: In the fall of 2007, Miami University implemented the Miami Access Initiative (MAI), a program that guarantees to meet tuition costs (after the application of all federal and state grants) for Ohio residents with family incomes of $35,000 or less. In 2012, the median family income of all Oxford FAFSA filers was $95,536. For MAI students, that median income was $20,437. This compares to the federal poverty level for a family of 4 of $23,050. Over 60% of Miami Access Initiative students are first generation college students and to date, over 1,500 Ohio students and families have benefited from the program.
- LOAN DEBT: Miami University continues to carefully monitor student debt at graduation. For the last four years Miami's student loan indebtedness grew at 4.6% - the lowest among all IUC schools providing data. The growth is also lower than that of the average for all schools in the state of Ohio (6.7%). Our 2012 debt at graduation ($27,817 with 55% borrowing) compares favorably to Ohio's average: $29,037 with 69% borrowing.

EARLY PREPARATION & INTERVENTION

- SUMMER ORIENTATION, an intensive two-day experience, is offered to all incoming students on the Oxford campus. The goals include promoting caring, confidence, connection, curiosity and comfort. Orientation features group sessions on a variety of college success topics (e.g., health and wellness, personal development, involvement and activities) as well as Individualized advising by faculty to assist with decisions about degree, academic opportunities, and courses. Additionally, orientation is followed by outreach from the Parent's Office, an online module on avoiding alcohol risk and Title IX issues. On the regional campuses, all students participate in SOAR (Student Orientation, Advising & Registration) program which facilitates a seamless transition for incoming students to the regional campuses' academic support systems.
- ONLINE ADVANCED PLACEMENT EXAMINATIONS in math and foreign language are conducted each semester to ensure appropriate placement in courses. Students typically complete the examinations prior to Summer Orientation so that they can plan their schedule appropriately with their advisor.

- WELCOME WEEK: A week of programs and activities to acculturate first-year students to college life and the Miami experience.
- RESIDENCE LIFE: Each resident assistant and residence life staff meets with first-year students at least twice per semester to provide academic support, advisement and socio-emotional guidance.
- EARLY ALERT SYSTEM (Map-Works) was purchased and used by advisors of first-year, first-semester students to better ensure accurate identification of students who may be potentially at risk for attrition.
- INTERVENTIONS (counseling, academic coaching, enrichment courses) with first-year and sophomore students in academic peril (i.e., do not achieve at least a 2.00 cumulative grade point average) and students returning from academic suspension. See summaries below:

OXFORD CAMPUS INTERVENTIONS

Year	Intervention Steps
First-year students	• Hold is placed on the student's academic record the Friday before the beginning of the spring semester. • Student is asked to meet with advisor during the first two weeks of the spring semester. Advisor works with the student to make appropriate adjustments to his or her class schedule based on previous performance and encourages, when appropriate, the student to add EDT 110 (student success course) to the schedule. The hold start date is adjusted to the Friday of the third week of classes. • Student is asked to meet with a learning specialist in the Rinella Center beginning in the third week of the spring semester. Learning specialist assesses the student's learning difficulties, makes appropriate referrals, and works with the student to develop a plan for improvement. Hold is terminated.
Sophomore students	• Hold is placed on student's academic record on the Friday prior to the beginning of the fall semester. • Student is required to meet with an assigned intervention specialist. The specialist assesses the student's learning issues as well as other influences on the student's academic performance. The specialist makes appropriate referrals and works with the student to follow one of two intervention options: a) Enroll in EDT 110 (for students whose primary challenge relates to study skills); or b) Receive academic coaching (for students whose primary challenges relate to time management and organization). • Students with exceptional circumstances are required to meet regularly with a learning specialist. • The academic hold is removed once the student meets with specialist.

EARLY PREPARATION AND INTERVENTIONS ON THE REGIONAL CAMPUSES

- SOAR: The Student Orientation, Advising, and Registration (SOAR) program familiarizes students with the academic requirements at Miami University as well as with the campus that the student will be attend. Students receive a campus tour, meet student leaders, become familiar with technology at Miami, confer with a faculty advisor from the student's academic division, and register for classes.
- DEVELOPMENT COURSE SUCCESS: Teams of faculty and staff are working to identify and implement strategies to improve success rates in developmental education courses in Math and English

- E-MAIL ALERTS: E-mail alerts are sent to the following groups of students: students on academic probation, students who have not registered for classes, students notifying them midterm grades are available, and congratulations to those in good academic standing
- EARLY INTERVENTION: Early in the semester a Learning Specialist emails faculty and staff with teaching responsibilities, inviting them to email names of students they see struggling, each student receives a phone call, in an attempt to have a personal conversation, informing them of campus resources, as well as discuss ways the student can help themselves.
- DEVELOPMENTAL STUDENT SUPPORT: An academic advisor is assigned to students who score low on their COMPASS entrance placement test, providing students with additional support and careful course selection.
- PEER TUTORING: The regionals campuses have an extensive peer tutoring system. Some of the tutoring is one on one, others have tutors embedded into the class.
- CONNECT2COMPLETE: A student advocate is placed in the 6-8 highest demand developmental education courses. The advocate helps the student through the "life" issues that sometimes prohibit completion. In addition, the student and advocate participate in a service experience that relates to the content.

CURRICULUM & CO-CURRICULUM

- OPTIONAL SUCCESS-ORIENTED COURSES--EDT 110, Learning Strategies for Academic Success, which addresses study skills, including reading, writing, oral communication, as well as EDL 100, Career Development for the College Student, which assists with the process of clarifying career and/or academic goals--are offered each semester on all Miami campuses. Other transitional and success courses are offered for targeted populations of students (e.g., pre-medicine, engineering, pre-law).
- TOP 25 PROJECT is a curricular project designed to transform the 25 highest enrolled foundation courses to make them more inquiry-driven, focus on active learning, and place the student at the very center of the learning experience. The literature on retention shows that greater student engagement and faculty interaction is critical to student success.
- STUDENT ACTIVITIES AND ORGANIZATIONS: Miami offers students the opportunity to join over 400 student organizations. First year students are invited to a “Mega Fair” on a Saturday in the fall semester where they can learn about the diversity of opportunities.

TOOLS

- DEGREE AUDIT REPORT displays the student’s completed course work and current registration matched with degree requirements of the student’s declared major(s) and minor(s); it identifies deficiencies and lists courses to satisfy specific requirements. The report assists the student and advisor in determining progress toward completion of program requirements and serves as a graduation check.
- ADVISORTRAC is a web-based application that advisors, students and administrators can use to record advising visits, schedule appointments, and access records.

ACADEMIC SUPPORT

- FIRST-YEAR ACADEMIC ADVISING IN THE RESIDENCE HALLS is offered on the Oxford campus. Trained professional staff who live in the residence hall provide individual advising during the students’ first semester at Miami. Students in highly specialized majors receive advisement by faculty within the academic divisions during the first semester. All students receive advisement from faculty following their first semester.

- UNIVERSITY STUDIES PROGRAM is a new intensive advising program for students who are undecided about their major. Advising is offered by faculty members specially trained to work with undecided students.
- RINELLA LEARNING CENTER which offers tutoring, supplemental instruction, academic coaching, and counseling at no charge to students. Special support is also offered to students with learning disabilities and other populations that are at higher risk for attrition.
- SUPPORT SERVICES ON THE REGIONAL CAMPUSES include mathematics labs, writing center, peer tutoring, academic coaching, and an English Language Center.
- OFFICE OF CAREER SERVICES which offers workshops, consultations, and career counseling to all students and faculty
- HOWE WRITING CENTER which offers consultations, workshops, and other programs to improve student writing and writing instruction
- UNIVERSITY HONORS PROGRAM which provides special curricular and co-curricular opportunities and academic support for selected high-ability students.
- UNIVERSITY ACADEMIC SCHOLARS PROGRAM offers unique programming for talented students to enhance their undergraduate experience across a variety of academic disciplines through exclusive experiential opportunities.

POLICIES & PROCEDURES

- REQUIRED TWO-YEAR ON–CAMPUS RESIDENCY with Living Learning Communities which include intentional co-curricular programming within the residence halls to promote learning and build a sense of community
- MID-TERM GRADES are given each semester for undergraduate students who have earned 16 or fewer college credits
- COURSE REPEAT (GRADE FORGIVENESS) POLICY to enable students to repeat a course in which they receive a low grade and have the lower grade dropped
- PROCEDURES FOR DECLARING OR CHANGING A MAJOR specify that students must go to their divisional dean's office and request a change/declaration of major form, fill in the information, and have the department chair sign it. When students return the form to their divisional office, the new information is updated on their academic record.

AREAS FOR IMPROVEMENT

- The academic advising system at Miami, which is overall effective, is decentralized. Currently, on the Oxford campus, most first-year students are advised by professional staff who live in their residence halls and are members of the Division of Student Affairs. After the first semester, these students are moved to a faculty advisor in Academic Affairs. Advisors within Student Affairs and Academic Affairs receive separate training which can sometimes result in differing advising approaches and some confusion for students. Similarly, on the regional campuses, some students are advised by professional staff, while others receive faculty advising. A more coordinated, university-wide approach to advising, including shared goals and philosophy of advising, could assist in improving college completion rates.
- Miami has made some important purchases of software and web-based applications in recent years (e.g., AdvisorTrac, Map-Works); however the use of these technologies by advisors has been uneven across the University. Moreover, none of the current technologies provides predictive modeling to identify at-risk students proactively before challenges arise.

- Our current approach to retention (particularly on the Oxford campus) tends to be reactive. We focus more energy on students who are already exhibiting signs of peril. Miami needs to institute a more proactive approach to identifying and intervening with at-risk students before problems ensue.
- The interventions that we currently conduct with at-risk students may not capture all students who are in need. For example, there is no intervention for students whose academic performance drops significantly from one semester to the next but whose overall GPA remains above 2.00. Similarly, no intervention happens for students who may have a cumulative GPA above 2.00 but who are performing poorly in the major. There is no intervention protocol for students who may have socio-emotional challenges that do not rise to the level of a mental health crisis.
- Moreover, there are no clear interventions or protocols of support for certain populations of students, such as international students or transfer students, who face unusual challenges to acclimate into the Miami community.

COMPLETION GOALS & STRATEGIES FOR 2014-2016

Although Miami has traditionally featured a range of strategies, policies and practices designed to improve completion, until recently, we have lacked a unified, well-coordinated and strategic approach to enrollment management, including retention, persistence and completion.

As a major step in enacting a more broad-based approach, in fall 2013, Miami finalized its seven-year strategic plan, the "Miami 2020 Plan," which focuses prominently on student success. The unifying goal of the plan is to "promote a vibrant learning and discovery environment that produces extraordinary student and scholarly outcomes." The plan includes a set of metrics by which our progress on meeting the goals and objectives will be measured. Because of the priority we place on student success, the first metric of the plan is: "**Miami will achieve a six-year graduation rate of 85% and a four-year graduation rate of 75%.**" Although the specific numbers for the regional campuses are different, the goal, to increase the graduation rate by 10%, is equally ambitious.

To achieve this ambitious metric, Miami must acknowledge that student success and persistence:

- require a University-wide effort that emphasizes collaboration from all divisions, departments, programs and University offices;
- constitute an on-going process involving continuous evaluation and assessment of efforts and initiatives impacting student success;
- are not determined by any one factor, but rather by a holistic approach in developing student retention initiatives; and
- are not goals in and of themselves, but the end result of a campus climate focused on student success.

To meet the completion metric in the Miami 2020 Plan and address the areas for improvement articulated above, Miami has identified the following set of new strategies, policies and practices which have recently been or will soon be implemented to improve completion.

COORDINATION

- REVISED COMMITTEES: Revise the membership of the Retention Committee and the Undergraduate Academic Advising Council to better coordinate efforts.

- SHARED MISSION & METRICS: Develop a shared mission for student success & advisement, goals as well as specific metrics and outcomes to align practice and measure progress. Report annually on findings and the specific strategies to be implemented for improvement.
- ONE-STOP ENROLLMENT CENTER: Establish a one-stop center (virtual and physical space) to provide the services of the Bursar, Registrar, Student Financial Assistance, and advisement on a 24/7 basis.

EARLY PREPARATION AND INTERVENTION

- ADVANCED ANALYTICS: Purchase and launch Education Advisory Board's Student Success Collaborative which provides data analytics and predictive modeling to generate risk assessments for each Miami student; student success software platform to provide easily accessible dashboards for advisors; research on best practices in college completion; peer benchmarking; and consulting support.
- CREATE AND IMPLEMENT AN EARLY WARNING SYSTEM FOR SOCIO-EMOTIONAL AND MENTAL HEALTH ISSUES to identify students who may be at risk for non-academic reasons.
- NEW INTERVENTIONS AND SUPPORT MECHANISMS: Create interventions and support for targeted populations of students who may be at risk but who have not been captured well in our current systems. Currently plans are underway to implement the following:
    - supplemental instruction on speaking and writing for foundation level courses to provide additional support for non-native English speakers and less academically prepared students
    - supplemental funds for additional academic-related expenses (e.g., computer, books) and mentoring program for Miami ACCESS initiative students (students with high financial need)
    - professional advisor who specializes in transitional issues (transfer, relocation, stop-out) hired and assigned to one-stop center
- CONTINUE TO IMPLEMENT THE "I AM MIAMI" CAMPAIGN & IMPLEMENT "STEP UP" CAMPAIGN (which is a values statement that promotes personal and social responsibility and a sense of belonging) to encourage a greater sense of inclusion and compassion among students, staff, and faculty. The "Step Up" campaign focuses on helping students to take responsibility as a bystander of harmful behaviors.
- INSTITUTE PROACTIVE INTERVENTIONS at Summer Orientation, SOAR (regional campuses) and in the first semester of the first year, using data mined from EAB SSC, early alert system for socio-emotional issues, and mid-term grades for students who have earned up to 45 credit hours at Miami. Interventions include: encouraging students to enroll in a student success course, receive academic coaching, receive specialized tutoring, or participate in a peer mentoring program.
- BETTER EDUCATE STUDENTS ON HEALTHY LIFESTYLE AND INFORMED DECISION-MAKING: Hire a consultant from the American Institutes for research, hold a three-day campus and community site visit, and develop a plan for decreasing high-risk student behaviors, such as alcohol and drug use, eating disorders, and serious forms of misconduct.

ADVISING & ACADEMIC SUPPORT

- NEW ADVISING STAFFING SYSTEM: Assign full-time staff advisors to at-risk first-year students and faculty advisors to other first year and all upper-class students. Staff advisors will be located in or near the Enrollment Center; staff advisors have expertise in Global Miami Plan and University requirements, transitional issues, and resources for student success; each advisor has additional expertise in the curriculum of (and receives special training from) one or more academic divisions. This advisement will be supported by residence life staff who will provide additional socio-emotional and transitional guidance and mentoring.

- Improved Advisor Training: Comprehensive advisor training for all staff and faculty advisors and targeted academic support specialists with required and optional portions will be developed and implemented.
- Enhanced Recognition: Develop new advising excellence awards, and institute a "master advisor" designation which comes with modest professional development funds for those who complete all elements of the comprehensive advising training plan.

Curriculum & Instruction

- Revision of General Education (Global Miami Plan) – All courses will advance written communication and critical thinking outcomes; other 21st century outcomes (creative thinking, problem-solving, quantitative literacy, ethical reasoning, integrative learning, applied learning, intercultural understanding, information literacy) are promoted in various components of the plan; new FYE requirement; new experiential learning requirement; project-based capstone
- Transition Course: A new First-Year Experience (FYE) course will be developed by each academic division and offered to students in their first semester. The course will provide an overview of liberal education, promote personal and social responsibility, and educate students about the advising and other support resources within their division, campus and University.
- Degree Completion Program: A team of faculty is designing a new degree completion program, tentatively titled Applied Liberal Studies, which will be offered though Department of Integrative Studies, College of Professional Studies & Applied Sciences, on the regional campuses. This program will be aimed at students with more than 120 academic credits who have not graduated within six years. The program will be offered in a hybrid or online format.
- University Academic Scholars Programs were recently launched to provide enrichment and support for high-ability students pursuing particular areas of study (e.g., pre-law, global studies, environment). These programs allow Miami to attract and retain greater numbers of high-ability students beyond those enrolled in the University Honors Program.
- Additional Degree Programs for Nontraditional Students: The College of Professional Studies & Applied Studies have proposed and are in the process of designing several new degree programs that are targeted at nontraditional and adult learners, including bachelor degrees in forensic sciences and civic and regional development.
- Winter Term: This year in 2014, Miami offered its first winter term. Among meeting other goals, the winter term is designed to assist students in meeting degree requirements in a more timely manner.
- E-learning Initiative: With the recent hiring of a new assistant provost for e-learning, Miami will be selectively developing new online degree programs and online/hybrid courses to enable greater flexibility and degree pathways for students.

E-Tools

- Degree Progress and Graduation Management System: Miami has recently purchased, u.Direct, a web application technology designed to enable students and advisors to explore multiple degree paths and identify a four-year schedule for success. This system also enables chairs and deans to plan course schedules well in advance and ensure that we offer the appropriate number and array of courses to meet student needs.
- EAB Student Success Collaborative: See description of "Advanced Analytics" above.

- Interactive Degree Audit Report: We recently instituted an improved version of the DAR which will provide a more student-friendly means of understanding one's progress on meeting degree requirements

Policies and Procedures

- Revision of Mid-Term Grade Policy: Effective fall 2014, a revised policy will be enacted so that students who have earned 45 or fewer credits at Miami will receive mid-term grades (compared to the current policy which enables students with 16 or fewer credits earned at Miami or elsewhere to receive midterm grades). In addition, faculty will be strongly encouraged to supply midterm grades for all other students.
- Reduction of Required Credit Hours for Graduation: Miami is currently exploring ways of reducing the semester credit hour requirement for graduation from its current 128 credit hour requirement.
- Reduction of Credit Hour Requirement for Relocation to Oxford Campus: Miami recently reduced the number of credits, from 20 to 16 credits, required for students to relocate from the regional campuses to the main Oxford campus. We hope that this change will result in greater number of students relocating to the Oxford campus to complete bachelor degrees offered only on the main campus.
- Annual Curricular Review and Elimination of Courses: Departments and divisions will review and eliminate under-enrolled or outdated courses and degree programs annually through a more expedited process to enable a more accurate listing of courses and streamlining of curriculum.
- Multi-Term Course Scheduling and Registration: Beginning in 2014, the University will be moving progressively toward a multi-term course scheduling and registration process to enable purposeful curricular planning and more accurate advisement.
- Revision of the Policy for Academic Integrity and Additional Training for Faculty: To help students to better succeed, the current policy and procedures will be revised to include more opportunities for faculty to educate students about academic integrity.

Transfer & Articulation

- Partnerships Coordination: Miami recently formed an Academic Partnerships Committee to create consistent policy and processes, enable university-wide coordination of efforts, and ensure best practices in forging and sustaining partnerships with schools, colleges and universities across Ohio, the nation, and the world.
- Intensive Partnerships with Selective Colleges & Universities: Key partnerships and success plans are being developed with important feeder schools, such as Columbus State Community College and Sinclair Community College, to boost transfer populations and ease the transition into and out of Miami
- Compliance with Ohio Board of Regents College Completion Initiatives: Miami is committed to full compliance with PLA with a Purpose as well as all TAGs, CTAGs, and OTM requirements to ensure smooth transfer and articulation with other universities in Ohio. We are also complying with the initiatives for Three-Year Degree Pathways and Credit When It's Due, to ensure quicker degree completion.
- Enhanced Website for Transfer and Relocation Students will be created to include:
    - **Steps to Transfer**: transfer admission application, how to send transcripts from previous colleges/high school, ACT scores, credit evaluation, and advising.
    - **Steps to relocate:** what are the requirements (16 hrs. 2.00 GPA), application to relocate, mandatory advising with OXF advisor, health forms, and residency requirements.

- **Steps for regional campus students to register for limited Oxford courses**: what are the requirements (16 hour and 2.00 GPA), permission to register form, advising with regional advisor, time ticket and health forms.
- **Student and Academic Services contacts and resources by campus:** advising, counseling, residence life, housing, registration, bursar, financial aid, student health services, divisional advisors with majors listed.
- **FAQs:** Develop a comprehensive list of frequently asked questions regarding, transfer, relocation and taking classes on other Miami University campuses.
- **Offer "Live Chat"/Skype distance advising** option for asking a question and receiving an answer instantly at designated days/times. In addition, provide answers to emails left at miamioh.edu/transitions within 48 hours via email staffed by transitions professional staff member

- Smoother Transition for Transfer Students: Increase the number of articulation agreements with two-year colleges and universities, and increase the number of course matches with key feeder schools.

Workforce Development Priorities

Miami University has been ranked nationally when it comes to return on investment as measured by post-graduate success and student satisfaction. In 2012, SmartMoney.com ranked Miami 11th in the nation, and in 2013, Forbes ranked Miami 41st among public universities nationwide.

A recent study conducted by Miami's Offices of Career Services and Institutional Research revealed that more than 91 percent of Miami University students who graduated August 2012-May 2013* were employed or in graduate school by fall 2013. Miami was able to obtain 100 percent of alumni educational placement data and 56 percent of alumni career placement data through various sources, including calling more than 2,000 Oxford bachelor's degree-receiving graduates in order to achieve a collective picture of new alumni success.

