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**BOARD OF TRUSTEES
 MIAMI UNIVERSITY
 Minutes of the Academic and Student Affairs Committee Meeting
 September 22, 2016, 8:00 a.m.
 King Library, Miami University, Oxford Campus**

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on September 22, 2016 in King Library, on the Miami University Oxford Campus. The meeting was called to order at 8:00 a.m. by Committee Chair Bob Shroder, a majority of members were present constituting a quorum. Attending were Chair Shroder, and committee members; Trustees David Budig, and John Pascoe, National Trustees Terry Hershey and Diane Perlmutter, and Student Trustees Ciara Lawson and Alex Boster; along with non-committee members; Trustees Jagdish Bhati, Mark Ridenour and Steve Wilson, and National Trustees John Altman, and Bob Coletti.

In addition to the Trustees: Miami President Greg Crawford; Phyllis Callahan, Provost and Executive Vice President for Academic Affairs; Jayne Brownell, Vice President for Student Affairs; and Michael Kabbaz, Vice President for Enrollment Management and Student Success, were in attendance. Also present to address agenda items or to provide support, were: Deedie Dowdle, Associate Vice President for Communications and Marketing; Jim Oris, Associate Provost, and dean of the Graduate School; Mike Curme, Dean of Students; Jerome Conley, Dean and University Librarian; Susan Schaurer, Assistant Vice President and Director of Admission; Scott Walter, Assistant Vice President for Student Affairs; Drew Reffett, Professor and Chair of the Senate Executive Committee; Allison Jones-Farmer, Professor and Director, Center of Analytics and Data Science; Scott Sportsman, Director of Research and Analysis, EMSS; Kelley Kimple, Director of Multicultural Affairs; Clair Wagner, Director, News and Public Information; Jen O'Brien, Director, Off-Campus Outreach; Vince Frieden, Libraries, Strategic Communications Coordinator; Kelly McHugh, President, Graduate Student Association; Trent White, academic secretary, Associated Student Government; and Ted Pickerill, Secretary to the Board of Trustees; as well as several graduate students and others attending to observe or assist.

Public Business Session

Chair Robert Shroder opened the public session and welcomed everyone to the meeting.

Approval of the Prior Meeting's Minutes

National Trustee Perlmutter moved, National Trustee Hershey seconded, and by unanimous voice vote, the minutes of the previous meeting were approved.

Student Trustees

Remarks from Student Trustees Alex Boster and Ciara Lawson will be made to the full Board at the meeting on Friday, September 23, 2016.

Associated Student Government

Trent White, Academic Secretary, Associated Student Government, updated the Committee on student government activities. His report is in Attachment A (reports to the Committee).

Graduate Student Association

Graduate Student Kelly McHugh, President of the Graduate Student Association, introduced herself and thanked the Board for the opportunity to become a regular part of the Academic and Student Affairs meetings. Her report to the Committee is also included in Attachment A.

University Senate

Dr. Drew Reffett, Chair of the Senate Executive Committee, next addressed the Committee. He stated that there had been a small number of curricular matters considered, and the approval of a proposed department name change. His report is included in Attachment A.

Student Affairs Reports

Vice President's Report

Vice President Jayne Brownell updated the Committee, relaying the following:

We are deep into September, and it is hard to believe that students have already been back on campus for a month. It has been a very busy month, and I think that Greg and Renate are wondering if I'm following them for how many times we've seen each other at events the past few weeks. Students have been noticing how present they are around campus, and we all appreciate their openness, accessibility and visibility.

I have a few events and initiatives that I'd like to highlight for you from the past month, which all relate to some of the topics I've discussed with you during the past few years. First, we've been continuing to work on our prevention efforts related to sexual assault. While all new students are required to complete Haven, an online course on this topic, we wanted a more engaging way to raise awareness about this issue. We thought Welcome Week was a particularly important time for this message, since research tells us that the very start of college is a particularly vulnerable time for students. So, this year, we introduced a program called "It Is My Place"—which gave a variation on our Step Up message, telling students it absolutely is their place to step in when they see others in

trouble. An acting troupe with a background in student affairs did the presentation for more than 3,000 of our students in Millett, with vignettes about alcohol use, stalking, dating violence, bias, and sexual assault. They also did a very entertaining skit on “enthusiastic consent,” showing students that it’s not all bad news out there—relationships can and should be fun as well. They used technology so that they could give feedback to the presenters in real time using text messaging, and the actors were very direct, using student language to debrief the skits. They also gave concrete strategies for students to employ if they witness any of these situations. Despite the large audience, students were engaged and respectful, and we’ve heard a lot of good feedback on the session. In addition to this program, we’re also adding other resources related to sexual assault, including hiring a new prevention coordinator who will be overseeing our education efforts for students, faculty and staff on all campuses. We’ve also received a grant that will allow us to have an advocate from Women Helping Women on campus each week, increasing confidential resource options for students.

You’re going to hear a lot about our work related to diversity in a few minutes from Kelley Kimple, our new ODA director, and Scott Walter, the AVP in Student Affairs who oversees that area, but I wanted to talk more about our students and their efforts, formal and informal. We’ve had a number of students reach out to us wanting to help plan programming this fall, which has been a great partnership. And then last week, we had an unexpected event when a small group of protesters came to campus with primarily anti-LGBTQ and anti-Muslim messages. This group has come to campus before and generally our students ignore them. This year, they did not. A rotating group of students stood nearby doing a counter-protest throughout the afternoon, periodically engaging the protesters in dialogue, but mainly showing their support for their fellow students who were being targeted by the protesters. It was a great example of the types of activism that we hear is on the rise at campuses across the country, and which I expect we could see more of here.

Finally, I want to highlight a very successful student initiative that took place last week. ASG, along with the Greek tri-councils, created and implemented a Mental Health Forum that took place in the Wilks Theater. They worked with our Student Counseling Center who spoke about their services and resources, but much more importantly, they had students in the theater and on video talking about their own struggles with mental health, and offering support for others who are experiencing mental health challenges. President Crawford and Ohio Lieutenant Governor Mary Taylor also spoke on these issues. My favorite quote of the night was from Maggie Reilly, Student Body President, talking about the Healthy Minds survey that showed that 97% of Miami students are comfortable being friends with people who have had mental health issues. Her message to students was: “If you need help, get it, and your student body will always have your back.” It was a fantastic message, and a fantastic night. And there is much more to come.

Trustee Coletti then commented on the Greek system and the OESCR process, particularly on the value of holding individuals, rather than groups, responsible for their personal actions, and the low threshold of evidence required to proceed to a hearing. Vice

President Brownell explained that the hearing is in essence the investigation to determine if a violation has occurred.

Community Relations

Off-Campus Outreach Director, Jen O'Brien, then updated the Committee on community relations. She relayed a matter with off-campus leasing, whereby students (normally freshmen) often feel pressured to arrange off-campus housing two years in advance. Such a practice causes difficulties with study abroad and roommate planning. Ms. O'Brien also talked about Town and Gown efforts where leaders from the City of Oxford and the University are working to address and solve common problems and to enhance the quality of life for all residents and students.

Ms. O'Brien's report and presentation are included as Attachment B.

Serving Diverse Populations

Assistant Vice President Scott Walter and Kelley Kimple, Director of Multicultural Affairs updated the Committee on serving diverse populations. They highlighted some of the many services available and student organizations, and discussed the restructuring of several areas (Women's Center, GLBTQ+, Diversity Affairs) into the Office of Multi-Cultural Affairs.

Their report and presentation are included as Attachment C.

Student Affairs Written Reports

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

- Student Affairs "Good News" – VP Student Affairs, Attachment D
- Campus Safety Data, Susan Vaughn, Director, Office of Ethics and Student Conflict Resolution, Attachment E
- Student Housing Occupancy Update, Brian Woodruff, Director, HOME Office, Attachment F
- Student Activities and Programming, Jenny Levering, Director Student Activities and Cliff Alexander Office of Fraternity and Sorority Life, Attachment G

Enrollment Management and Student Success Reports

Vice President's Report and Admission Update

Vice President Kabbaz updated the Committee, stating EMSS is proactively engaged in student success efforts, and is working across divisions towards this goal. The current retention rate is trending at 91.79%, which would be one of the highest in university history.

Some notable efforts include:

- Implementing a first generation pilot mentorship program.
- Bridges is in the process of putting in place a Bridges Scholars program.
- Implementing a new advising platform across all academic divisions.
- The use of CIVITAS, predictive analytics, is being implemented.
- Searching for a new Career Services leader, for the newly updated position as an Assistant Vice President, with a new name for the office - the Center for Career Exploration and Success.

Admission Update

Assistant Vice President and Director of Admission, Susan Schaurer, stated Admissions is making progress with transfers, and are actually leading the public universities in Ohio in progress year to year. She reviewed the incoming class profile, which is quite strong with an ACT average of 28.5, and domestic diversity of 15.5%.

She reviewed goals for Fall 2017, will include; increasing applications to 31,000, enrolling 3,700 students, increasing domestic diversity and non-resident enrollment, while maintaining the strong academic profile.

Ms. Schaurer's presentation is included as Attachment H.

Enrollment Management and Student Success Written Reports

In addition to the presentations, the following written report was provided:

- Enrollment Management and Student Success "Good News" – VP Michael Kabbaz, Attachment I.