Significant results from this study include:

- 75.2 percent of alumni were currently employed or had received a job offer while 3.4 percent were not employed. The remaining 21.4 percent of alumni indicated at graduation that they did not plan to seek immediate employment. By fall, 18.6 percent had enrolled in graduate or professional schools. Some students are working and studying, so some numbers overlap.
- 52.1 percent of alumni were working full time in their field of study (69.3 percent of those employed) while 15.4 percent were working full time outside their field of study, figures that reflect the stated goals of students in a survey preceding graduation: 56.5 percent planned to work full time in their field of study, 18.1 percent planned to work full time outside their field of study.
- 19.3 percent of alumni had previously worked for their current employer, most commonly as an intern or co-op student.

To ensure that we continue and build on this track record of success, Miami has undertaken several key initiatives:

Miami 2020 Plan

Launched this spring, Miami's new strategic plan, "the Miami 2020 Plan," is focused purposefully on advancing not only the success of our students but also on the development of the Ohio workforce. Below are some of the objectives and metrics embedded in the plan that relate to these key goals:

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

Metrics:

- Miami will achieve a six-year graduation rate of 85% and a four-year graduation rate of 75%.
- Within one year after graduation, 90% of graduates (excluding those enrolled in graduate or professional school) will be employed.
- Upon graduation, 75% of students who apply to graduate or professional school will receive at least one offer of admission.
- Upon graduation, all Miami students will have participated in a research (40%) or a similar experiential learning activity (100%), e.g., fieldwork, field or clinical placement, service-learning, public or private sector engagement, performances, and other applied learning activities.
- 75% of Miami students will complete an internship before they graduate.
- 60% of degree programs can be completed in three years or less through curriculum revision and by using different pedagogical approaches and modes of delivery.

OBJECTIVE: 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.

Metrics:

- 75% of Miami students will report that they feel welcome and have had significant and meaningful interactions with diverse groups.
- 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) by the time they graduate.

OBJECTIVE: 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.

Metrics:

- Miami Oxford will double the number of transfer students to 500 students, and Miami regionals will increase by 15% the number of transfer students to 500 students.
- Miami will double the number of partnerships with high schools, community-based organizations, foundations, and other entities to expand the recruitment of talented, diverse college-bound students, e.g., through expansion of the Pathway to Oxford program, articulation agreements, dual enrollment/PSEO, tutoring or mentoring programs, bridge and summer programs.
- Increase by 25% the number of mutually beneficial educational, governmental, and corporate partnerships.

OBJECTIVE: ADVANCE OHIO'S ECONOMIC DEVELOPMENT AND PROSPERITY BY PROVIDING TALENT AND EXPERTISE THAT HELP SHAPE POLICY AND IMPROVE QUALITY OF LIFE.

Metric:

- By 2020, 65% of the Miami University community will be engaged in providing expertise and advancing the success of public and private entities.

All divisions, departments, programs and offices across all campuses of Miami University have developed specific strategies for meeting the objectives and metrics. Progress on these metrics will be reported annually to Miami's Board of Trustees.

LEAP Employer-Educator Compact

Miami University is one of three universities in Ohio joining a new national initiative called the LEAP Employer-Educator Compact, which will showcase employer support for the goals and outcomes of a broad liberal education and to show how higher education is helping students connect college learning with work, citizenship and global challenges. The compact developed by the Association of American Colleges and Universities (AAC&U) and participating employers involves the two groups working together through 2014.

Miami President David Hodge is a member of a leadership group within AAC&U called the LEAP Presidents' Trust. Presidents' Trust members and employers who work with them are the initial signatories to this initiative. Miami's employer partners include PNC Bank, Columbia Gas of Ohio and Coyote Logistics.

Partners pledge to underscore the economic value of liberal education and to provide students with more hands-on learning opportunities to connect their campus learning with real-world contexts and problems.

Signers of the LEAP Employer-Educator Compact have committed to:

1. Helping Americans understand the rising demands of a global workplace and the need for every student to acquire liberal education outcomes;
2. Ensuring that all college students have access to experiences that help them develop the broad knowledge and intellectual skills needed for success;
3. Expanding and supporting new designs for hands-on learning, including such things as senior projects, undergraduate research and internships;
4. Advancing the dual mission for American higher education to prepare students both for successful careers and for civic responsibility;
5. Documenting progress in helping all students achieve key learning outcomes, including their ability to apply learning to complex problems.

Ohio Means Internships & Co-Ops Grant Project

An Ohio Means Internships & Co-ops grant by Miami University was recently approved by the Ohio Board of Regents Chancellor for $748,566. The grant as funded is designed to support key Ohio industries, including biohealth, energy, automotive, advanced manufacturing, polymers, aerospace & Aviation, food processing, financial services, information technology, and consumer products. The grant seeks to develop 118 new co-op and internship placements in Ohio and will fund initiatives on both the Oxford and regional campuses.

The Oxford campuses will focus on instituting a formalized, transcripted internship system to evaluate internships and fosters sustainable capacity in providing co-ops and internships. Below is a list of the Oxford campus initiatives that will be generated as an outgrowth of the grant:

- Scholarships and wage subsidies in the range of $261,000 for 83 new Ohio internships sponsored by 18 different companies.
- A new Cincinnati Digital Innovation Center modeled on the AIMS center in San Francisco, with a similar focus on cross-disciplinary internships at local and regional technology companies.
- Employer development committees consisting of faculty and staff focused on developing internships for students in underserved majors, particularly in the humanities, social sciences and creative arts. Faculty members will receive stipends and specialized workshop training.

- Alumnus and Executive-in Residence programs linked to employer development committees. The programs will be designed to broaden both faculty and student access to current and potential internship employers.
- Development of a Miami-specific internship mobile app or microsite in partnership with InternMatch, a technology company that participates in the AIMS San Francisco Digital Innovation Center.
- Digital workbooks designed to assist faculty and students in career planning discussions, including internship search strategies. The workbooks will complement current career services content.
- Adoption of variable credit options for students completing internships.
- Two coordinator roles, one to support the internship program and another to support the Cincinnati Digital Innovation Center.

With the two-year continuation of the co-op/internship state grant funding, Miami's regional campuses will continue to focus on assisting local employers with hiring qualified co-ops and interns in the STEM disciplines, particularly emphasizing engineering and information technology areas. Below is a list of the regional campus initiatives that will be launched as an outgrowth of the continued state grant funding:

- Scholarships to co-op/intern students and wage subsidies to employers in the range of $67.000 over a two-year period for 25 new local and regional co-op/internships.
- $5,000 to facilitate a faculty learning community and mini-grant program for education and research as well as employer advisory boards
- $3,000 to fund a speaker series for faculty and student learning and enhanced community employer involvement
- $2,000 to create a new online tool for business evaluation of co-op and internship learning experiences
- $1,500 for co-op and internship pre-work preparation workshop books
- $53,000 to support half funding of a full-time regional job coordinator to develop new partnerships with local and regional employers and assist the director with employer site visits.

Miami University

Progress and Completion Report

March, 2014

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Connection: Undergraduate Enrollment at Miami University
Fall Term 2012

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	4,841	100.0%	14,591	100.0%	626	100.0%	20,058	100.0%
Enrolled Part Time	212	4.4%	1,382	9.5%	146	23.3%	1,740	8.7%
Not Degree/Certificate Seeking	50	1.0%	37	0.3%	82	13.1%	169	0.8%
First Generation College	742	15.3%	2,570	17.6%	137	21.9%	3,449	17.2%
Pell Eligible	947	19.6%	3,584	24.6%	200	31.9%	4,731	23.6%
Took Remedial Courses	385	8.0%	1,617	11.1%	171	27.3%	2,173	10.8%
Female	2,505	51.7%	7,847	53.8%	311	49.7%	10,663	53.2%
Age 18-24	4,658	96.2%	12,770	87.5%	471	75.2%	17,899	89.2%
Age 25 and Older	164	3.4%	1,818	12.5%	153	24.4%	2,135	10.6%
Race / Ethnicity								
American Indian or Alaskan Native	8	0.2%	46	0.3%	3	0.5%	57	0.3%
Asian or Pacific Islander	80	1.7%	301	2.1%	12	1.9%	393	2.0%
Black, non-Hispanic	225	4.6%	833	5.7%	74	11.8%	1,132	5.6%
Hispanic	174	3.6%	394	2.7%	14	2.2%	582	2.9%
White, non-Hispanic	3,974	82.1%	11,939	81.8%	413	66.0%	16,326	81.4%
Two or More Races	163	3.4%	233	1.6%	17	2.7%	413	2.1%
Nonresident Alien	188	3.9%	586	4.0%	75	12.0%	849	4.2%
Race Unknown	29	0.6%	259	1.8%	18	2.9%	306	1.5%
Earned a Certificate/Degree Prior to Current Year	11	0.2%	461	3.2%	59	9.4%	531	2.6%

Discipline Area Profile

	Entering	Returning	Transfer	Total
Arts & Humanities	35.9%	20.1%	29.2%	24.2%
Business	13.5%	22.6%	3.2%	19.8%
Education	7.3%	10.6%	7.0%	9.7%
Engineering	9.5%	8.3%	11.3%	8.7%
Health	6.1%	6.2%	12.0%	6.3%
Law	0.0%	0.0%	0.0%	0.0%
Natural Science & Mathematics	11.9%	10.1%	9.4%	10.5%
Services	5.4%	6.5%	5.0%	6.2%
Social & Behavioral Sciences	10.4%	15.4%	10.1%	14.0%

Progress: Fall 2007 Cohort of First-Time, Degree-Seeking Students

Miami University

Entering Students in Fall 2007	Number in Cohort	First Year Measures						Second Year Measures				Fourth Year Measures			
		First Term Credits Attempted		Fall to Spring Persist-ence	Cumulative 1st Year Credit Attain-ment	Completed 80% or More of Credits Attempted	Transfer-red before Earning a Credential	Fall to Fall Persist-ence	Cumulative 2nd Year Credit Attainment	Continuous Enrollment (Fall| Spring)	Transfer-red before Earning a Credential	Cumulative 4th Year Credit Attainment		Continuous Enrollment (Fall| Spring)	Transfer-red before Earning a Credential
Full-Time		12-14	15 +		24 +				48 +			90 to <120	120 +		
Total	4231	23.1%	76.9%	93.6%	81.4%	92.8%	4.6%	83.4%	72.7%	79.1%	2.8%	19.9%	49.9%	65.2%	2.4%
By Discipline Area															
Arts & Humanities	1463	24.6%	75.4%	94.3%	80.7%	92.5%	4.2%	82.6%	72.0%	77.8%	3.6%	20.8%	47.4%	64.2%	2.4%
Business	764	16.2%	83.8%	95.2%	88.4%	96.6%	3.7%	86.9%	80.5%	84.9%	1.4%	20.9%	56.5%	71.2%	2.0%
Education	387	29.2%	70.8%	92.8%	77.8%	92.5%	3.6%	84.8%	70.0%	77.5%	3.9%	11.9%	56.8%	68.5%	2.1%
Engineering	219	22.8%	77.2%	95.9%	84.5%	94.5%	5.0%	87.2%	77.2%	83.1%	1.8%	17.4%	57.5%	70.8%	2.3%
Health	199	48.7%	51.3%	89.4%	70.4%	88.4%	4.5%	74.4%	60.3%	69.8%	1.5%	16.1%	39.7%	53.8%	4.5%
Law	0														
Natural Science & Mathematics	550	15.3%	84.7%	94.4%	82.9%	92.7%	5.8%	85.1%	74.4%	81.5%	2.5%	17.3%	54.2%	69.3%	2.5%
Services	131	22.1%	77.9%	90.1%	79.4%	90.8%	6.1%	84.7%	70.2%	77.1%	4.6%	21.4%	49.6%	63.4%	0.8%
Social & Behavioral Sciences	447	21.0%	79.0%	91.9%	80.8%	91.9%	5.4%	81.2%	69.8%	77.4%	2.7%	28.9%	39.4%	56.6%	2.2%
By Other Characteristics															
First Generation College	649	45.1%	54.9%	88.3%	59.8%	82.7%	8.6%	71.6%	50.5%	65.0%	5.1%	16.3%	29.7%	47.8%	3.9%
Pell Eligible	576	44.1%	55.9%	90.5%	61.5%	80.9%	5.9%	72.9%	51.9%	66.8%	5.0%	16.8%	30.7%	46.2%	4.5%
Took Remedial Courses	339	75.2%	24.8%	80.8%	29.2%	67.3%	4.7%	57.2%	20.4%	47.2%	7.4%	14.2%	3.8%	22.7%	5.3%
Female	2270	21.8%	78.2%	93.7%	83.9%	94.3%	4.1%	83.7%	75.2%	79.6%	2.6%	19.5%	52.7%	66.6%	2.0%
Age 18-24	4161	22.3%	77.7%	93.8%	82.0%	93.2%	4.6%	83.8%	73.3%	79.4%	2.8%	20.0%	50.6%	65.8%	2.4%
Age 25 and Older	51	86.3%	13.7%	80.4%	35.3%	72.5%	0.0%	60.8%	25.5%	58.8%	3.9%	11.8%	3.9%	23.5%	2.0%
By Race/Ethnicity															
American Indian or Alaskan Native	29	10.3%	89.7%	93.1%	82.8%	86.2%	3.4%	69.0%	58.6%	62.1%	6.9%	20.7%	41.4%	62.1%	0.0%
Asian or Pacific Islander	124	18.5%	81.5%	96.0%	85.5%	96.0%	3.2%	91.1%	80.6%	89.5%	0.0%	27.4%	50.8%	74.2%	2.4%
Black, non-Hispanic	177	39.0%	61.0%	93.8%	57.6%	79.7%	4.5%	75.1%	51.4%	68.9%	4.5%	27.7%	22.0%	48.0%	1.1%
Hispanic	81	16.0%	84.0%	97.5%	84.0%	97.5%	1.2%	92.6%	81.5%	85.2%	1.2%	30.9%	44.4%	66.7%	6.2%
White, non-Hispanic	3650	22.5%	77.5%	93.6%	82.4%	93.4%	4.8%	83.8%	73.9%	79.6%	2.8%	19.0%	52.1%	66.4%	2.4%
Nonresident Alien	39	28.2%	71.8%	92.3%	87.2%	100.0%	0.0%	66.7%	61.5%	66.7%	0.0%	20.5%	35.9%	48.7%	0.0%
Race Unknown	131	26.7%	73.3%	89.3%	76.3%	89.3%	3.1%	78.6%	62.6%	71.0%	3.8%	22.1%	36.6%	51.1%	1.5%

Progress: Fall 2007 Cohort of First-Time, Degree-Seeking Students

Miami University

Entering Students in Fall 2007	Number in Cohort	First Year Measures						Second Year Measures				Fourth Year Measures			
		First Term Credits Attempted		Fall to Spring Persist-ence	Cumulative 1st Year Credit Attain-ment	Completed 80% or More of Credits Attempted	Transfer-red before Earning a Credential	Fall to Fall Persist-ence	Cumulative 2nd Year Credit Attainment	Continuous Enrollment (Fall| Spring)	Transfer-red before Earning a Credential	Cumulative 4th Year Credit Attainment		Continuous Enrollment (Fall| Spring)	Transfer-red before Earning a Credential
Part-Time		< 6	6 +		12 +				24 +			45 to < 60	60 +		
Total	173	10.4%	89.6%	69.9%	34.7%	64.7%	5.2%	44.5%	28.9%	31.2%	3.5%	6.4%	17.3%	16.2%	2.9%
By Discipline Area															
Arts & Humanities	69	15.9%	84.1%	62.3%	31.9%	60.9%	4.3%	42.0%	29.0%	26.1%	5.8%	1.4%	17.4%	13.0%	2.9%
Business	21	0.0%	100.0%	90.5%	61.9%	90.5%	0.0%	71.4%	57.1%	57.1%	4.8%	9.5%	38.1%	19.0%	4.8%
Education	11	18.2%	81.8%	81.8%	27.3%	54.5%	9.1%	45.5%	27.3%	36.4%	0.0%	9.1%	18.2%	27.3%	0.0%
Engineering	8	12.5%	87.5%	62.5%	25.0%	62.5%	0.0%	25.0%	25.0%	25.0%	0.0%	0.0%	0.0%	12.5%	0.0%
Health	36	5.6%	94.4%	80.6%	44.4%	72.2%	5.6%	50.0%	30.6%	38.9%	2.8%	16.7%	19.4%	25.0%	5.6%
Law	0														
Natural Science & Mathematics	12	8.3%	91.7%	50.0%	16.7%	50.0%	8.3%	16.7%	8.3%	8.3%	0.0%	0.0%	8.3%	8.3%	0.0%
Services	3														
Social & Behavioral Sciences	9	0.0%	100.0%	55.6%	0.0%	22.2%	0.0%	44.4%	0.0%	22.2%	0.0%	11.1%	0.0%	11.1%	0.0%
By Other Characteristics															
First Generation College	74	6.8%	93.2%	62.2%	27.0%	58.1%	6.8%	37.8%	24.3%	29.7%	0.0%	6.8%	17.6%	13.5%	2.7%
Pell Eligible	75	5.3%	94.7%	77.3%	28.0%	56.0%	6.7%	45.3%	25.3%	30.7%	2.7%	5.3%	13.3%	16.0%	2.7%
Took Remedial Courses	79	6.3%	93.7%	70.9%	31.6%	50.6%	3.8%	40.5%	21.5%	25.3%	2.5%	7.6%	8.9%	11.4%	0.0%
Female	102	7.8%	92.2%	78.4%	40.2%	73.5%	5.9%	52.0%	34.3%	37.3%	2.9%	8.8%	18.6%	18.6%	2.9%
Age 18-24	111	9.9%	90.1%	64.9%	36.0%	61.3%	7.2%	41.4%	27.9%	27.0%	4.5%	5.4%	14.4%	13.5%	4.5%
Age 25 and Older	61	11.5%	88.5%	78.7%	32.8%	72.1%	1.6%	49.2%	31.1%	39.3%	1.6%	8.2%	23.0%	21.3%	0.0%
By Race/Ethnicity															
American Indian or Alaskan Native	2														
Asian or Pacific Islander	5														
Black, non-Hispanic	16	6.3%	93.8%	68.8%	25.0%	50.0%	0.0%	31.3%	25.0%	31.3%	6.3%	0.0%	12.5%	18.8%	0.0%
Hispanic	1														
White, non-Hispanic	146	10.3%	89.7%	69.2%	34.9%	65.1%	5.5%	45.9%	28.1%	30.8%	3.4%	6.2%	17.8%	17.1%	2.7%
Nonresident Alien	0														
Race Unknown	3														

Completion Rates: Six-Year Outcomes for Fall 2007 Cohort of First-Time, Degree-Seeking Students at Miami University