Academic Affairs Reports

Provost Update

Provost Callahan also remarked on the strong academic profile of the incoming students and informed the Committee of the award of a MacArthur Fellowship to Daryl Baldwin, Director of the Myaamia Center. It is the first ever award at Miami, and the first in Ohio in over a decade.

Provost Callahan then presented the resolution to update the name of the Department of Family Studies and Social Work to the Department of Family Science and Social Work. John Pascoe then moved, Bob Shroder seconded, and by voice vote the Committee unanimously recommended approval by the full Board of Trustees.

Provost Callahan then reviewed faculty composition, including total full time faculty and the portion of tenure and tenure track faculty. She compared Miami's composition to the levels nationwide by headcount, and by credit hours of instruction, and she also compared faculty salaries by level (Assistant, Associate, Full professor) and Division.

Provost Callahan's presentation and the resolution are included as Attachment J.

Center for Analytics and Data Science (CADS)

Professor Allison Jones-Farmer, Director of the Center for Analytics and Data Science (CADS), explained the mission of CADS, which is to develop problem solvers, create a collaborative environment, and to develop and promote the sound practice of analytics and data science methods. She stated that a shortage looms in data analysts and managers with the capability to reap actionable insights. She discussed the offerings at Miami and their recent significant growth. She also reviewed participating departments and funding, including corporate partnerships.

Dr. Jones-Farmer highlighted CADS events, such as DataFest, and experiential learning opportunities for students with governments, corporations, etc. She emphasized the interdisciplinary nature of CADS, its support for research across disciplines, its support of faculty development, innovative curriculum, and building partnerships with industry.

Professor Jones Farmer's presentation is included as Attachment K.

University Libraries

Dean Jerome Conley, reviewed library facilities, which include four locations on the Oxford Campus. He reviewed resources available through the Libraries, including study rooms and computers. He stated the three core focus areas are;

- Providing access
- A place of community
- Exceptional customer service and expertise

He stated a recent challenge faced by the Libraries was vacating Hughes Hall, which was conducted by the Library staff. He reviewed new collections and acquisitions; explained the textbook imitative which makes copies of textbooks for the top fifty classes available; and outlined the new technology available, 3D printing, One-Button studio, eSports Arena, and the Innovation Hub.

Dean Conley highlighted campus partnerships, the Howe Center, the Office of Research for Undergraduates, and AIMS/eSports, among others. He also addressed the internal climate and actions taken in response to the LibQual study, and ClimateQual studies.

Dean Conley also reviewed the Library budget, which shows an erosion of buying power. The Libraries have implemented some patron driven acquisition, based on searches/requests, but the largest portion of budget is in continuing resources (Journals, Databases and OhioLINK, etc.). He stated that the Library will continue to prioritize, partner and explore best practices

Dean Conley's presentation is included as Attachment L.

Academic Affairs Written Reports

In addition to the presentations, the following written report was provided:

- Academic Affairs "Good News" – Provost Phyllis Callahan, Attachment M

Forward Agenda

Chair Shroder then called for forward agenda input; there were no current requests for changes or additions.

The forward agenda is provided as Attachment N.

Adjournment and Tour

With no other business to come before the Committee, the meeting was adjourned at 11:30 a.m. for a tour of King Library, led by University Librarian and Dean Jerome Conley.



Theodore O. Pickerill II
Secretary to the Board of Trustees

TO: Academic and Student Affairs Committee
FROM: Trent White
DATE SUBMITTED: September 11, 2016

Ladies and Gentlemen,

The Associated Student Government could not be more excited to begin the 2016-2017 academic year. Our cabinet members have been working diligently over the summer to ensure that we hit the ground running and can hopefully accomplish a great deal for the student body this semester. Our annual retreat was very productive as we met with President and Dr. Crawford, as well as Vice President David Creamer, and were lucky enough to speak with dining while sampling food from Maple Street's new barbeque restaurant. We discussed efforts to improve student life like the planned construction for new residence halls, plans to increase recreational space on campus and the changes dining has made to better accommodate students with the new Meal Plan. We are also looking forward to helping President Crawford in his largest initiative, increasing diversity and inclusiveness on campus by co-hosting a diversity event to occur sometime this fall semester.

Elections for On-Campus Senators are to be held on September 12 and the first meeting of the 2016-2017 Student Senate will be Tuesday September 13. Senators and members of the Executive Cabinet will be addressing a multitude of issues including:

- Diversity and Inclusion
- Increasing Affordability
- Textbook Options
- Additional Recreational Space
- Parking
- Housing/Dining/Meal Plan
- Sustainability (including bike sharing)
- Alcohol/ OESCR
- The I Am Miami initiative
- And more.