	Number in Cohort	Year 4 Outcomes						Year 5 Outcomes*						Year 6 Outcomes*					
		Associate Degree			Bachelor's Degree or Higher			Associate Degree			Bachelor's Degree or Higher			Associate Degree			Bachelor's Degree or Higher		
		Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total
Full-Time																			
Total	4231	0.7%	0.8%	1.5%	32.2%	19.9%	52.2%	0.6%	0.8%	1.4%	38.3%	27.0%	65.3%	0.6%	0.6%	1.3%	39.4%	28.8%	68.3%
By Discipline Area upon Entry																			
Arts & Humanities	1463	0.8%	0.3%	1.2%	15.9%	35.2%	51.1%	0.6%	0.3%	1.0%	20.1%	43.8%	63.9%	0.7%	0.4%	1.1%	20.7%	45.7%	66.4%
Business	764	0.5%	1.0%	1.6%	49.7%	12.0%	61.8%	0.7%	0.4%	1.0%	55.4%	18.8%	74.2%	0.7%	0.0%	0.7%	55.6%	20.4%	76.0%
Education	387	0.5%	0.8%	1.3%	38.5%	8.3%	46.8%	0.5%	1.8%	2.3%	49.9%	13.2%	63.0%	0.5%	1.3%	1.8%	51.2%	16.0%	67.2%
Engineering	219	0.0%	1.4%	1.4%	42.5%	7.3%	49.8%	0.0%	1.4%	1.4%	57.5%	11.4%	68.9%	0.0%	0.9%	0.9%	60.3%	12.3%	72.6%
Health	199	4.0%	2.0%	6.0%	26.6%	13.1%	39.7%	3.5%	2.5%	6.0%	29.6%	23.1%	52.8%	3.5%	3.5%	7.0%	30.7%	24.6%	55.3%
Law	0																		
Natural Science & Mathematics	550	0.7%	0.7%	1.5%	36.2%	19.5%	55.6%	0.5%	0.5%	1.1%	40.9%	27.3%	68.2%	0.4%	0.5%	0.9%	42.5%	28.5%	71.1%
Services	131	0.8%	2.3%	3.1%	41.2%	11.5%	52.7%	0.8%	1.5%	2.3%	47.3%	16.0%	63.4%	0.8%	0.8%	1.5%	48.9%	19.8%	68.7%
Social & Behavioral Sciences	447	0.0%	0.9%	0.9%	45.6%	5.4%	51.0%	0.0%	0.9%	0.9%	53.5%	8.3%	61.7%	0.0%	0.7%	0.7%	56.4%	9.2%	65.5%
By Other Characteristics																			
First Generation College	649	2.0%	2.3%	4.3%	16.2%	10.5%	26.7%	2.0%	2.0%	4.0%	22.7%	17.6%	40.2%	1.8%	1.8%	3.7%	23.6%	20.6%	44.2%
Pell Eligible	576	2.1%	2.4%	4.5%	15.1%	12.7%	27.8%	1.9%	2.1%	4.0%	21.2%	20.1%	41.3%	1.7%	1.6%	3.3%	23.4%	23.1%	46.5%
Took Remedial Courses	339	2.9%	2.4%	5.3%	1.5%	0.3%	1.8%	1.5%	2.1%	3.5%	5.0%	5.9%	10.9%	1.5%	2.1%	3.5%	6.2%	10.3%	16.5%
Female	2270	0.7%	0.8%	1.5%	36.1%	21.9%	58.0%	0.7%	0.7%	1.5%	41.1%	27.8%	69.0%	0.7%	0.7%	1.4%	42.4%	29.0%	71.5%
Age 18-24	4161	0.6%	0.7%	1.4%	32.7%	20.2%	52.8%	0.5%	0.7%	1.2%	38.8%	27.3%	66.1%	0.5%	0.6%	1.1%	39.9%	29.1%	69.0%
Age 25 and Older	51	9.8%	5.9%	15.7%	0.0%	0.0%	0.0%	11.8%	5.9%	17.6%	3.9%	0.0%	3.9%	9.8%	3.9%	13.7%	7.8%	5.9%	13.7%
By Race/Ethnicity																			
American Indian or Alaskan Native	29	0.0%	0.0%	0.0%	24.1%	17.2%	41.4%	0.0%	0.0%	0.0%	27.6%	34.5%	62.1%	0.0%	0.0%	0.0%	27.6%	34.5%	62.1%
Asian or Pacific Islander	124	0.8%	0.0%	0.8%	37.9%	22.6%	60.5%	0.0%	0.0%	0.0%	45.2%	29.0%	74.2%	0.0%	0.8%	0.8%	48.4%	29.0%	77.4%
Black, non-Hispanic	177	0.6%	1.7%	2.3%	12.4%	7.3%	19.8%	0.6%	0.6%	1.1%	23.2%	18.1%	41.2%	1.1%	0.6%	1.7%	26.6%	20.9%	47.5%
Hispanic	81	1.2%	1.2%	2.5%	30.9%	19.8%	50.6%	0.0%	2.5%	2.5%	35.8%	33.3%	69.1%	0.0%	2.5%	2.5%	37.0%	34.6%	71.6%
White, non-Hispanic	3650	0.8%	0.8%	1.6%	33.3%	20.7%	54.0%	0.7%	0.8%	1.5%	39.2%	27.4%	66.7%	0.7%	0.6%	1.3%	40.2%	29.3%	69.5%
Nonresident Alien	39	0.0%	0.0%	0.0%	33.3%	7.7%	41.0%	0.0%	0.0%	0.0%	41.0%	12.8%	53.8%	0.0%	0.0%	0.0%	41.0%	15.4%	56.4%
Race Unknown	131	0.0%	0.0%	0.0%	26.0%	17.6%	43.5%	0.0%	0.0%	0.0%	29.8%	23.7%	53.4%	0.0%	0.8%	0.8%	30.5%	25.2%	55.7%

* Year five and year six outcomes are cumulative

Completion Rates: Six-Year Outcomes for Fall 2007 Cohort of First-Time, Degree-Seeking Students at Miami University

	Number in Cohort	Year 4 Outcomes						Year 5 Outcomes*						Year 6 Outcomes*					
		Associate Degree			Bachelor's Degree or Higher			Associate Degree			Bachelor's Degree or Higher			Associate Degree			Bachelor's Degree or Higher		
		Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total
Part-Time																			
Total	173	5.2%	2.3%	7.5%	0.0%	0.6%	0.6%	7.5%	2.3%	9.8%	1.7%	1.7%	3.5%	7.5%	2.3%	9.8%	4.6%	1.7%	6.4%
By Discipline Area upon Entry																			
Arts & Humanities	69	2.9%	1.4%	4.3%	0.0%	1.4%	1.4%	2.9%	1.4%	4.3%	0.0%	4.3%	4.3%	2.9%	1.4%	4.3%	5.8%	4.3%	10.1%
Business	21	14.3%	4.8%	19.0%	0.0%	0.0%	0.0%	19.0%	4.8%	23.8%	9.5%	0.0%	9.5%	19.0%	4.8%	23.8%	9.5%	0.0%	9.5%
Education	11	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	9.1%	0.0%	9.1%	9.1%	0.0%	9.1%	9.1%	0.0%	9.1%	9.1%	0.0%	9.1%
Engineering	8	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Health	36	11.1%	2.8%	13.9%	0.0%	0.0%	0.0%	16.7%	2.8%	19.4%	0.0%	0.0%	0.0%	16.7%	2.8%	19.4%	0.0%	0.0%	0.0%
Law	0																		
Natural Science & Mathema	12	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.3%	0.0%	8.3%
Services	3																		
Social & Behavioral Science	9	0.0%	11.1%	11.1%	0.0%	0.0%	0.0%	0.0%	11.1%	11.1%	0.0%	0.0%	0.0%	0.0%	11.1%	11.1%	0.0%	0.0%	0.0%
By Other Characteristics																			
First Generation College	74	5.4%	2.7%	8.1%	0.0%	0.0%	0.0%	8.1%	2.7%	10.8%	0.0%	1.4%	1.4%	8.1%	2.7%	10.8%	2.7%	1.4%	4.1%
Pell Eligible	75	1.3%	1.3%	2.7%	0.0%	0.0%	0.0%	5.3%	1.3%	6.7%	0.0%	0.0%	0.0%	6.7%	1.3%	8.0%	2.7%	0.0%	2.7%
Took Remedial Courses	79	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.5%	0.0%	2.5%	1.3%	0.0%	1.3%	3.8%	0.0%	3.8%	2.5%	0.0%	2.5%
Female	102	5.9%	2.0%	7.8%	0.0%	1.0%	1.0%	8.8%	2.0%	10.8%	1.0%	2.0%	2.9%	9.8%	2.0%	11.8%	2.9%	2.0%	4.9%
Age 18-24	111	2.7%	0.9%	3.6%	0.0%	0.9%	0.9%	3.6%	0.9%	4.5%	2.7%	2.7%	5.4%	3.6%	0.9%	4.5%	5.4%	2.7%	8.1%
Age 25 and Older	61	9.8%	4.9%	14.8%	0.0%	0.0%	0.0%	14.8%	4.9%	19.7%	0.0%	0.0%	0.0%	14.8%	4.9%	19.7%	3.3%	0.0%	3.3%
By Race/Ethnicity																			
American Indian or Alaskan	2																		
Asian or Pacific Islander	5																		
Black, non-Hispanic	16	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.3%	0.0%	6.3%	0.0%	0.0%	0.0%
Hispanic	1																		
White, non-Hispanic	146	6.2%	2.1%	8.2%	0.0%	0.7%	0.7%	8.9%	2.1%	11.0%	2.1%	2.1%	4.1%	8.2%	2.1%	10.3%	5.5%	2.1%	7.5%
Nonresident Alien	0																		
Race Unknown	3																		

* Year five and year six outcomes are cumulative

Completion: Associate and Bachelor's Degrees Awarded in 2012-2013 at Miami University

	Associate Degree			Bachelor's Degree		
	Number Awarded	Average Credits Earned	Median Time to Completion (Years)	Number Awarded	Average Credits Earned	Median Time to Completion (Years)
Native						
Total	157	96.3	4.3	2,113	134.1	3.7
By Discipline Area						
Arts & Humanities	71	95.5	5.0	357	132.3	4.0
Business	33	83.8	4.3	433	129.8	3.7
Education	12	110.8	4.3	298	141.1	3.7
Engineering	10	123.8	4.0	134	140.6	4.3
Health	0			92	141.8	3.7
Law	0			-		
Natural Science & Mathematics	10	111.0	5.3	225	135.9	3.7
Services	17	89.5	3.3	145	132.7	4.0
Social & Behavioral Sciences	4			429	130.8	3.7
By Other Characteristics						
First Generation College	79	93.7	4.3	342	139.2	4.3
Pell Eligible	101	98.4	4.7	551	137.4	4.3
Took Remedial Courses	59	99.1	4.7	96	144.3	5.8
Female	90	94.9	4.7	1,172	134.2	3.7
By Race / Ethnicity						
American Indian or Alaskan Native	1			13	136.8	4.3
Asian or Pacific Islander	1			63	133.3	3.7
Black, non-Hispanic	13	99.3	5.0	100	137.1	4.3
Hispanic	2			55	135.5	3.7
White, non-Hispanic	135	95.8	4.3	1,788	133.8	3.7
Two or More Races	1			-		
Nonresident Alien	0			41	128.9	4.0
Race Unknown	4			53	141.5	4.3

Completion: Associate and Bachelor's Degrees Awarded in 2012-2013 at Miami University

	Associate Degree			Bachelor's Degree		
	Number Awarded	Average Credits Earned	Median Time to Completion (Years)	Number Awarded	Average Credits Earned	Median Time to Completion (Years)
Transfer						
Total	58	81.6	3.7	1,609	118.4	3.7
By Discipline Area						
Arts & Humanities	24	73.4	4.5	240	113.2	3.7
Business	9	68.3	2.3	466	119.6	3.7
Education	2			149	132.3	3.7
Engineering	10	116.2	4.2	136	109.5	3.7
Health	0			71	123.3	3.7
Law	0			-		
Natural Science & Mathematics	6	76.5	4.3	125	123.9	3.7
Services	5			100	117.3	3.7
Social & Behavioral Sciences	2			322	115.1	3.7
By Other Characteristics						
First Generation College	27	75.6	4.3	210	114.0	3.7
Pell Eligible	38	82.5	4.3	346	116.6	3.7
Took Remedial Courses	30	79.5	4.3	76	109.2	3.7
Female	26	78.7	4.2	913	119.8	3.7
By Race / Ethnicity						
American Indian or Alaskan Native	0			6	115.5	3.7
Asian or Pacific Islander	1			46	122.5	3.7
Black, non-Hispanic	9	73.1	4.3	68	122.5	4.0
Hispanic	4			39	119.0	3.7
White, non-Hispanic	42	82.0	3.7	1,309	118.4	3.7
Two or More Races	1			3		
Nonresident Alien	0			92	118.2	3.7
Race Unknown	1			46	111.0	3.7

Academic and Student Affairs
Resolution

Joint Resolution of Miami University Board of Trustees and the Sinclair Community College Board of Trustees

This partnership agreement indicates the commitment of Miami University and Sinclair Community College to a regional strategy for higher education designed to expand access, increase student attainment, and support student attainment of educational goals. Part of this partnership is a process that facilitates transitions from one institution to another and clearly delineates a pathway to a baccalaureate degree for highly qualified students transferring from Sinclair Community College.

Miami University and Sinclair Community College Partnership
Resolution 2014-xx

WHEREAS, the future growth and prosperity of the state of Ohio depends on increasing educational attainment; and

WHEREAS, the state of Ohio has set a goal of increasing the number of baccalaureate degrees; and

WHEREAS, Miami University has a goal of increasing its transfer student population; and

WHEREAS, Sinclair Community College is an open access institution, providing opportunities for diverse learners and is committed to assisting all students from all backgrounds who seek to pursue postsecondary education; and

WHEREAS, Miami University and Sinclair Community College wish to establish mutually beneficial collaborations that address regional workforce needs in a more strategic and sustainable fashion; and

WHEREAS, the partners recognize the resource constraints faced by the state of Ohio and are committed to thoughtful stewardship of funds, seeking to maximize the use of assets already in place and ensuring that future investments increase access without duplicating resources; and

WHEREAS, the partners are committed to advancing the principles of access, quality, affordability, efficiency, and economic leadership:

THEREFORE BE IT RESOLVED: that Miami University and Sinclair Community College establish a partnership that will guarantee access to a Miami University baccalaureate degree for highly qualified students transferring from Sinclair Community College.

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

BOARD OF TRUSTEES
ROUDEBUSH HALL ROOM 212
OXFORD, OHIO 45056
(513) 529-6225 MAIN
(513) 529-3911 FAX
WWW.MIAMIOH.EDU

April 24, 2014
Academic and Student Affairs

RESOLUTION R2014-xx

BE IT RESOLVED: that the Board of Trustees hereby affirms the appointment of

Professor of Theater Elizabeth Reitz Mullenix
as Dean of the College of Creative Arts

effective July 1, 2014.

MIAMI UNIVERSITY
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OXFORD, OHIO 45056
(513) 529-6225 MAIN
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WWW.MIAMIOH.EDU

April 25, 2104
Academic and Student Affairs

RESOLUTION R2014-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the recommendation for the awarding of tenure to the following individuals, effective July 1, 2014:

Howard J. Karger
Chair & Professor
Family Studies & Social Work

Roland Sintos Coloma
Chair & Professor
Department of Teacher Education

L. Allison Jones-Farmer
Van Andel Professor
Information Systems & Analytics

Enrollment Management Update

Board of Trustees
April 24, 2014

Michael S. Kabbaz, Office of Enrollment Management

MIAMI UNIVERSITY

2014 Enrollment Goals

First-year Objectives:

- 3,600 – 3,700 first-year target
- Manage divisional targets
- Maintain quality
- Increase selectivity
- Increase non-resident enrollment
  - Non-resident domestic
  - International
- Increase ethnic/racial diversity

Other Enrollment Objectives:

- Increase transfer enrollment
- Increase ACE Program enrollment
- Expand TOP Program

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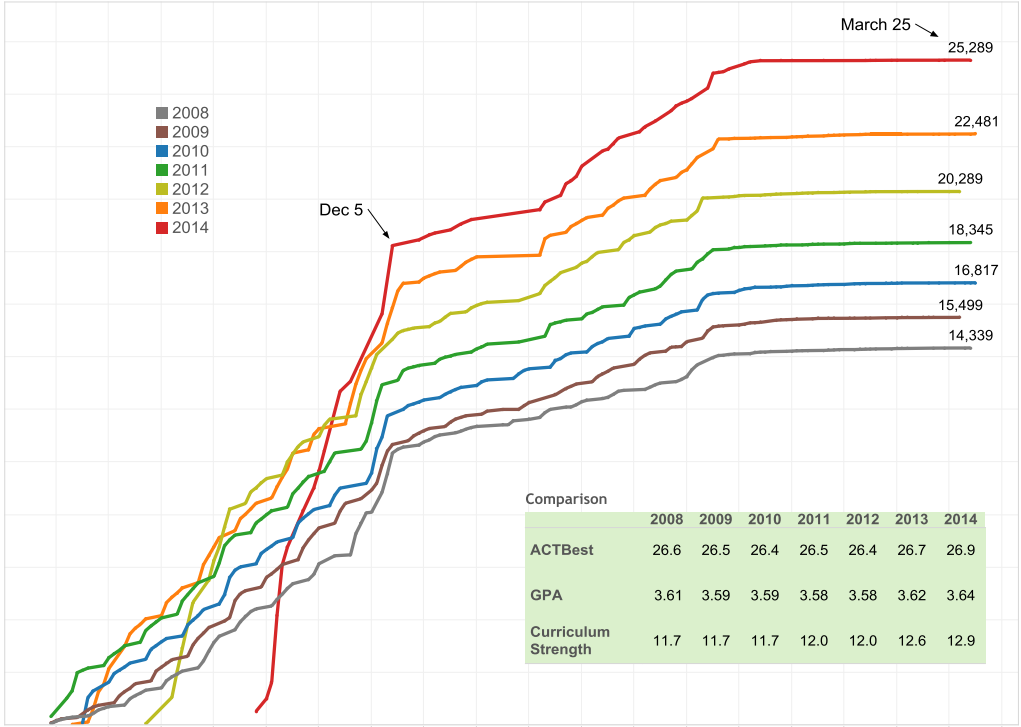
OFFICE OF ENROLLMENT MANAGEMENT

Application and Key Indicator History



Comparison

	2008	2009	2010	2011	2012	2013	2014
ACTBest	26.6	26.5	26.4	26.5	26.4	26.7	26.9
GPA	3.61	3.59	3.59	3.58	3.58	3.62	3.64
Curriculum Strength	11.7	11.7	11.7	12.0	12.0	12.6	12.9

Enrollment Research and Analysis
3/26/14

MIAMI UNIVERSITY
OFFICE OF ENROLLMENT MANAGEMENT

Fall 2014 –Status by Academic Division

	Applied				Admitted				Confirmed			
	2013	2014	Diff.	%	2013	2014	Diff.	%	2013	2014	Diff.	%
College of Engineering & Computing	2,982	3,331	349	11.7%	2,016	2,318	302	15.0%	357	292	(65)	-18.2%
College of Arts & Science	9,409	10,815	1,406	14.9%	6,122	6,957	835	13.6%	1,068	1,059	(9)	-0.8%
Farmer School of Business	6,824	7,774	950	13.9%	3,410	3,586	176	5.2%	756	626	(130)	-17.2%
FSB/University Studies	-	-	-	0.0%	1,255	1,312	57	4.5%	302	345	43	14.2%
College of Education, Health & Society	2,389	2,330	(59)	-2.5%	1,543	1,528	(15)	-1.0%	360	330	(30)	-8.3%
College of Creative Arts	912	1,047	135	14.8%	605	662	57	9.4%	134	143	9	6.7%
CCA/University Studies	-	-	-	0.0%	9	8	(1)	-11.1%	1	-	(1)	-100.0%
Total	22,516	25,297	2,781	12.4%	14,960	16,371	1,411	9.4%	2,978	2,795	(183)	-6.1%

Note: Data are as of 4/23/2014

MIAMI UNIVERSITY
OFFICE OF ENROLLMENT MANAGEMENT

Fall 2014 –Status by Residency

	Applied				Admitted				Confirmed			
	2013	2014	Diff.	%	2013	2014	Diff.	%	2013	2014	Diff.	%
Non-resident	12,092	14,858	2,766	22.9%	7,959	9,538	1,579	19.8%	1,152	1,175	23	2.0%
Domestic non-resident	9,803	11,239	1,436	14.6%	6,901	8,091	1,190	17.2%	1,034	993	(41)	-4.0%
International non-resident	2,289	3,619	1,330	58.1%	1,058	1,447	389	36.8%	118	182	64	54.2%
Resident	10,319	10,319	-	0.0%	6,955	6,780	(175)	-2.5%	1,826	1,610	(216)	-11.8%
Residency TBD	105	120	15	14.3%	46	53	7	15.2%	-	10	10	0.0%
Total	22,516	25,297	2,781	12.4%	14,960	16,371	1,411	9.4%	2,978	2,795	(183)	-6.1%

Note: Data are as of 4/23/2014

MIAMI UNIVERSITY
OFFICE OF ENROLLMENT MANAGEMENT

Fall 2014
Accepted Student Key Quality Indicators

	Applications	Accepts	Accept Rate	Avg GPA	Avg ACT Best	Curriculum Strength	Students of Color	Non-Resident
2014	25,298	16,360	64.7%	3.80	28.3	14.3	13.7%	58.6%
2013	22,520	15,034	66.7%	3.77	27.9	13.9	13.4%	53.6%
Difference	12.3%	8.7%	-2.0%	0.03	0.4	0.4	0.3%	5.0%

Note: 2013 data are final; 2014 data are preliminary as of 4/23/2014

MIAMI UNIVERSITY
OFFICE OF ENROLLMENT MANAGEMENT

Fall 2014
Wait List Status

	Offers	Offers Accepted	Avg GPA	Avg ACT Best	Avg HS Curriculum	Non-Resident
2014	3,321	904	3.24	24.1	8	53.5%
2013	2,894	733	3.20	23.6	9	51.6%
Difference	14.7%	23.3%	0.04	0.5	-1	1.9%

Note: 2013 data are final; 2014 are preliminary as of 4/23/2014

MIAMI UNIVERSITY
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Honors Program

Fall 2014 Enrollment Target:
400 first-year students

	# Selected	Avg ACT Best	Avg GPA	Avg HS Curriculum	Non-Resident	Students of Color	UASP Overlap
Fall 2014	1945	32.8	4.3	18.7	56.7%	20.2%	13.2%
Fall 2013	1309	31.5	4.2	18.5	48.6%	17.1%	9.9%

254 confirmed students or a 2% YTD decrease versus fall 2013

Note: Honors Program for fall 2014 did not require a separate application; data are as of 4/23/2014

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University Academic Scholars Program

Fall 2014 Enrollment Target:
180 first-year students across 13 designations

	# Selected	Avg ACT Best	Avg GPA	Avg HS Curriculum	Non-Resident	Students of Color	Female
Fall 2014	664	31.6	4.2	18.2	52.3%	27.7%	61.4%
Fall 2013	502	31.3	4.1	17	50%	37%	53%

142 confirmed students or a 13.6% YTD increase versus fall 2013

Note: Data are as of 4/23/2014

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What Do We Know?

- Model predictions fall in range of meeting 3,645 first-year goal on October 15 with some wait list activity (as with fall 2013)
- Confirms are down, but remaining active admits are nearly 1,800 more than last year
- Higher ability students have more options and generally deposit later; however, targeted wait list efforts are underway to mitigate deficit before final weekend prior to May 1
- Yield is down
  - More applications with significant increase in quality (applicant pool and confirmed)
  - Virtually flat aid budget
- It's early— the deadline is May 1
  - We need to receive about 1,000 additional confirms to meet the enrollment goal
  - April 28, 29, 30 and May – historically produce an average of 500 or so confirmations
  - High-ability students tend to melt at higher rates
  - We cannot predict wait list activity and aid awards at competitor institutions
- We typically "melt" approximately 6% of students over the summer; melt percentages vary greatly among resident and non-resident (domestic and international)

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Other Enrollment Goals

American Culture and English (ACE) Program

- Fall 2014 enrollment goal is 150 first-year students
- 177 confirmed students or a 123% YTD increase versus fall 2013

Transfers

- Fall 2014 enrollment goal is 300 students
- 67 confirmed students or a 32% YTD decrease versus fall 2013

Note: Data are as of 4/23/2014

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TOP Overview (Oxford and Regionals)

- The Oxford Pathway (TOP) cohort program is a semester-long, intensive learning program for students who reside within driving distance (50 miles or less) of the regional campuses.
- These are local students who have solid academic records but are waitlisted to the selective Oxford campus.
- Students enrolling in TOP begin their Miami journey by taking classes on the regional campuses during the fall term and can then transition to the Oxford campus for spring semester upon completion of program requirements. Students enrolling on the Oxford campus are guaranteed on-campus housing for the spring semester.

# of Students Offered	Avg ACT Best	Avg GPA	Avg HS Curriculum
771	23.4	3.4	8.2

Spring 2015 enrollment goal is 38 first-year Oxford students:

- 84 students have expressed interest
- 30 confirmations to date (May 1 deadline)

Note: Data are as of 4/23/2014

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CSCC Guarantee of Transfer Admission

- Columbus-area students denied admission to the Oxford campus for fall 2014 were invited to fulfill the requirements of the Guarantee of Transfer Admission at Columbus State Community College (CSCC) through our partnership program.
- Students residing in the following counties were offered the CSCC Guarantee of Transfer Admission: Delaware, Franklin, Licking, Madison, Pickaway, and Union.
- These students have a variety of four-year college options available to them. By providing them with a guarantee, a variety of on-site support services, and a clear and seamless pathway through the CSCC-MU partnership, the goal is to shift students' thinking about their ability to later enroll at Miami.

# of Students Offered	Avg ACT Best	Avg GPA	Avg HS Curriculum
157	21.4	3.19	9

Note: Data are as of 4/23/2014

MIAMI UNIVERSITY
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Miami University and Sinclair Community College Agreement

- Establishment of a formalized institutional articulation agreement with Sinclair Community College to facilitate the transfer of students through targeted academic programs, student support services, and active recruitment activities.
- Enrollment at Sinclair is 23,076. Approximately 33% of Sinclair students are interested in transferring to four-year colleges and universities.
- Establishes an integrated and on-going Miami University presence on Sinclair's campuses with routine office hours, outreach activities, and shared marketing.
- Enables Sinclair students to develop an early and dual identity with all Miami University campuses through the utilization of scholarship dollars, shared resources, mentoring, and on- and off-programming.
- Provides seamless transition and degree completion pathways using shared advising, course development, course equivalencies, and major- and program-specific guides.

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Partnership Timeline

April 2014

- Approval of general overarching institutional articulation agreement

May 2014

- Increase Miami University presence at Sinclair
- Develop a robust marketing campaign
- Identify and recruit prospective transfer students
- Develop and refine addendums, targeted program- and major-specific guides, and determination of course equivalencies

October 2014

- Official signing ceremony for the institutional articulation agreement

MIAMI UNIVERSITY
OFFICE OF ENROLLMENT MANAGEMENT

The Graduate School and Research: An Update to the Board of Trustees

Jim Oris

Associate Provost for Research

Dean of the Graduate School

Miami University

April 24, 2014

MIAMI UNIVERSITY

talented people give talented people freedom to ensure

Research Office - Initiatives

- External Proposal Submission Incentive (EPSI)
  - Cash incentive for submitting external proposals
  - Up to $1,000 per year of professional expense

MIAMI UNIVERSITY

Research Office - Initiatives

- External Proposal Submission Incentive (EPSI)

Q1+Q2 Grant Proposal Submissions FY11-FY14 All submissions with an OARS Proposal Approval Form		
	# Submissions	$ Total Requested
FY11	255	46,279,509
FY12	253	48,495,516
FY13	274	51,116,811
FY14	234	63,039,229

MIAMI UNIVERSITY

Research Office - Initiatives

- External Proposal Submission Incentive (EPSI)
- Capital Equipment matching
  - $200,000 per year available for up to 1:1 equipment matching
  - Also leveraged with OBOR Ohio Action Fund

Research Office - Initiatives

- External Proposal Submission Incentive (EPSI)
- Capital Equipment matching
- Tuition waivers for grant-funded GA stipends
  - OARS provides tuition waiver for up to 100 grant-funded GA's/year
  - RCM deans see these as "revenue"

Research Office - Initiatives

- External Proposal Submission Incentive (EPSI)
- Capital Equipment matching
- Tuition waivers for grant-funded GA stipends
- Indirect Costs distribution
  - RCM distributes 80% of F&A to division of the award

    20% to OARS

    60% to Academic Dean

    15% to Department

    5% to Principal Investigator

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Research Office - Initiatives

- External Proposal Submission Incentive (EPSI)
- Capital Equipment matching
- Tuition waivers for grant-funded GA stipends
- Indirect Costs distribution
- Interdisciplinary Research Round Table
  - "Speed Dating for Researchers"
  - Seeking involvement of wide range of disciplines
  - $25,000 awards to teams to initiate collaborations

MIAMI UNIVERSITY

Research Office - Initiatives

- External Proposal Submission Incentive (EPSI)
- Capital Equipment matching
- Tuition waivers for grant-funded GA stipends
- Indirect Costs distribution
- Interdisciplinary Round Table
- Office of Research for Undergraduates
  - Director of Undergraduate Research (July, 2014)
  - Renovations in King Library (September/October, 2014)

MIAMI UNIVERSITY

Office of Research for Undergraduates

Research Office - Initiatives

- External Proposal Submission Incentive (EPSI)
- Capital Equipment matching
- Tuition waivers for grant-funded GA stipends
- Indirect Costs distribution
- Interdisciplinary Round Table
- Office of Research for Undergraduates
- Electronic Research Administration System
  - Evisions CAYUSE system implementation
  - Electronic workflow, proposal submission, and reporting

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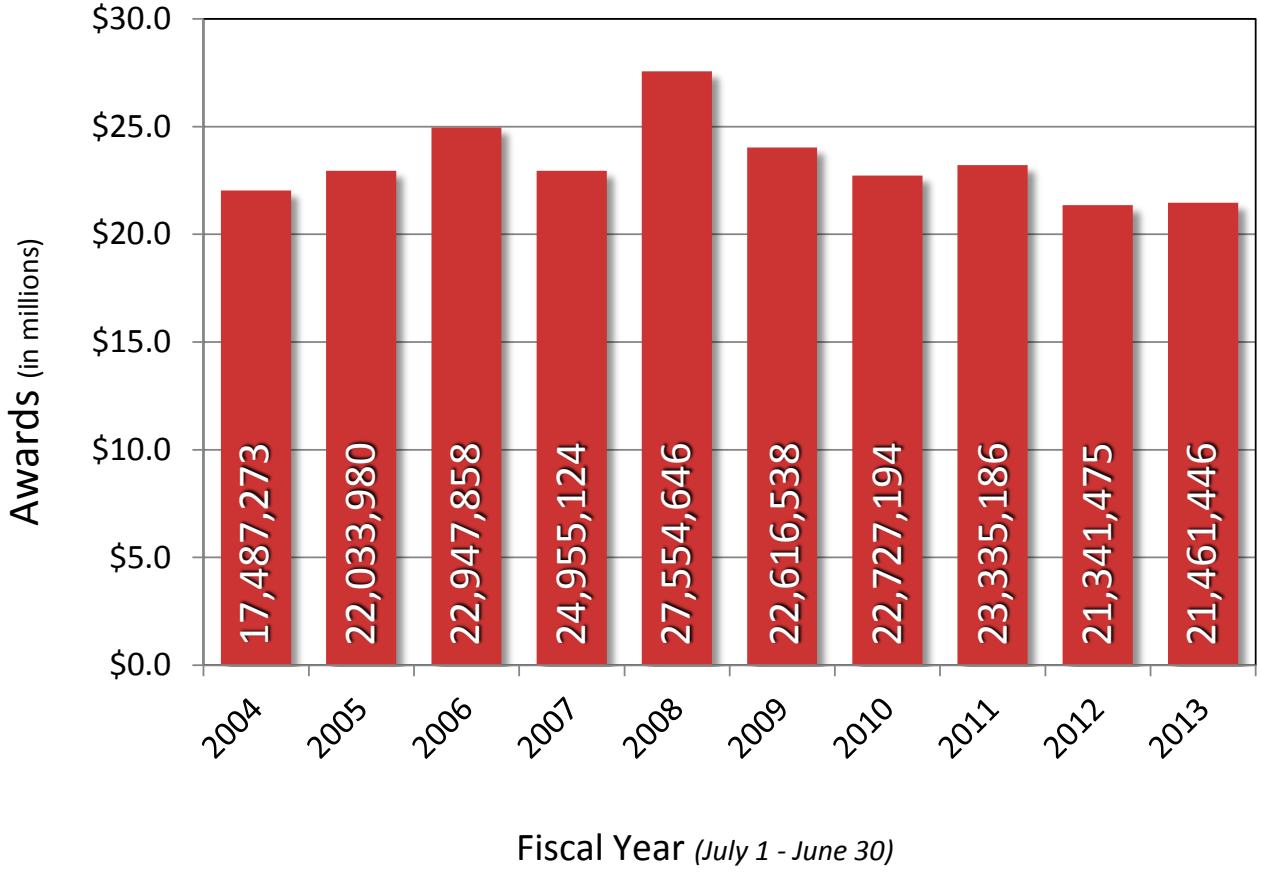
Research Funding – 10 Year Trend



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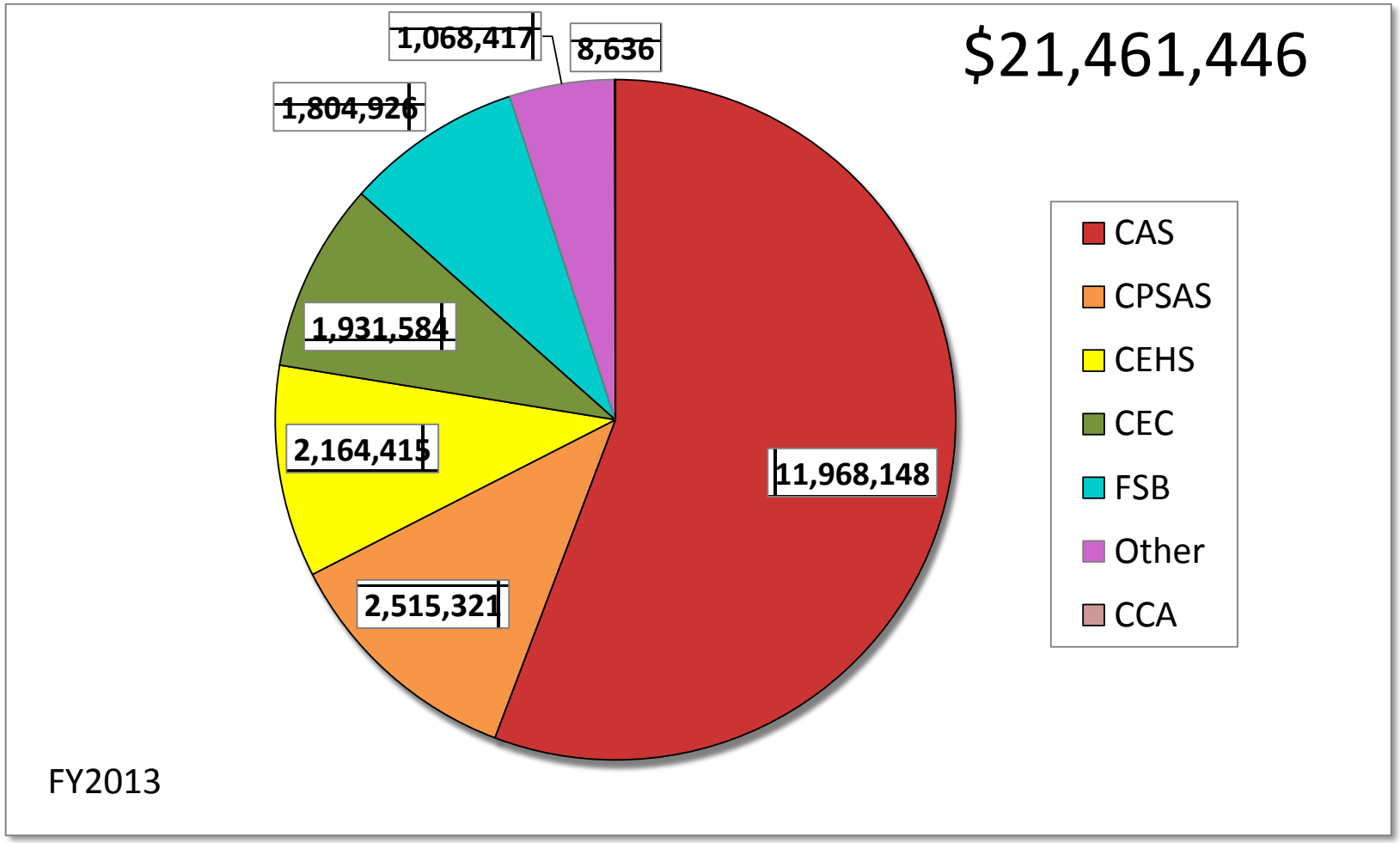
Research Funding – By Division



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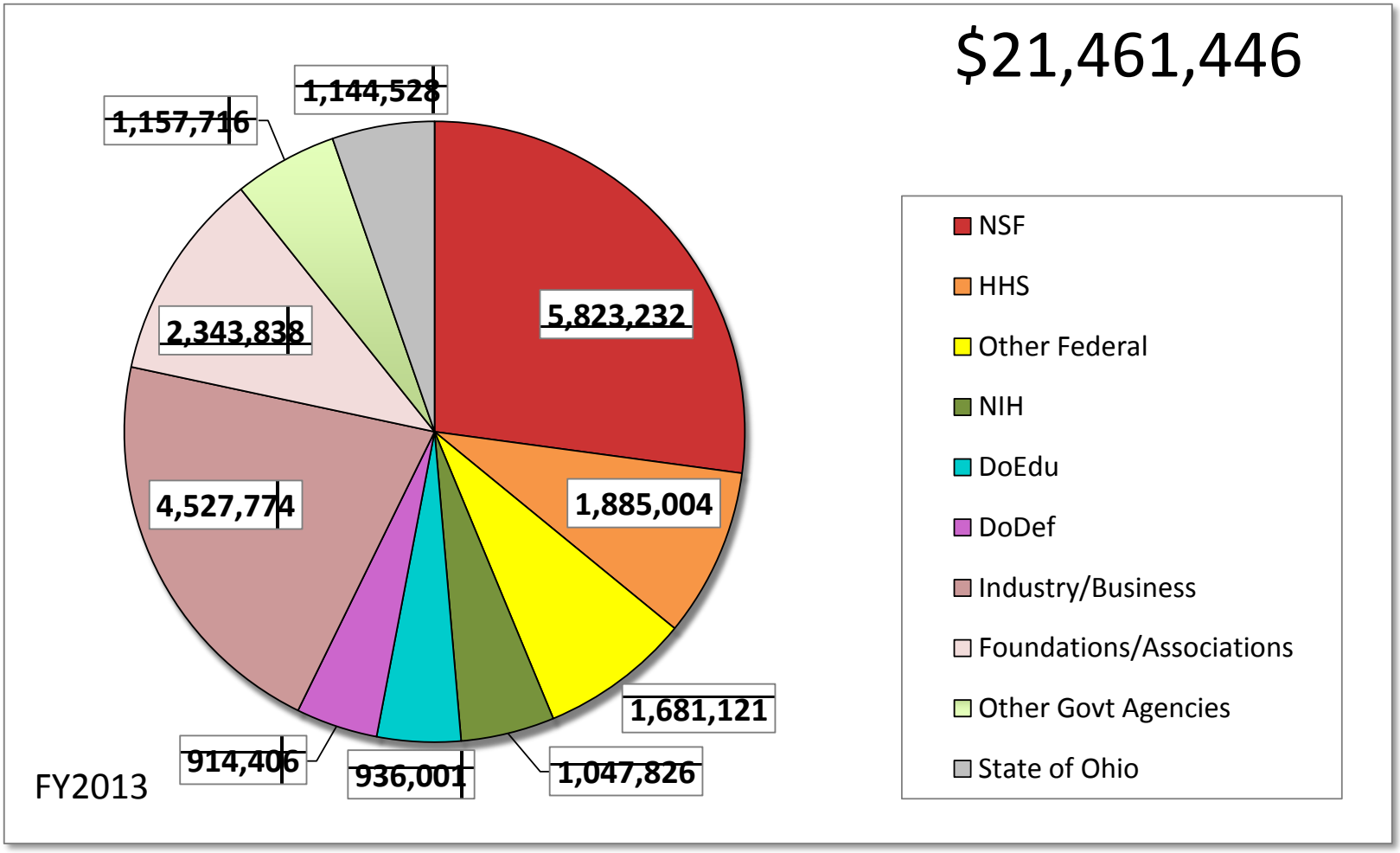
Research Funding – By Source



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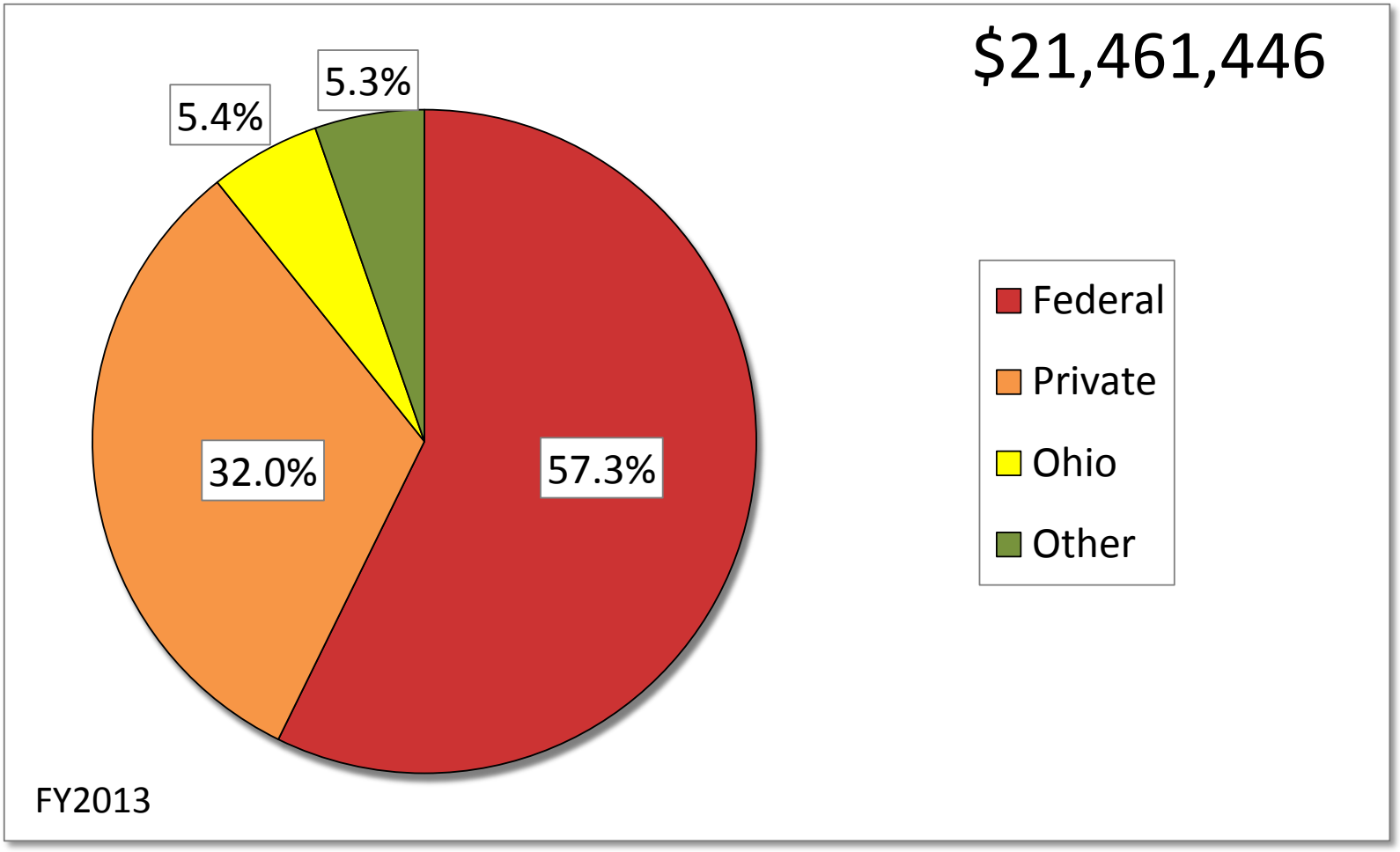
Research Funding – By Source



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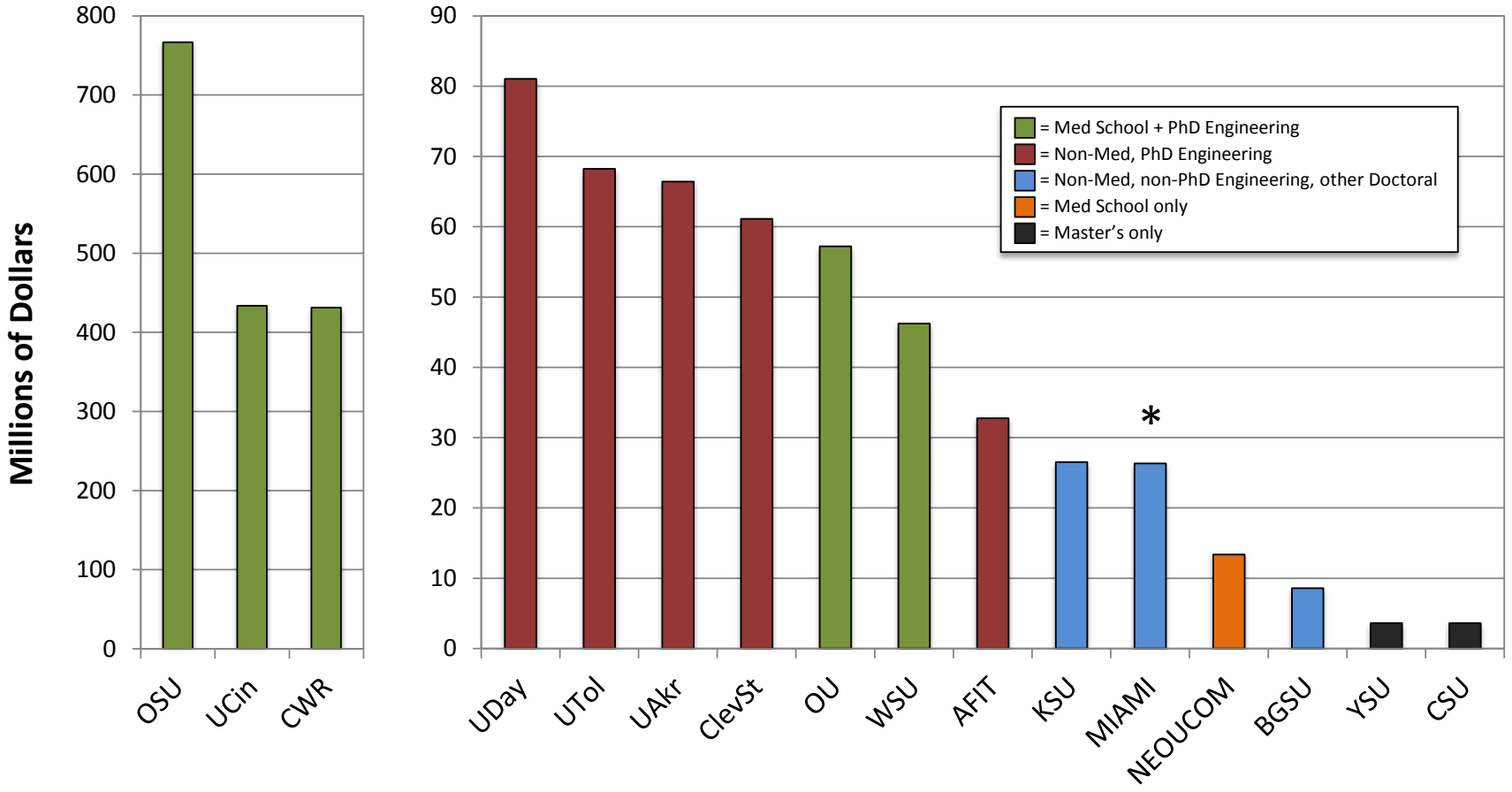
Ohio R&D Expenditures FY2012

SOURCE: *NSF Survey on Higher Education Research & Development (HERD) Report*



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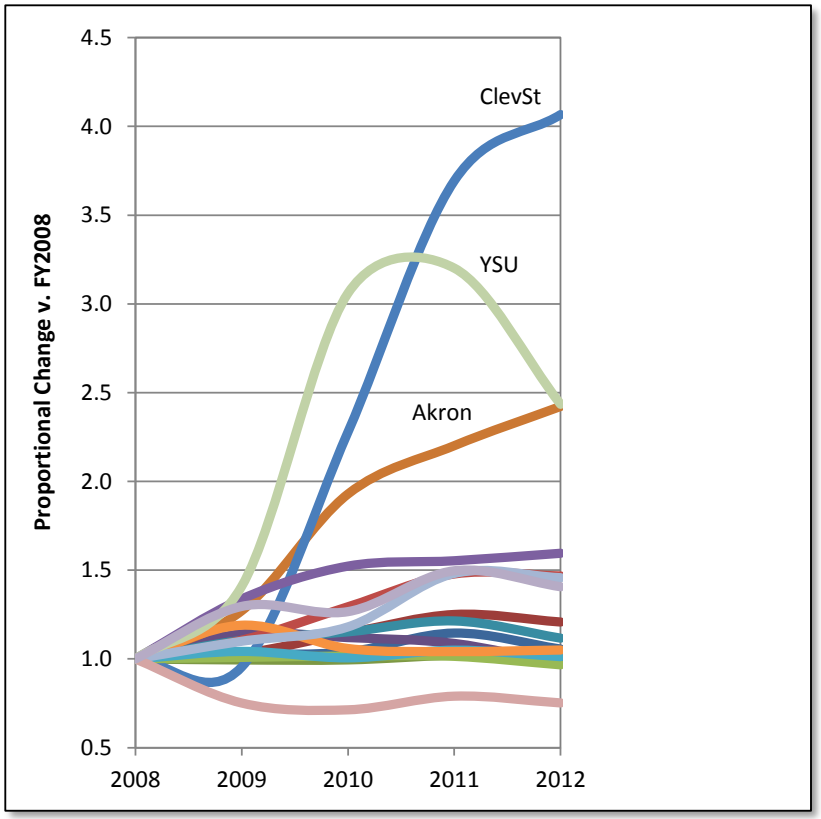
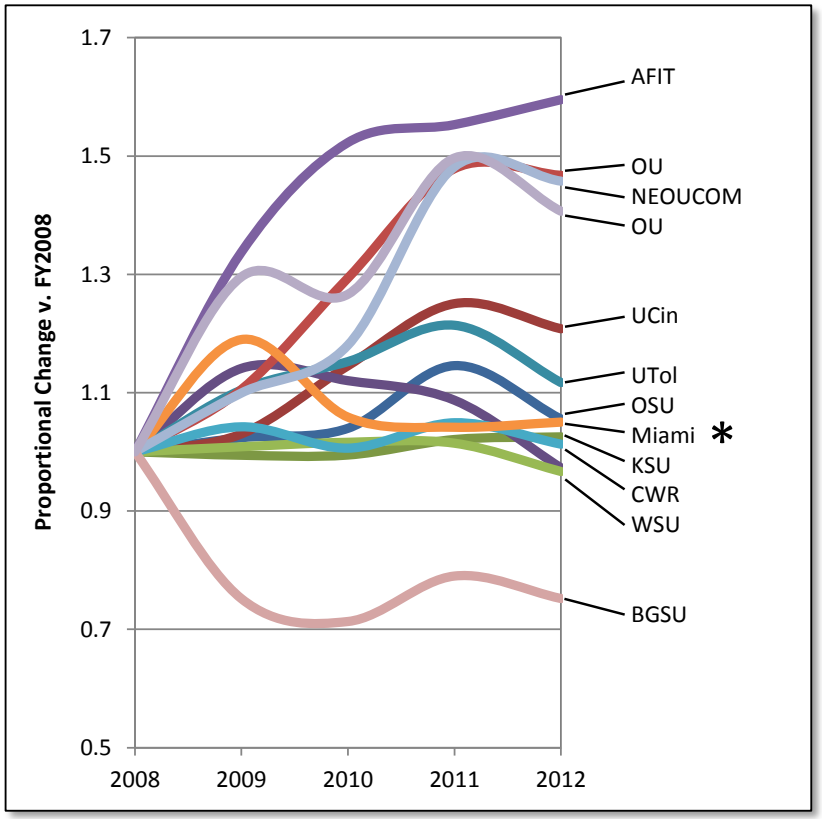
Ohio R&D Expenditures – 5 Yr Trend

SOURCE: *NSF Survey on Higher Education Research & Development (HERD) Report*





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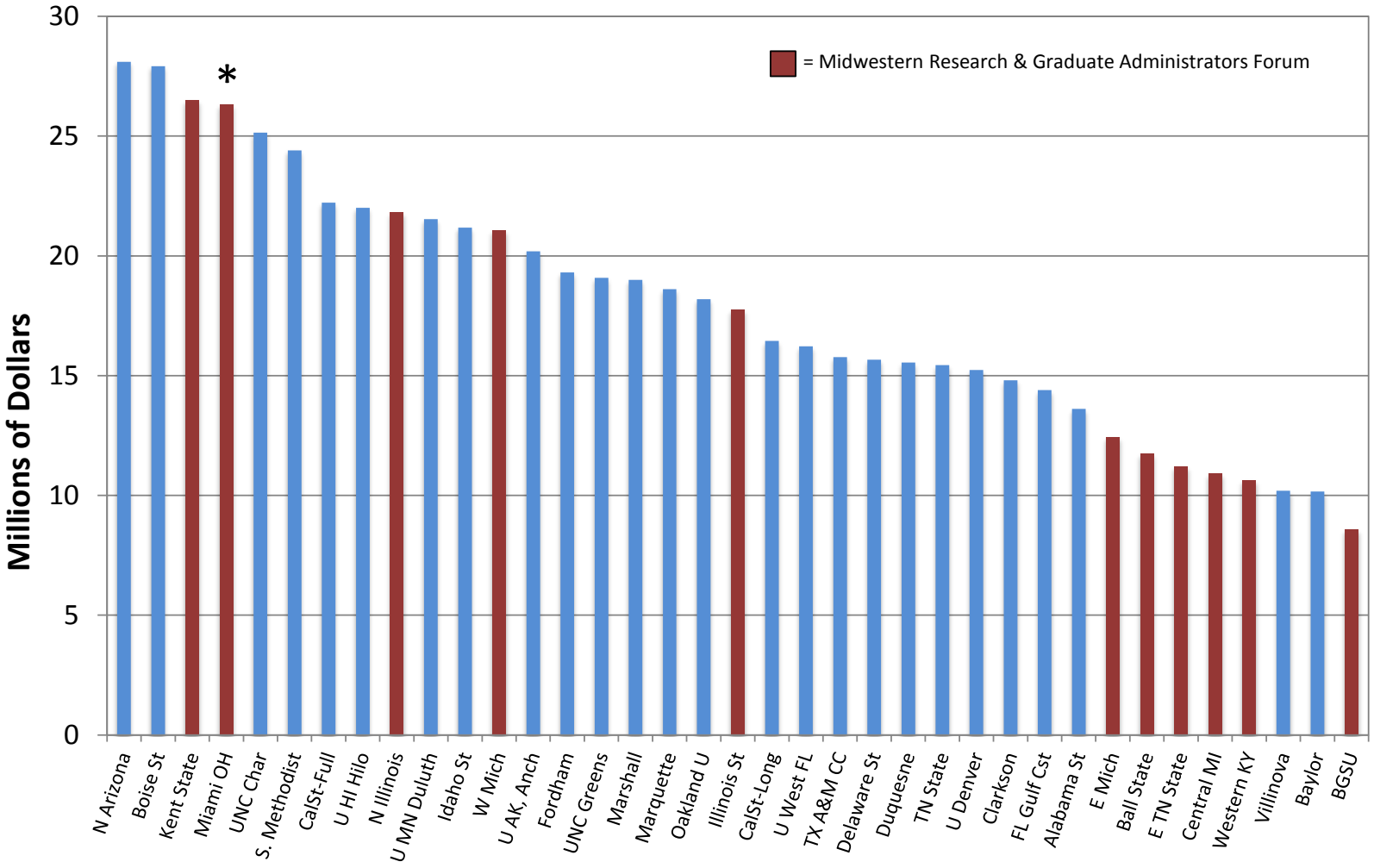
R&D Expenditures FY2012

SOURCE: *NSF Survey on Higher Education Research & Development (HERD) Report*



MIAMI UNIVERSITY

External Funding Levels By Fiscal Year (Q1+Q2)

Awards Processed by Grants and Contracts Only -
Does not include royalties, in-kind services, student financial aid,
or funds processed by University Advancement

	FY11	FY12	FY13	FY14
	Jul-Dec	Jul-Dec	Jul-Dec	Jul-Dec
Univ. Totals				
$ Awarded	*11,507,141*	*11,757,356*	*8,794,875*	*9,886,191*
# Awards	*129*	*127*	*125*	*121*

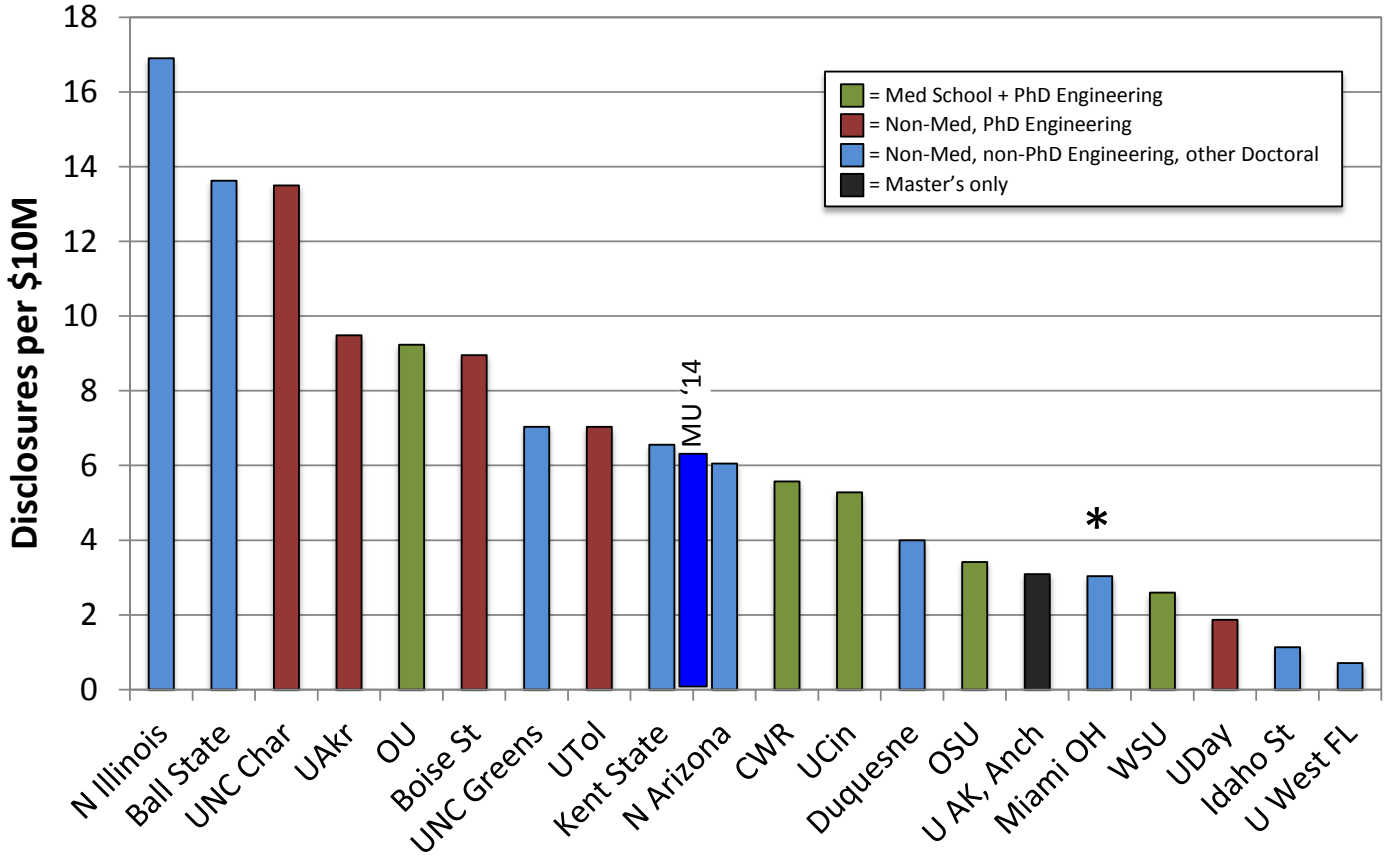
MIAMI UNIVERSITY

Intellectual Property

Miami University Office of Technology Transfer & Business Partnerships			
Fiscal Year	**Invention Disclosures**	**Patents Filed**	**Patents Issued**
2009	6	5	2
2010	5	6	1
2011	8	2	1
2012	8	2	1
2013	7	7	1
2014*	12	4	1
* preliminary/ytd			

IP Activity FY2012

SOURCE: *AUTM Annual Licensing Activity Survey (ALAS)*



MIAMI UNIVERSITY

Graduate School

- Enrollment Trends

Graduate Enrollment by Bursar Headcount October 15						
	Fall 2008	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**
CAS	776	882	1,003	1,144	1,192	1,257
CEHS	452	470	528	452	434	453
CEC	35	44	44	50	52	56
FSB	74	105	138	140	95	130
CCA	85	75	86	79	79	81
Total Matriculated	1,422	1,576	1,799	1,865	1,851	1,977
Non-Matriculated	1,013	638	804	595	755	499
TOTAL	2,435	2,214	2,603	2,460	2,606	2,476

MIAMI UNIVERSITY

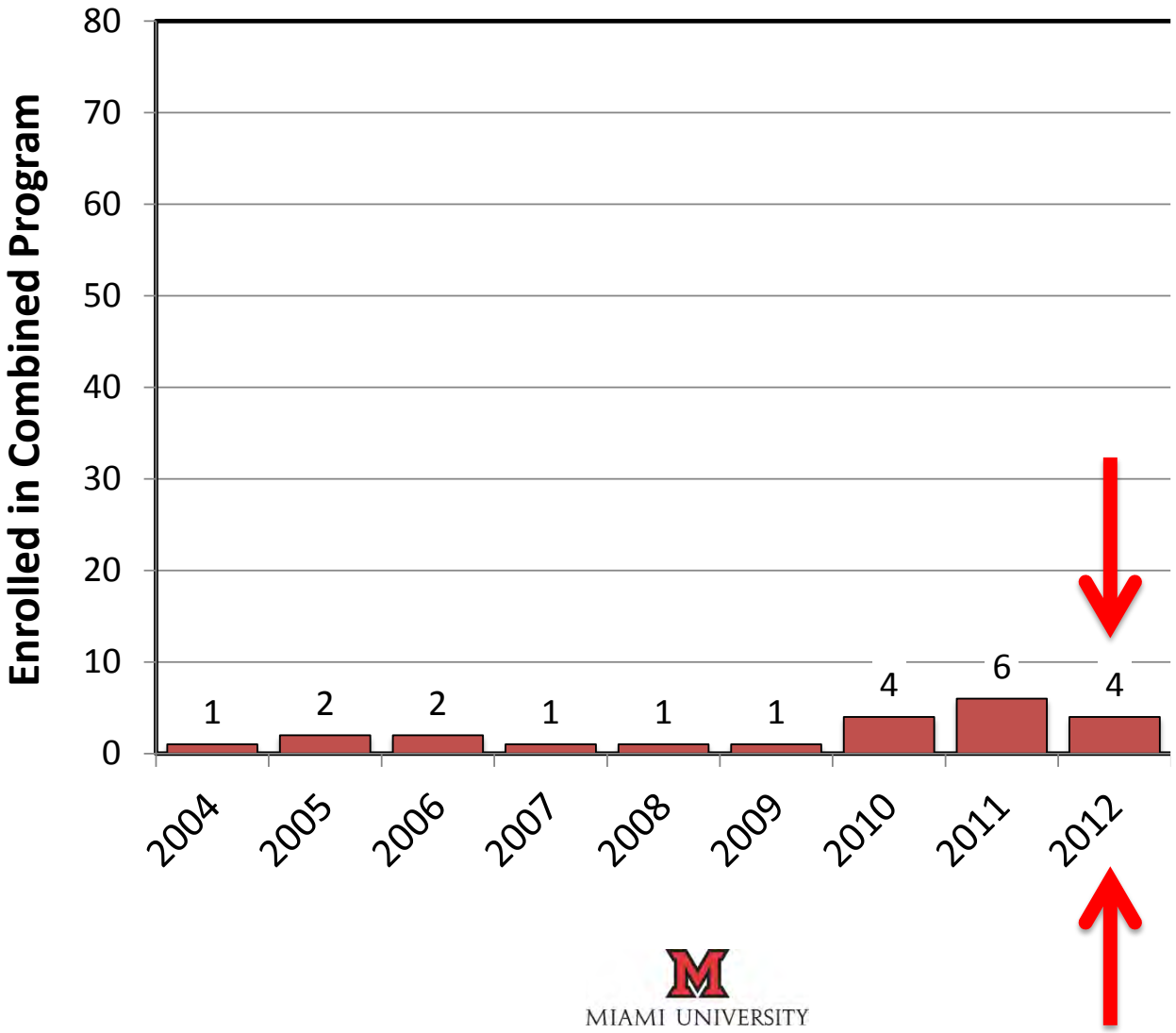
Graduate School

- Enrollment Trends
- Recruiting Initiatives
  - Graduate School Scholar Assistantship (GSSA)
    - » Research Assistantship from Graduate School for top recruits
    - » 1 semester for Masters; 2 semesters for Doctoral (thesis based)
  - Diversity Enhancement Pathway (DEP) Graduate Assistantship
    - » 1 semester per year for length of program *(Dept. matches other)*
  - McNair Graduate Assistantship
    - » GSSA + DEP for McNair alumni

Graduate School

- Enrollment Trends
- Recruiting Initiatives
- Combined Bachelor's + Masters Programs
  - Revisions passed by Senate in 2012 to enhance opportunities
  - 25 Programs
  - 73 current students

Combined Bachelor's + Masters Enrollment



MIAMI UNIVERSITY

Graduate School

- Enrollment Trends
- Recruiting Initiatives
- Combined Bachelor's + Masters Programs
- Graduate Revenue Generation

MIAMI UNIVERSITY

Projected Fee-Paying Graduate Students

University Totals	Five Year Projection Window for Enrollment Analysis				
	FY14	FY15	FY16	FY17	FY18
	2013-14	2014-15	2015-16	2016-17	2017-18
Doctoral	1.00	8.00	2.50	3.50	2.00
Master	100.00	84.00	73.00	55.50	31.00
Post-Master	0.00	12.50	0.00	0.00	0.00
Non-degree/Certificate	1.25	6.50	2.75	3.00	0.75
Annual Change	*102.25*	*111.00*	*78.25*	*62.00*	*33.75*
University Cumulative Total	*102.25*	*213.25*	*291.50*	*353.50*	*387.25*
Cumulative Bachelor/Masters	*20.50*	*48.00*	*70.50*	*89.50*	*102.50*
Percent Bachelor/Masters	*20%*	*23%*	*24%*	*25%*	*26%*

MIAMI UNIVERSITY

Actual Fee-Paying Graduate Students

Oct. 15, 2013

	Change from 2012	2013-14 Target	Variance
FTE	114.57	102.25	12.32

MIAMI UNIVERSITY

Graduate School

- Enrollment Trends
- Recruiting Initiatives
- Combined Bachelor's + Masters Programs
- Graduate Revenue Generation
- External Partnerships
  - Mt. St. Joseph College (3+2 programs in engineering)
  - Wittenberg University and Earlham College (3+2 broad areas)
  - Bermuda College (Licensed Special Education Teacher Certification)
  - China, Iraq, Thailand, Indonesia, Spain, Bahamas

MIAMI UNIVERSITY

Questions or Comments?

OrisJT@MiamiOH.edu

Good News from Academic Affairs
JANUARY 2014– APRIL 2014

A golden opportunity: Miami geologist studies world's largest single crystals of gold

The world's largest single crystals of gold were hosted at Miami's Shideler Hall during winter term. Mineralogist John Rakovan – the first scientist to examine the crystals for authenticity – has been studying the crystals for several years with colleagues Heinz Nakotte and Sven Vogel of the Los Alamos National Laboratory Neutron Science Center.

Martin Johnson wins 2014 Gilder Lehrman Lincoln Prize

Miami University historian Martin Johnson is co-winner with Allen Guelzo of Gettysburg College of the 2014 Gilder Lehrman Lincoln Prize, which includes an award of $50,000. Johnson won for his book *Writing the Gettysburg Address* (2013, University Press of Kansas).

Miami's Michael Vincent honored by The Ohio Biological Survey

Michael VincentThe Ohio Biological Survey recently honored Miami University's Michael Vincent with its Herbert Osborn Award. The award has been given annually since 1991 to acknowledge noteworthy accomplishments and service in the field of biology.

Nazan Bautista awarded for study on mixed-reality teaching

Nazan Bautista, Miami University associate professor of teacher education, has received the 2014 National Technology Leadership Initiative (NTLI) Fellowship award for the study she presented at the Association for Science Teacher Education (ASTE) conference held January in San Antonio, Texas.

Schools help students stick to 4-year plan

...Among Ohio public colleges and universities, the top four-year graduation rate is 68 percent, at Miami University, followed by 53 percent at Ohio State University, according to federal data. The highest four-year graduation rates are at private schools with higher costs, such as Kenyon College and Denison University.

Alumna receives Presidential Award for Excellence in Mathematics and Science Teaching

Natalie Harr (Miami M.Ed. '09) received a 2012 Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST). She was one of 102 K-12 science teachers announced by President Barack Obama to receive the $10,000 award from the National Science Foundation.

Author Wil Haygood will join Miami faculty for next three years

Acclaimed journalist and author Wil Haygood (Miami '76) will join Miami's faculty in the spring semester of academic year 2014-2015 as the Karl and Helen Wiepking Visiting Distinguished Professor, a one-year appointment.

Two Miami computer science courses recognized as "exemplars"

Two courses in Miami University's College of Engineering and Computing are recognized as "exemplar" in the recently released CS2013 — computer science curriculum guidelines that form the basis for most college-level computer science curricula worldwide.

Good News from Academic Affairs
JANUARY 2014– APRIL 2014

Several Miami grad programs rank among best in the U.S.

Several of Miami University's graduate programs place in the top 100 of U.S. News and World Report's 2015 edition of Best Graduate School Rankings, released March 11. Miami's speech-language pathology and part-time MBA programs ranked 52 and 57 respectively.

Other Miami graduate programs ranked by U.S. News & World Report among the top 100 in their respective program areas includeEnglish at 77, history at 92, fine arts at 93 and education at 98.

State approves new bachelor's degrees at Miami's regional campuses

Chancellor John Carey (center) signs official document approving two new bachelor degrees at the regional campuses. President David Hodge(left) and Provost Bobby Gempesaw (right), along with Daniel Hall, chair, justice and community studies, and Cathy Bishop-Clark, interim associate dean, witness the signing.

Miami University's bachelor's degree in civic and regional development is designed to develop skills in leadership, administration, communication and critical analysis, along with a foundation in democratic and community practice and problem-solving that will prepare students to work in nonprofit organizations, service agencies and local government.

Miami mock trial wins first and second at ORCS; teams advance to national championship

Two teams from the Miami University James Lewis Family Mock Trial program placed first and second in the Opening Round Championship Series (ORCS) held in Hamilton March 14-16. They will go on to compete in the 48-team field in the American Mock Trial Association National Championship Tournament hosted by the University of Central Florida April 11-13 in Orlando.

Miami alumnus receives national honor from American Forest Foundation

Miami University alumnus Matthew Schnabel was named a National Project Learning Tree Outstanding Educator for his efforts in incorporating environmental education to improve student learning and foster environmental stewardship.

Schnabel (Miami '99) is one of five educators from across the country honored for their use of the American Forest Foundation's Project Learning Tree curriculum in their classrooms.

2014 Winter Term Survey: More than 91 percent of students and faculty satisfied or very satisfied

To help assess the success of Miami's first winter term, the office of institutional research (OIR) conducted a survey of those students and faculty who participated in the January 2014 winter term. More than 91 percent of both students and faculty who responded reported that they were satisfied or very satisfied with their overall winter term experience.

RECOMMENDATIONS 19-21:

Reduce the number of undergraduate sections by at least 200; conduct a systematic University-wide evaluation of majors for viability with the goal of reducing the overall number of majors; and re-evaluate the Miami Plan Foundation offerings with the goal of delivering liberal education more efficiently and effectively.

STATUS: Accepted

RESPONSIBLE AREA: Provost/Academic Affairs

TIMELINE:

PLANNING Classes completed by Feb 2011, majors considered in fall 2011, Miami Plan by fall 2011

IMPLEMENTATION 2011 – 2014

GOALS

Goal 1	Reduce extra sections of courses that have lower than expected enrollments.
Goal 2	Identify some courses that can be offered less frequently and establish a rotation for when the courses will be offered so that students can plan their schedules for meeting degree requirements.
Goal 3	Identify some classes that can be co-listed to meet the needs of students from more than one major / minor / thematic sequence
Goal 4	Identify majors that have a large number of under enrolled courses that can be considered for consolidation or elimination.
Goal 5	Reduce the number of foundation courses that are under enrolled.
Goal 6	Begin a discussion on ways that the foundation courses can be offered in a manner that is both intellectually engaging and more efficient.

ACTION STEPS

Action 1	The registrar will provide data to the deans and provost each semester that will aid the units in identifying sections of classes that can eliminated.
Action 2	Departments and programs will identify classes that can be offered less frequently.
Action 3	The deans and provost will identify majors that have many under enrolled classes and develop plans to increase enrollments, consolidate offerings, eliminate or justify the continuation of the major.
Action 4	Imbalanced loads for faculty will be encouraged when sections of classes are cancelled late.
Action 5	Guidelines for student credit hour generation will be developed for each unit.
Action 6	New majors will be reviewed after three years to determine if they are meeting the planned enrollment targets.
Action 7	Under enrolled sections of Miami Plan foundation courses will be identified in the process outlined in recommendations 19 and 20.

Action 8	The Liberal Education Council is discussing goal 2 and will provide a presentation to University Senate in the spring 2011.
Action 9	Ensure that sufficient classes are available for students to meet degree requirements.
Action 10	Faculty resources will be adjusted as appropriate based on the changes in needed classes and majors.

MEASURABLE OUTCOME: $3.2 million in savings achieved by fiscal 2015

ACCOMPLISHMENTS/ACTIVITIES

2010-2011	• *Class size data are shared with the divisional deans with a goal of reducing the number of under-enrolled classes during 2011-2012. Deans are now required to justify to the Provost any course with an enrollment of 10 or fewer students.* • *The Liberal Education Council begins discussing the possibility of revising the Miami Plan to make it more efficient.* • *Some of the five-year plans from the divisions include program reduction or elimination, such as the decision to suspend the full-time MBA program on the Oxford campus.*
2011-2012	• *The number of fall classes with fewer than 10 students enrolled is reduced by 25% over the previous year. Ongoing discussions with Deans are conducted to facilitate the scheduling of classes and minimize under-enrolled classes.* • *The Liberal Education Council is discussing ways to revise the Miami Plan to make it more efficient and relevant to the changes necessary in higher education. As the original Miami Plan resulted in a proliferation of courses, it is expected that the revision of the Miami Plan will result in a more coherent offering of liberal education courses.* • *A review of the curriculum in Arts & Science is undertaken with a goal of reducing the overall number of majors offered.* • *As the University moves to a new budget model per SPTF recommendation #7, it is expected that the new model will induce divisions to give additional consideration to the elimination of underperforming programs.* • *In the past four years, the University has eliminated four bachelor's level majors and two associate's level majors.* • *Miami is one of 32 schools chosen from 140 applicants in the Shared Futures Initiative as part of the AAC&U's curriculum and faculty development project on General Education for a Global Century. A faculty learning community has been meeting for the past year on developing measures of global competencies that will define what it means to be prepared for a global century. The group is also developing ways of assessing the extent to which our students are gaining these competencies.*
2012-2013	• *Since 2010, Miami has eliminated ten degree programs and streamlined one degree program with three tracks into a single degree program.* • *Since 2007-2008, the overall number of undergraduate course sections has dropped by 273 sections. In addition, since 2007, the overall number of low-enrolled undergraduate courses offered at Miami has been reduced by 202 sections.*

	• *New policy and procedure for deleting courses is developed and approved.* • *New policy for approving new majors is developed and approved.* • *University purchases Interactive Degree Audit Report and u.Direct which will enable better tracking of course enrollments and degree planning. Interactive DAR is launched, and planning for u.Direct is underway, with targeted launch date: summer 2014.* • *Miami Plan Redesign Team is formed. The team members develop four working models and share with the public for review and feedback. All working models advance a plan with at least eight fewer credit hours than exists in current plan and include methods of assessment of learning outcomes to ensure quality.* • *A university-wide retreat is held in June 2013 to develop and revise a lead model to be shared and vetted widely in the fall 2013 semester.*
2013-2014	• *Interactive Degree Audit is launched in summer 2013.* • *One major (speech communication) and three minors (communication, 3D media studies, and landscape architecture) were either eliminated or suspended.* • *Registrar provided data to all department courses that had been under-enrolled or not offered for the past years; departments asked to review and eliminate unnecessary courses; over 900 courses were deleted from the General Bulletin.* • *97% of data on courses, requirements and preferred degree pathways have been entered into the u.Direct system. Testing to be conducted during summer 2014.* • *Global Miami Plan revision is nearing completion. The proposed revisions include a reduction in overall credits needed for the Global Miami Plan by six credits. Proposal expected to be approved by May 2014 and new plan implemented beginning fall 2015.* • *Plans for 60% of degree programs to be completed in three years will be developed by June 2014.* • *Academic Program Review guidelines and processes revised to be more forward-thinking and enable greater scrutiny of each major and degree program.* • *Proposal forms for degree programs and majors revised for greater quality control and viability for long-term success.* • *Assessment plans for all degree programs and majors have been created and reviewed. A process for ongoing review of assessment reports has been developed.* • *A faculty committee to explore the possibility of creating a new Global Studies unit that will integrate multiple interdisciplinary programs has been formed.*

Board of Trustees – Academic & Student Affairs Committee
International Student & Scholar Services/Education Abroad Update
24 April 2014

Cheryl D. Young
Assistant Provost, Global Initiatives

Under a mission to lead and support the comprehensive internationalization of Miami University, Global Initiatives focuses on user- and customer-friendly services with a commitment to efficiency and acts as the connective tissue for all internationalization realms. At the organization level, the current Global Initiatives high priority strategies include:

- **Development** initiative to support increasing underrepresented student participation in education abroad, co-curricular global activities (e.g., Global Rhythms), and faculty and staff global awards.
- **International Partnerships** – support development and approval of international partnerships for strengthening relationships globally. Continuing stewardship of university partnership relationships. Activities and collaborations supported include combined degree programs, e-learning centers, summer and winter camps, teacher and faculty training, American Culture Center, consulting with universities abroad on "Americanization" of higher education in location, and faculty exchange.
- **International Education Week** – Miami has not celebrated this in the past, but it has been an international effort supported by the US Dept of State for many years. Inaugural year for Miami is 2014 (November 17-21), with institutional wide programming coordinated and led by the Center for American & World Cultures. The first effort will celebrate and highlight pioneers in international education and include a seminar with faculty and student presentations.

The **International Student & Scholar Services** office is leading the effort to fully support international students and scholars from point of commitment to Miami, with a goal of 100% retention and 100% satisfaction in the university experience. Includes whole student support, interventions, integration, co-curricular, and social programming. Highlights of current efforts include:

- **International Student Barometer –** three year initiative beginning 2013-14 to assess international student satisfaction at Miami University with consulting from a provider, *i*Graduate. First report indicates high level of satisfaction in most areas.
- **American Culture & English Program** (CAS) – support ACE students, faculty and staff, and align with internationalization and international student and scholar support services. ACE best practices will be extrapolated out to bring that success to non-ACE international students.
- **English Language Center** (CPSAS) – as with ACE, fully support the ELC, including the relationship with the partners in China. Share best practices across units, programs, and efforts.
- **CELTUA Collaboration –** collaborate with CELTUA to develop and deliver faculty and staff learning opportunities that allow for continued attention to fully supporting international student needs in and out of the classroom. Most recent collaborations: Winter term programs on international student support and Academic Integrity Faculty Learning Community for 2014-15**.**
- **Orientation and integration programming** -- pre-arrival connections, transportation to Oxford on arrival, social and academic welcome sessions, immigration advising, and introductions to resources and services.
- **Curricular development** – ENG, ACE, EDL, and EDT course development intended to address international student writing, speaking, listening, academic integrity, and other skills at multiple levels of performance.
- **Co-curricular programming** -- Global Buddies, Global Neighbors, NationaliTea, Career Fair, workshops on various topics of interest.
- **Special Events** – Ongoing and regular programming include local sporting events, tastings at local grocery stores, shopping excursions in the southwestern Ohio area, and local cultural tours.
- **Global Partner Summer School Program** – engage with partners abroad to bring students and faculty to Miami in the summer for a customized academic program with the goals of strengthening partnerships and utilization of underused facilities and capacity in the summer on campus. Six new partners for summer 2014.

Education Abroad – includes Study Abroad, Global Internships, Study Away, Global Service Learning, and student, faculty and staff individual travel abroad.

- **Global Assessment Project** – an ongoing initiative, now in its fourth year, based on the understanding that increasing the number of our students studying abroad is important, but enhancing global learning outcomes and program quality is critical. Miami has been a leader in this emerging mandate in education abroad. Three part strategy includes: developing a multi-tiered, coordinated, longitudinal assessment plan, developing an academic enhancement plan for education abroad and international education designed to increase the global learning scale among Miami University students, and auditing and adapting institutional alignment. Future national rankings will be based in this measure.
- **Commitment to increase study abroad through the Institute for International Education (IIE)** – IIE is leading a national effort to double the number of students studying abroad by the end of the decade by bringing together leaders in education, business, and governments. This effort, known as *Generation Study Abroad*, has more than 150 higher education institutions from 41 U.S. states signed on to the commitment. Miami has pledged to:
    - **Increase scholarship funds** for study abroad for underrepresented students through a development initiative in collaboration with Alumni Affairs and the Office of the Provost.
    - **Study Abroad Outreach** – strategic initiative to increase efforts to proactively reach out to students toward better understanding of the benefits of study abroad, targeting underrepresented students.
    - **Study Abroad Advising** – assess effectiveness of study abroad advising and make improvements toward increased retention from first contact. Improve alignment with academic advising in division and department to ensure appropriate advice is provided at each of these levels.
    - **Global Service Learning** – collaborate with the Office of Community Engagement & Service to increase number of students in service-learning abroad, as well as faculty adding service-learning components to global programs.
    - **Increase non-Miami student enrollment** at MUDEC and in faculty-led programs – promote Miami study abroad to non-Miami students through fairs, State of Ohio globalization collaborative, and other innovative methods to increase non-Miami student participation in Miami programs. Target private university Education Abroad offices to develop relationships, recruit cohorts of students.
    - **Internships –** collaborate with divisions and departments to collect data on global internships and increase opportunities through local and global partnerships.
    - **Living Learning Communities –** partner with growing number of globally focused living learning communities to promote study abroad within the community and use student experiences to recruit students to study abroad.
    - **Study Abroad Ambassadors** – develop returning study abroad students to do outreach to recruit and advise potential study abroad students.
    - **Third Party Provider and Direct Enroll Assessment** – assess each provider and university for viability, alignment with Miami goals.
    - **Develop data** –Strategy developed to gather historical data, input to data gathering system, and consistently analyze toward continuous improvement.
- **Miami University Global Assistance Program** (MU-GAP) – Current efforts underway to determine how to efficiently direct more resources and/or collaborations toward staffing and programming.

Global Initiatives offices also include the Center for American & World Cultures, Confucius Institute, and Continuing Education. Each of these offices also contributes to the support of international students and scholars, and to the commitment to study abroad through academic courses, co-curricular programs, and initiatives aligned with strategies.

Discover more on our websites:
MiamiOH.edu/global
studyabroad.MiamiOH.edu

Twitter @MiamiOHabroad
Facebook.com/MiamiUabroad
Facebook.com/MiamiOhISSS

Student Affairs Good News
April 2014

Publications/Presentations/Participation

Shamika Johnson, Assistant Director of New Student Programs, presented her session, *Job One: Understanding the Work Experiences of New Professionals in Student Affairs* at two conferences this spring:

- Ohio College Personnel Association conference in Worthington, OH, January 2014
- NASPA (Student Affairs Administrators in Higher Education) national conference in Baltimore, March 2014

Shamika's presentation stems from her book chapter in the text of the same name, edited by Peter Magolda, a professor in Miami's Student Affairs in Higher Education (SAHE) program.

Shamika also presented her program, *Get on the Bus to a Career in Student Affairs* at the NODA: Association for Orientation Transition and Retention in Higher Education Regional Conference in Columbus, March 2014.

Jayne Brownell, Vice President for Student Affairs, co-presented two sessions at the American College Personnel Association (ACPA) national conference this year.

- Communicating with Parents: A guide to building productive partnerships
- Moving into a Supervisory Role: What you need to know

Buffy Stoll Turton, Director of New Student Programs, was awarded a $500 grant from the ACPA (College Student Educators International) Commission for Admission, Orientation, and the First Year Experience, which she received at the ACPA conference in late March, 2014. The grant will support Buffy's dissertation research on the experiences of first-generation students at Miami and how they navigate tension between school and home. The ACPA grant follows her 2012 Outstanding Research Award and $1,000 prize for the same project from NODA (The Association for Orientation, Transition and Retention in Higher Education).

Shamika Johnson, Assistant Director of New Student Programs, served on three conference committees this spring, including:

- Co-Chair of the Educational Sessions Committee for the Ohio College Personnel Association conference in Worthington, OH, January 2014
- Committee member on the NODA: Association for Orientation Transition and Retention in Higher Education Regional Conference Planning Committee in Columbus, March 2014
- Planning Committee Member for NASPA- Student Affairs Administrators in Higher Education National Conference in Baltimore, March 2014

Kathy Jicinsky, Assistant Director of the Wilks Leadership Institute, and Laura Whitmire, Assistant Director of Student Activities, presented a session titled "Taking the Guesswork out of Supervision: A New Professional's Guide to Supervising Graduate Students" at the 2014 OASPA/OCPA Annual Conference (Ohio's Conference for Student Affairs) in Worthington, Ohio in January 2014.

Kathy Jicinsky, Assistant Director of the Wilks Leadership Institute, and Meghan Morris, Graduate Assistant in the Wilks Leadership Institute, presented a session titled "You are Enough: The Power of Vulnerability" at the 2014 OASPA/OCPA Annual Conference (Ohio's Conference for Student Affairs) in Worthington, Ohio in January 2014. As a result of this presentation, Meghan and Kathy were invited to Wright State University on April 10th to present this session to Wright State's Office of Residence Life staff members.

Jane Goettsch, Director of the Women's Center, represented the Ohio Network at the American Council on Education (ACE) Women's Network state coordinators conference March 8-9, held in conjunction with the ACE annual meeting.

Five students from the Rinella Learning Center's Undergraduate Research Option (URO) program are presenting research with faculty at the National Conference on Undergraduate Research held at the University of Kentucky in April. The students are Kai Parker, Rhonda Baldwin, Rebecca Wasseh, Aliyah Thompson, and Isaiah Stewart.

Dr. Rajat Thukral from our Student Counseling Service presented "Exploring the role of multiple mothers on the object relations of Asian Indian Women" at the annual conference of the Association for Women in Psychology, Columbus, OH, March 6-8.

Sarah Meaney, Clawson Hall Resident Director/First Year Advisor, co-presented "Addressing the Challenges of Advising Chinese International Students" at the recent NACADA Region 5 Conference held in Madison, WI.

Congratulations to the following ORL staff members, who did presentations at the ACPA conference, held in early April in Indianapolis, IN:

- Wilson Okello, Wells Hall Resident Director/First Year Advisor for his presentation "A Penny for Your Thoughts: The Cost of Reinvention", done in a Pecha Kucha format
- Jolene Petroc, McBride Hall Resident Director/First Year Advisor, for her co-presentation "A Worthwhile Investment: The Synergistic Supervision of Graduate Assistants"
- Alex Broshious, Etheridge Hall Graduate Resident Director, and Jonathan Lee, Peabody Hall Interim Resident Director/First Year Advisor, on their presentation "From Calorie Counting to Counting Sheep: Promoting Student Health in College"
- Katie Shoemaker, Dodds Hall Resident Director/First Year Advisor, on her extended co-presentation "Job One: Managing Transitions as New Professionals in Student Affairs"
- Carl Caceres, Symmes Hall Resident Director/First Year Advisor, on his co-presentation "Faitheism: Fostering Interfaith Conversations that include Atheists and Agnostics"
- Tessa Brow, Stoddard/Elliott Graduate Resident Director, on her co-presentation "Transformative (Classroom) Learning: Integrating Student Affairs in an Academic Environment"
- Liliana Delman, Swing Graduate Resident Director, on her co-presentation, "Campus Custodians: Unsanitized Tales About Residential Life & the Changing University"

- Chanel Wright, Bishop Graduate Resident Director, on her co-presentation "Grills, Twerking, and Theme-Parties: Social Media and Culturally Appropriated Messages"
- Liz Walsh, Dodds Hall Assistant Resident Director/First Year Advisor, on her co-presentation "Research Papers #9: Enhancing Student Learning"

Programs

The Office of Community Engagement and Service had a successful year with record numbers of participants in their programs.

- Enrollment in Service-Learning designated classes for 2013-14 was 1,362 (1,105 unique students, 797 of whom were enrolled in fee-assessed courses coordinated by OCES – a 21% increase over last school year)
- 1/3 of all Miami students are now using our new NobleHour volunteer coordination and tracking system; 80 organizations have created Pages, which include 88 current opportunities; 123 student organizations have created Pages, as well.
- Over 12,000 service hours have been entered and verified for students, via NobleHour; with 25 seniors qualifying to receive The [U.S.] President's Volunteer Service Award (18 of whom achieved the Gold Level-250 hours or more).

The Women's Center sponsored or co-sponsored four successful events in March and early April in honor of National Women's History Month: the Celebrating Global Sisterhood Reception, the Women's Read-In, a book reading by author Lisa Factora-Borchers, and the Women's Leadership Luncheon and Awards. The luncheon and awards were part of the inaugural Women in Leadership Symposium coordinated by the Development Office and keynoted by Geena Davis, founder of the Geena Davis Institute on Gender in Media and Academy, Award winning actor and advocate for women's leadership.

The Scholar Leader and Miami University Hillel Communities collaborated to offer the 2014 Winter Immersion Service Experience (WISE) trip to Pittsburgh, Pennsylvania on January 22-25, 2014. The WISE trip is an annual collaborative effort with overarching themes of exploring ideas of power, privilege, and social justice. This year, 25 undergraduate students and 4 staff advisers participated in the trip. Highlights included:

- Volunteering for 3 hours at the Greater Pittsburgh Community Food Bank and for 2 hours at the Wood Street Commons
- Touring the Mattress Factory and the Senator John Heinz History Center to learn about the revitalization, history, and growth of Pittsburgh
- Dinner, conversation, and networking with four Miami University alumni who live in the Pittsburgh area
- Participation in intentional and engaging discussions regarding power, privilege, social justice, change, revitalization, and our roles in bettering our communities

Awards and Accomplishments

Shamika Johnson received the 2014 Lavatus Powell Diversity Award for Faculty Member of the Year. The Lavatus Powell Diversity Awards Banquet is an annual event that awards and

acknowledges the efforts made by those at Miami University who strive to unify the various cultural, racial, and demographic groups across campus.

Rayshawn Eastman, the Rinella Learning Center's Coordinator for Tutoring was elected as the Development Chair for OCPA for 2014-2015.

Four student leaders from New Student Programs receive President's Distinguished Service Awards. Seniors Mariah Green, Sylvia Luu, Jordan Osborne, and Gabrielle Trojanowski will receive President's Distinguished Service Awards. Each of these students has served in the capacity of Student Orientation Undergraduate Leader (SOUL) and/or Orientation Student Coordinator, and was nominated for her leadership in orientation as well as her academic and extracurricular achievements.

Other Announcements

New Student Programs uses Parents Council Grant to take undergraduate students to a regional orientation conference. Professional staff members from New Student Programs attended their regional conference for NODA: Orientation Transition and Retention in Higher Education, in Columbus, March 2014 along with nine newly hired SOULs (Student Orientation Undergraduate Leaders), two Orientation Student Coordinators, and one graduate practicum student. A grant from the Parents Council supported students' registration for the conference, at which Mayra Garces (NSP graduate practicum student), Rachel Sarachman (Orientation Student Coordinator), and Erica Stonehill (Orientation Student Coordinator) presented, *'You Can't Sit with Us!' Avoiding Cliques in an Orientation Team*.

Student leaders from New Student Programs pursue exciting next steps. Several graduating seniors who have served as SOULs (Student Orientation Undergraduate Leaders) and Orientation Student Coordinators have solidified their post-graduation plans for professional and educational careers:

- Michele Bailey - Teach for America
- Trevor Cook – M.A. program (fully funded) for Student Affairs in Higher Education at Indiana University
- Mariah Green - Teach for America
- Bria Howard – M.S. program (fully funded) for Student Affairs in Higher Education at Miami University
- Ally Kohler - Teach for America
- Sylvia Luu – Ph.D. program (fully funded) for Organizational Psychology at the University of Tulsa
- Taylor Nyman - Teach for America
- Taylor Tomlinson - Teach for America

This summer's orientation program will feature new locations and components. The New Student Programs team is looking forward to utilizing the Armstrong Student Center for Orientation, as well as offering Freedom Summer tours, and incorporating the 'I am Miami' message throughout the program. In addition, Orientation will begin in the afternoon on Day 1, shortening the length of that day by three hours (from 13 hours of sessions to 10 hours for students, and from 10 to 7 hours for family members). This change will also accommodate the needs of those who travel significant distances to Orientation.

Report for the Academic and Student Affairs Committee
The Miami Student

Highlights from the last year:

Moving into the Armstrong Student Center. Over winter break, the newsroom was moved to the third floor of ASC allowing them to be part of the comings and goings of the new student center. Facilities are beautiful and the staff has adapted well to the change. The move also resulted in updates on computer infrastructure and retiring an old Macintosh file server and replacing that with a shared and hosted file space that is also backed up.

Moving toward a new website. The Miami Student gained control over advertising sales on the current website after some challenge, and plans to change over to a new website that will be hosted by Miami University IT Services. The new website, built in WordPress, will allow the Miami Student to sell advertising and provide more multi-media including videos, slideshows and graphics they are not able to do on the current website. Timelines is to transition for Summer and be fully operational for Fall 2014.

Making better news decisions. Editor Katie Taylor really stepped up to the plate this August when the previous editor resigned three days before the start of the semester. She also was able to put together a strong team of editors for the newspaper who are committed to making better news decisions and tackling stories of interest to the Miami community. They have weathered stories on student deaths as well as looking more in-depth into the drinking culture on campus.

Education efforts. Editorial Adviser Sacha Bellman and the student editors have started weekly meetings with new reporters for the publication. Each week a Journalism faculty member or professional journalist provides a 30-minute lesson on one aspect of reporting and writing. Guests so far this semester have included JRN faculty members Jim Tobin, Steve Siff and Annie Blair as well as Doug Haddix of the Kiplinger Program at The Ohio State University and Terence Moore of ESPN. This is followed up by a 30-minute session where students work with the newspaper's editors on stories for publication. It is currently being taught as an independent study with the adviser supervising. The Journalism Program is in the process of making this a regular one-credit class in their curriculum.

Awards. The Miami Student won second place the Best Non-daily newspaper category at the Ohio SPJ Awards in 2013. Senior Sarah Shew also won second place in Best College Feature Writing in the contest. Former sports editor JM Rieger also won an award in in-depth reporting in the Mark of Excellence Awards for the Society of Professional Journalists. Exact award will be presented April 5 in Columbus.

Exposure on social media. The Miami Student has worked to get more exposure on social media through more frequent postings and the newspaper now has almost 6500 followers on Twitter and more than 3,200 likes on its Facebook page.

Business improvements. The business staff has worked hard to improve the invoice and collections process to ensure more timely payment for ads sold.

Challenges in the past year:

Changing leadership. As mentioned above, the news editor quite a few days before Fall semester. Additionally, the business manager quit midway through Fall semester. Additionally, the top sales staff

member quit due to time constraints in his senior year and other sales staff that were lost through graduation were slow to be replaced. Drew Davis, Business Manager for Student Media, helped cover the gap and recruit a new business manager. Unfortunately, the turmoil contributed to lower ad sales and revenue for the current year. The good news is that the current business manager is making progress on all fronts – hiring and training three new sales staff and even taking on sales himself to boost revenue.

Goals for the next year:

1. Complete the migration to another web server. This will allow us to do put more content (including video, audio and photos) online. Also will allow us to sell more ads and improve our archives.
2. Add more multi-media coverage including video, audio and photography to build on the increased social media presence we've established in the past year.
3. Facilitate the education efforts started with the independent study class and morph it into a regular curriculum selection in the journalism program. This class, with the help of the editors, has made The Miami Student writers more open to input from Journalism faculty.
4. Encourage editors to institutionalize the pattern of in-person coaching undertaken by the current class, reducing the staff's reliance on remote interactions by email, phone, etc.
5. Enter more journalism contests. We will enter in the Mark of Excellence Contest by SPJ as well as the Ohio Best Journalism Awards and the nationally recognized Pacemaker Award contest. The newspaper has been a finalist in the Pacemaker Award for Best College Newspaper several times in the past 10 years.
6. Compile information on The Miami Student alumni and connect with former Miami Student staffers for professional development, networking, and giving.

April 04, 2014

Board of Trustees Academic & Student Affairs Committee
Myaamia Center and Tribal Relations Report

Compiled by Daryl Baldwin, Director of the Myaamia Center (MC), and Bobbe Burke, Coordinator of Miami Tribe Relations

MIAMI TRIBE RELATIONS

The office's heavy involvement with the Armstrong Student Center planning committee led to the creation of materials for the Shade Family Room photo panel and the Smucker Wiikiaami Room display cases about the relationship with the Miami Tribe.

Accompanied the *NSG 305 Cultural Perspectives in Healthcare* J-Term course on their week-long service-learning visit to Miami, OK. Their class presented health related activities with the Title VI Tribal Elder Program and the pre-school children at the Miami Tribe's Leonard Learning Center.

Welcomed a new Vice President for Student Affairs into the ongoing work with the Miami Tribe of Oklahoma.

Tribe Student Graduation Rates

This past year the Myaamia Center (MC), with the assistance of the Miami Tribe Relations office, began developing an assessment model to help us better understand academic and personal development of our tribe students here at MU. This effort has provided us with the first real glimpse at graduation rates and the role of language and cultural education in identity formation. Myaamia Center Faculty Affiliates Susan Mosley-Howard (Educational Psychology) and Kate Rousmaniere (Educational Leadership) developed the research model and have provided important direction and development in this long-term study. Some of the results are included below:

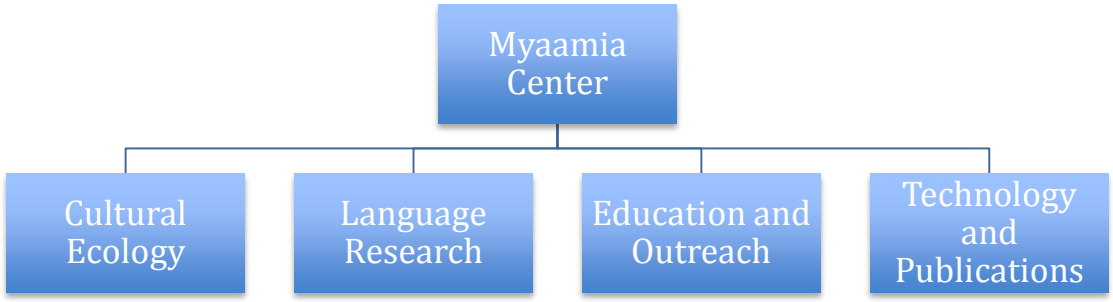
	4-Year Graduation	5-Year Graduation	6-Year Graduation
Myaamia Students	58%	66%	68%
U.S. Native American College Students	18%	33%	

Note: National graduation rates for U.S. Native American College Students do not include statistics for transfer students and are only based on first time enrollees who complete their degrees in 4-6 years. The overall graduation rate for all Miami Tribe students (including transfer students) who have attended Miami University is 77.33% as of the end of 2012-13.

- Federal retention data source: U.S. Department of Education, National Center for Educational Statistics. (2012). Digest of Education Statistics; 2011 (NCES 2012-001).
- Local retention data source: MU, Institutional Research Office Internal Data Report

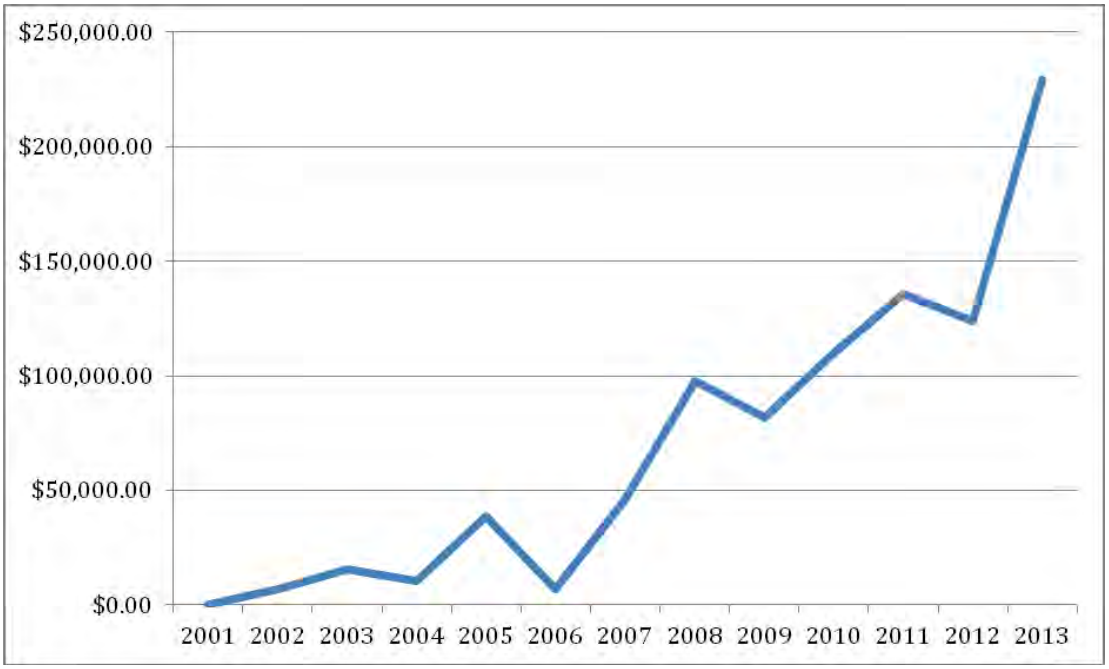
MYAAMIA CENTER

The Myaamia Center has been operating as a center for just over a year and all the transitional requirements have been met including new reporting lines and setting up new financial accounts for operation. The Myaamia Center (MC) now reports to the Office for Advancement of Research and Scholarship (OARS). The center has also reorganized internally to respond to anticipated growth. The following new offices have been created:



Tribal financial support for MC operations has increased in order to help the MC expand. The center operates on the Miami Tribe's fiscal year, which begins October 1st. The 2013-14 fiscal year's operating budget for the MC was $208, 641.00 and comes to the center in four quarterly installments of $52,160.25. Operational support from the Miami Tribe includes base salaries for office directors, travel, equipment and software purchases, and other basic operating costs. Below is a chart

showing overall tribal funding levels since the inception of the Myaamia Project in 2001:



Note: Chart contains all tribal monies coming into the MU system for use by the Myaamia Project (2001-2012) and the Myaamia Center (2013). This includes support for special events, special projects, and printing and publishing support.

In addition to tribal support, some operational funds come from Miami University. Student Affairs provides benefit support for MC office directors and the Provosts Office supports the MC Director's salary and benefits.

Grants

The Myaamia Center has been very successful at securing grant funding for special projects and programs. Below is a list of our current and pending grants:

- National Endowment for the Arts (14-5500-7032) – Revitalization of Traditional Craft of Ribbonwork (2 yr - $30,000)
- National Endowment for the Humanities (PD-50017-12) – Language Database Project (3 yr - $124,292)
- National Science Foundation – Documenting Endangered Languages – ***PENDING*** – Breath of Life Archival Institute for Indigenous Languages (2 yr - $220,199)
- Miami Tribe Education Special Project (G02237) – (2 yr - $70,000)

We are very pleased with the center transition and can feel significant increases in our national visibility and support for research the Myaamia Center has undertaken during its first year. Below is a brief summary of this year's activities.

Graduate Student Experience
The Myaamia Center currently has two graduate students engaged with the center.

- Xianli Sun – a graduate student in Computer Sciences. Has been engaged with the Myaamia Center since January 2013. He is supported by the MC's NEH grant and is designing a language database as part of the inokaatawaakani project.
- Amanda Watson – a graduate student in Student Affairs in Higher Education (SAHE) is conducting a practicum (EDL 656G) with the Myaamia Center and Miami Tribe Relations office. Amanda is exploring better curricular connections with the SAHE program and is developing educational materials that integrate information about the tribe into residence life programs and staff training along with assessment tools. She is also participating with center affiliates who are researching how Myaamia tribe students develop their identities and how universities can create more supportive contexts for this kind of development.

Annual Visits
Visits to Miami, Oklahoma are organized twice a year.

- January Winter Gathering & Stomp Dance – bus trip – 45 Miami affliliated participants in 2014
- June Summer Gathering & Powwow

Undergraduate Student Experience
Routinely, our collective staff is asked to make presentations in a variety of different classes each semester. In this manner, several hundred undergraduate students are exposed to the work of the Myaamia Center and learn about the Miami Tribe relationship with Miami University. Regular class visitations include visits to the following programs and departments.

- Anthropology
- Linguistics
- History
- Architecture
- Interdisciplinary Studies
- Geography
- Computer Science
- American Studies
- Spanish

Some faculty members develop an ongoing interest in including assignments in their course syllabi that offer a "real" project to their students and produce a useful result for the Miami Tribe. This creates a diversity component in a course that might not otherwise have been included. These cultural elements also provide a service-learning opportunity by meeting a community generated need. Classes we are regularly engage with include:

- Computer Science (CSE 385) – Professor Daniela Inclezan is working with students to begin developing a database model for tribal youth programs.
- College of Computing & Engineering (EAS 205) – Professor Douglas Troy is working with students in the Agile Launchpad I course to update the Myaamia Center's online dictionary.
- Mass Communication (Com 143H) – Professor Bob Vogel works with MC staff during his Native Americans in media portion of his class.
- Interdisciplinary Studies (IDS 259 - Introduction to the Miami Tribe of Oklahoma) – Professor Alysia Fischer schedules several visits from MC staff and tribal officials if they happen to be on campus when the class is held.

Miami Tribe Student Experience

The numbers of Miami Tribe students continue to rise with 24 students currently enrolled in the 2013-14 academic year. Students continue to be heavily involved with the Myaamia Center through the following:

- Myaamia Heritage Classes – weekly, 6 semesters plus senior independent study
- Part-time employment opportunities in the Myaamia Center
- Summer counseling opportunities with the Eewansaapita Summer Youth Experience (tribal sponsored summer youth program)
- Self-directed research projects that students become interested in
- Myaamia Heritage Museum and Archive (MHMA) has funded a part-time student position to work with organizing the Myaamia Collection housed in King Library's Special Collections.

6th Biennial Myaamiaki Conference

This year we celebrated the 6th Biennial Myaamiaki Conference, which provides us the opportunity to publicly share the various research initiatives that have developed over the last couple of years. This year's conference was the largest yet with 190 registered attendees. The conference theme was:

maamawi aanciniikiyankwi neehi aancihtaakiiyankwi: Together We Grow and Change

Some of the highlights included:

- Nine invited speakers from across the country that spoke on a number of topics ranging from youth development, linguistics, and history, just to name a few.

- A commissioned song in the Miami Language by MU tribal alumna Haley Strass.
- A musical performance in the Miami Language by MU's Choraliers, directed by Dr. William Bausano.
- Reception at Lewis Place and pre-conference dinner with invited speaker Dr. Leanne Hinton from the University of California at Berkeley.
- Tribal community dinner following the conference with nearly 70 members attending.
- Tribal artists were present at this year's conference with tables set up showing their products.

Neepwaantiinki:
Learning from each other.

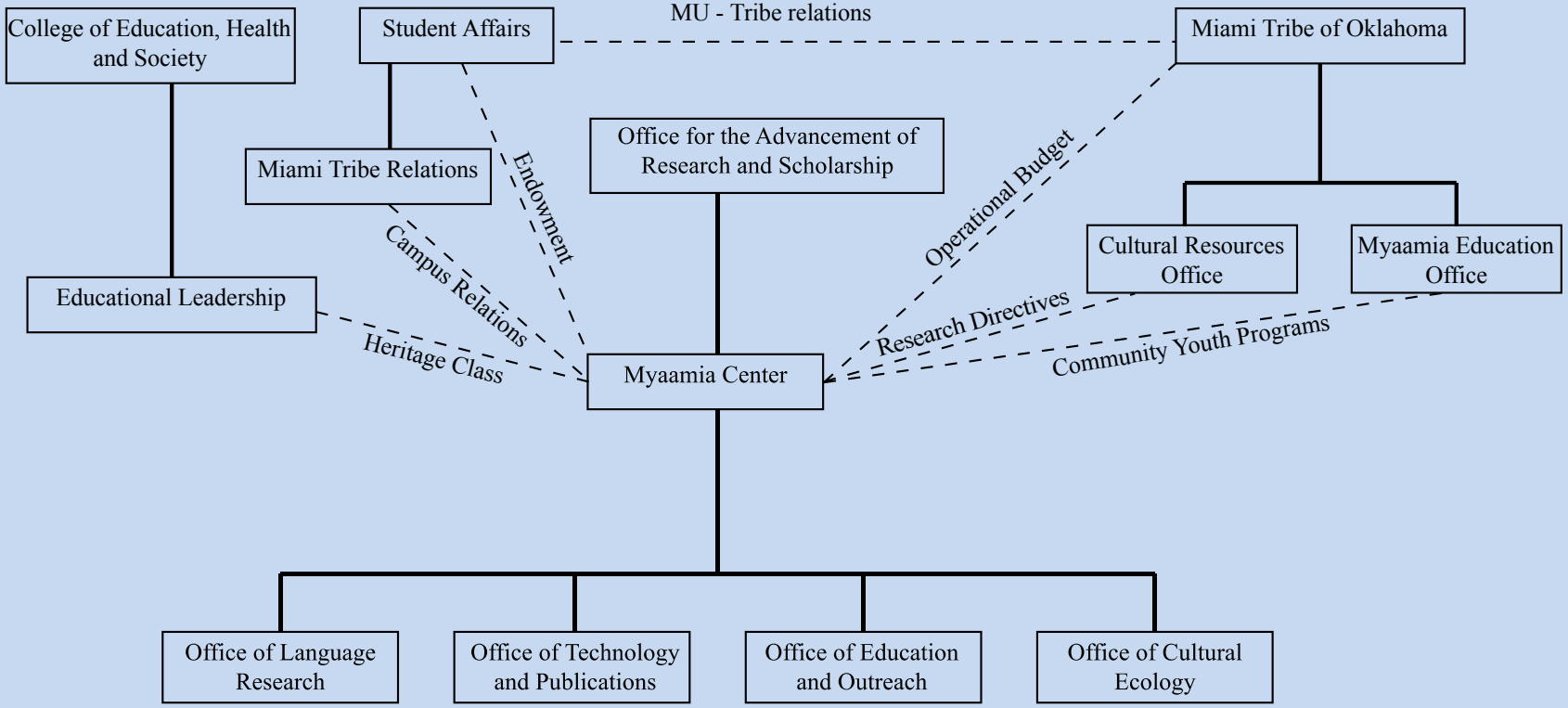
Advancing the research needs of the Miami Tribe of Oklahoma
with a focus on myaamia language, culture and history.

MIAMI UNIVERSITY

MYAAMIA CENTER

BOARD OF TRUSTEES ACADEMIC AND STUDENT AFFAIRS COMMITTEE REPORT 2014

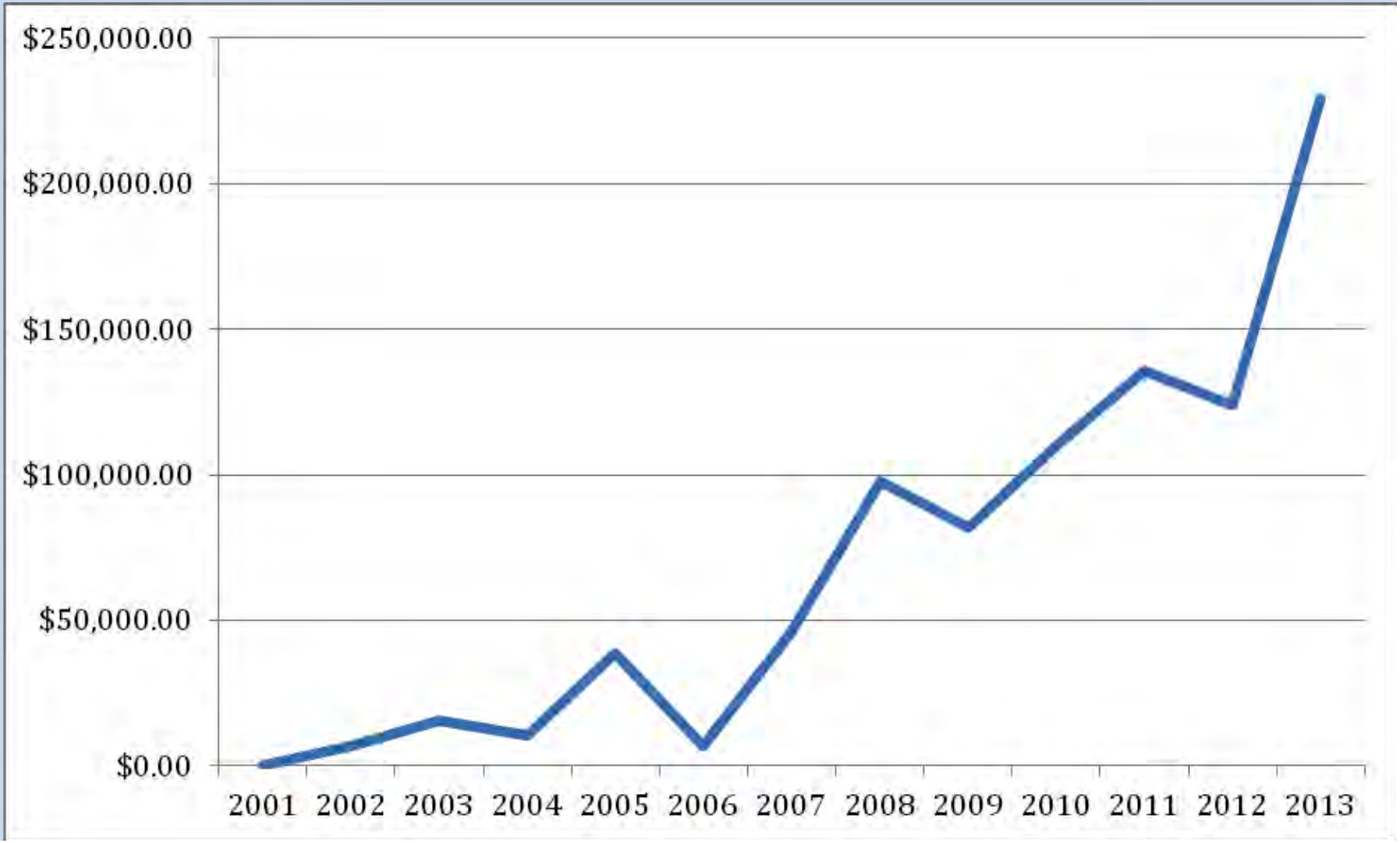
Myaamia Center Organizational Chart



Created By Daryl Baldwin, Director
Myaamia Center

04/02/2014 draft

Miami Tribe Operational Support for Myaamia Center



Grants

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- Federal retention data source: U.S. Department of Education, National Center for Educational Statistics. (2012). Digest of Education Statistics; 2011 (NCES 2012-001).
- Local retention data source: MU, Institutional Research Office Internal Data Report

IDS 259 Introduction to the Miami Tribe of Oklahoma

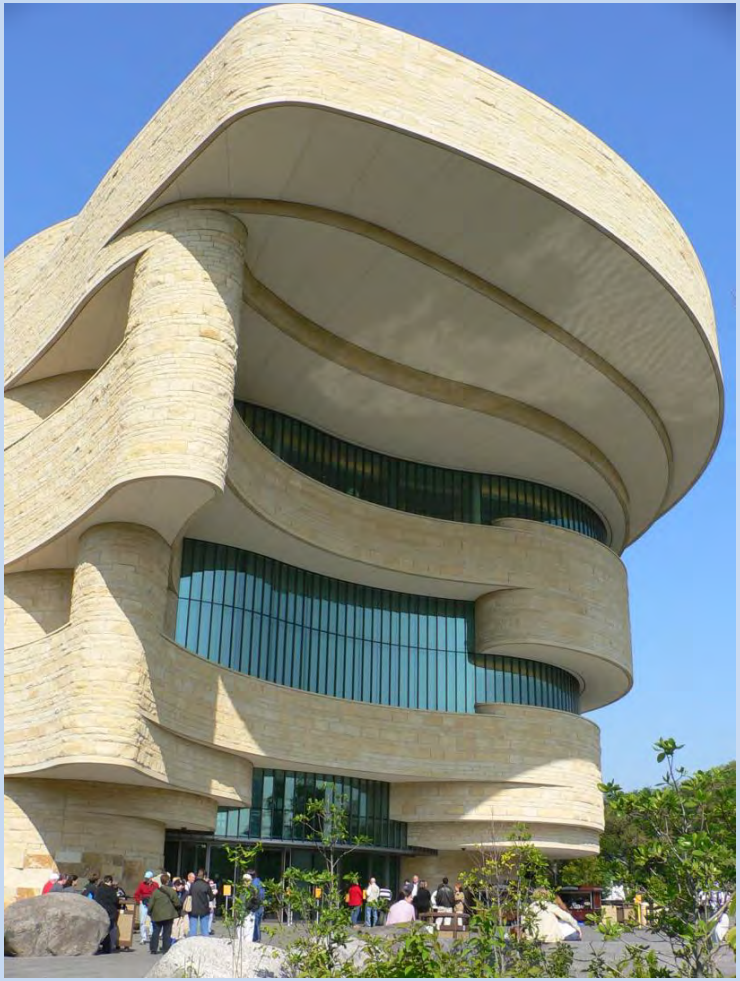
Center for American and World Cultures

Instructor: Alysia Fischer

Visit by Chief Doug Lankford, March 2014

6th Biennial Myaamiaki Conference

maamawi aanciniikiyankwi neehi aancihtaakiiyankwi: Together We Grow and Change
March 15th, 2014



National Museum of the American Indian

Breath of Life Archival Institute for Indigenous Languages

Washington D.C.

A partnership between the Myaamia Center and the Smithsonian's Recovering Voices Program

2013 institute participants

Ongoing Research, Projects, and Other Initiatives

- Linguistic database construction
- Youth educational assessment models
- Ongoing linguistic analysis of archival records
- Ecological research – further development of ecological knowledge system
- Tribal youth program development
- Miami university class contributions across disciplines
- Further develop Miami Tribe heritage classes
- Further develop IDS 259
- Develop tribal teacher training program
- Expand the *Eewansaapita* summer youth program
- Work with museums to digitize Myaamia archival materials for Myaamia Collection
- Contribute to national efforts that support indigenous language revitalization
- Pursue project grant support
- Continue producing tribal publications

Student and Academic Affairs
Construction Activity Report

April, 2014

1. Projects completed:

Six major projects were completed following the last report. Armstrong Student Center Phase 1 and the supporting audio/visual, furniture, fixture, and equipment projects were completed within budget. The Armstrong Student Center has been a wonderful addition to campus and is being heavily used by the student body. A small, but complicated relocation of the telecommunication hub from Robertson Hall was completed within budget. Western Campus Dining Hall and the Western Campus Site Infrastructure projects were completed and returned funding. The Western Campus Dining Hall was opened to students on March 30, upon their return from spring break and has been very well received. Over $1.2 million is expected to be returned from all six projects combined. Five projects under $500,000 were also completed since the last report.

2. Projects added:

Three major projects and 8 projects under $500,000 were added to the Status of Capital Projects report this reporting period. Hughes Hall Roof Replacement and Penthouse Repairs project replaces large sections of flat roof that is beyond its useful life and addresses other deferred maintenance issues with various elements associated with the roof. North Chiller Plant and Demske Culinary Support Center Roof Replacements is a separate roofing project addressing other roof systems beyond their useful life. The anticipated purchase of the old Talawanda High School site has prompted a project to raze the main facility and develop off-campus parking opportunities in alignment with long range circulation planning.

3. Projects in progress:

The renovations of Anderson and McFarland residence halls are making terrific progress. The addition to Kreger Hall is beginning to look much more complete with the brick veneer and windows in place. Inside the building, significant progress is being made by all trades who are working hard to maintain the tight schedule. The three Western Campus Residence Halls remain on schedule. The work to the exterior skin of the three buildings is nearly complete. Inside the building, student rooms are getting initial coats of paint. As the buildings draw nearer to completion, the Western Campus Site Improvements and Landscape project is just beginning. The project will complete various sidewalks connecting new and existing facilities on Western Campus, develop service drives, and complete the landscape work around all five new facilities in this area of campus. Following commencement in the spring, the project will also make needed improvements to the Spring Street and Patterson Avenue intersection enhancing the safety of students.

The **Anderson and McFarland Halls** project will renovate student rooms in both buildings and provide additional study spaces as part of the Long Range Housing Master Plan. All mechanical, electrical, life safety, plumbing and lighting systems will be upgraded along with the site infrastructure.

Construction is entering the final phases. Mechanical systems are being commissioned. IT devices, light fixtures, plumbing fixtures and other finish materials are all being installed. Site concrete is expected to be complete in early April. Preparation for site restoration and landscaping will begin in April with progress dependent on weather.

The **Kreger Hall Rehabilitation** project will relocate the Department of Physics from Culler Hall to Kreger Hall. Vacating Culler Hall is part of the master plan in preparing for the second phase of the Armstrong Student Center. Kreger Hall will be completely renovated with new instructional and research labs, physics department offices, and classrooms. Significant upgrades to all mechanical, electrical and plumbing systems will be completed as well as a new fire protection system. A small addition onto the south face of the building will house the faculty offices, an elevator and two code-compliant egress stairways, and a new handicap accessible entry off of Spring Street.

The brick veneer on the exterior walls of the addition is nearly complete. The building is weather tight. The installation of the new windows is nearly complete. New interior walls at all levels are framed and wallboard is being installed. Epoxy flooring in the laboratories is being installed. Electrical conduit and mechanical ductwork is progressing. The building is on permanent power.

Three new **Western Campus Residence Halls** with approximately 700 beds will be constructed on the north end of the Western Campus. The facilities were planned as part of the Long Range Housing Master Plan and will provide swing space for taking off existing residence halls as they are renovated. These residence halls are being designed with a focus on the second year student experience.

Building skins are substantially enclosed to allow interior work to commence. Exterior finish work continues and will complete in March. Temporary heat is on in all buildings. Interior wall framing is complete. Current interior work includes ceiling framing, hanging of drywall, electrical outlets and wiring, fan coil unit installation, plumbing piping, ductwork, and fire suppression piping. Building mechanical equipment is in place and permanent power is on.

The **Western Campus Site Improvements and Landscape** project will restore the grounds surrounding the new Western Campus Residence Halls and Dining Hall construction sites as part of the Long Range Housing Master Plan. Work will include storm water management, site grading, fire lane construction, pedestrian lighting, sidewalks, and landscaping. Work will also include pedestrian improvements at the Spring Street and Patterson Avenue intersection with the installation of a new traffic signal and widened sidewalks from the Shriver Center driveway entrance north to Bishop Circle, along the west side of Patterson Avenue.

Demolition activities, rough grading, electrical rough-in and storm utility structure installations are underway. Installation of the footers for the pedestrian bridges has begun.

Respectfully submitted,

Cody J. Powell, PE
Associate Vice President –
Facilities Planning & Operations

University Advancement report
for BOT Academic and Student Affairs Committee
April 2014

The Campaign *For Love and Honor,* which was publicly launched in 2005, officially concluded on December 31, 2013 with a total of $535.6 million. Notably, during the Campaign, we raised $132 in student scholarships, $135 for academic programming and research, and $108 million for capital projects. Thirty-three new professorships and chairs were created, and Miami's endowment more than doubled. Additionally, 2013 was the third best year in the history of the campaign with $58.2 million in new gifts and pledges.

At the Campaign Celebration on February 8, we announced the final tally. The planning and execution of the Gala was very well received by our donors and campus constituents. The event's expenses were covered by a generous gift from Richard and Emily Smucker. Also positively completed was the dedication of the Armstrong Student Center during which the lead donor on the project, Mike and Anne Armstrong announced an additional $3 million gift which will assist with construction of the East Wing of the facility, as well as create scholarships.

Going forward, we are pleased to report significant progress on our FY14 fundraising goal of $37.2 million, having secured $36.2 million as of March 31. We will accomplish our goal ahead of the June 30th deadline and have begun to focus our development strategy and planning on our goal of $40.9 million in FY'15.

Advancement's attention is also fully engaged with the execution of our post-campaign stewardship plan. President and Mrs. Hodge have met personally with many of our top donors to express Miami's gratitude and deliver personalized gifts. Our development staff is also doing the same with donors at a lower level with an executed "thank you tour".

We have also completed our post-campaign planning for fundraising. Priorities that have been identified are as follows:

- Endowed scholarships for incoming students
- Capital support of the next phase of the Armstrong Student Center
- Capital support of identified Intercollegiate Athletics facilities
- Capital support of renovation of residence halls
- Endowed faculty positions

Advancement is also working effectively partner with the new dean of the Farmer School of Business, Dr. Matthew Myers as well as the new Vice President for Student Affairs, Jayne Brownell. Both have been making initial visits with top donors in their respective areas. As we predicted, they are very effective with donors and prospects.

As with anytime in institutional life, there are environmental challenges for Advancement's fundraising efforts. Currently those include:

- A Post-Campaign environment

- Open College of Creative Arts dean position
- Ongoing IT consolidation

Finally, our division has continues to push forward on new initiatives. They include:

- Revamping our parent programming with the addition of a Family Fellows program in moving ahead nicely
- Enhancing our alumni programming through webinars and other new initiatives to reach out to younger alumni continues to go forward
- Further development and involvement of the Foundation Board through new additions, stewardship involvement and hosting events has head steady progress
- A new “Women’s Initiative” had a successful launch in early April with a keynote address by Geena Davis