The Funding Committee has begun funding hearings in order to evaluate funding requests from the over 400 student organizations on campus. These hearings will allocate funding for the month of September and any other requests that are already being planned for the fall semester. ASG takes great pride in providing funding so these organizations can provide students with a more well-rounded college experience. ASG is also taking great steps to address debt held by student organizations with the Debt Relief Plan being spearheaded by Secretary of Finance Alex Cary.

As Secretary for Academic Affairs, I have already met with Registrar, Dave Sauter, to discuss issues of his office that are of particular student interest like the creation of What If Degree Audit Reports and the reorganization of priority registration. I will meet with Provost Callahan on September 12 to discuss her office's goals for the year and how the Provost's office and ASG can better collaborate to benefit students. I will also meet with Dean Conley to discuss the Open Textbook Network and other ways to reduce the cost of books for students. My committee will meet for the first time this week and begin to set goals for the semester, one of which will include strengthening the relationships between ASG and each respective College's Dean and also increasing ASG participation and involvement in individual department/college sponsored events.

ASG is very excited for the incredible progress we will make toward improving student life on campus and looks forward to working with the Academics and Student Affairs Committee in order to reach out goals.

Love & Honor,

Trent White
Secretary for Academic Affairs

**Report to the Board of Trustees,
Academic and Student Affairs Committee,
By the Graduate Student Association**

September 22, 2016

Hello, ladies and gentlemen of the Board of Trustees. I am here to represent the Graduate Students of Miami University. My name is Kelly McHugh. I am serving as the president of the Graduate Student Association this year. I want to briefly introduce myself to you - I am a 6th year PhD student in the Department of Geology and Environmental Earth Science and I also earned a Bachelor of Science in Geology at Miami in 2011. I have an extended history with this university and feel that the liberal arts education I am receiving has equipped me for success in my career.

The Graduate Student Association is new to the Academic and Student Affairs Committee and we are excited to be here! I want to tell you a little more about the organization. The GSA is a consortium of grad students who gather to give voice to graduate student concerns, foster greater community between graduate students and Miami University as a whole, and serve as a channel of communication between graduate students and other segments of the university. Ultimately, I feel that the role of the GSA is to advocate for and encourage graduate students in their academic and personal endeavors.

Graduate students are educators, researchers, and scholars; and play an important role in what we know as the "Miami Experience".

Hundreds of Miami graduate students attend conferences each year to present their original works. Last year, over 140 students presented at the Graduate Student Research Forum on campus. Within my department, I am surrounded by masters and PhD students studying subjects as diverse as pharmaceuticals removal from groundwater, the role of microbes in the foundations of life on Earth, and the hazards associated with volcanic eruptions. In addition to being at the front edge of this work with our faculty mentors, we help extend these research opportunities to undergraduates at Miami. Last year, over a quarter of the presentations at the Undergraduate Research Forum included graduate students as authors. Eleven Doctoral-Undergraduate Opportunity Scholarships (DUOS) were awarded to foster mentorship relationships between undergraduates and doctoral students. I have personally mentored 3 undergraduates in research while pursuing my doctorate degree. And, as an undergraduate here, I benefitted from the mentorship of several graduate students; also, receiving a Doctoral-Undergraduate Opportunity Scholarship. Graduate students play an integral role in the Miami Experience, all while conducting their thesis or dissertation research, taking classes for their degrees and, in many cases, working as teaching or research assistants.

Last year, the Graduate Student Association carried out two primary initiatives to improve the experience for graduate students at Miami. First, to foster greater social connectivity among graduate students, the GSA organized numerous outings (including a Reds Baseball Game) in addition to regular meetings and Friday social events. Second, the GSA worked with the Graduate School and Human Resources to improve health insurance benefits for graduate

students, including adding dental discounts and reducing the upfront costs of health insurance. The GSA hopes to continue these types of productive discussions with the university administration, and I am pleased to be here today and in the future to keep you informed on our activities and progress.

This year, the GSA wants to reinforce its role as a unifying voice for graduate students and increase our visibility across the university. We have over 50 masters programs and 12 doctoral programs at Miami University, including our newest masters program in criminal justice studies in the College of Liberal Arts and Applied Sciences. By engaging with the Board of Trustees and filling university-wide committee seats with graduate student representatives from all programs, we want our presence to enrich and inform decision-making and academic life at Miami. One of our primary goals this year is to develop a "Graduate Life Survey" similar to what has been done at other universities, so that we can systematically evaluate the duties, accomplishments, and concerns of Graduate Students here. We will continue to work with Dean Oris of the Graduate School, University Senate, and the Board of Trustees to enhance the impact that graduate students have at the university, increase the sense of graduate student community, and improve graduate student wellness.

Please help us celebrate our 2nd Annual Graduate Student Appreciation Week beginning October 31, 2016. The finale to this week is the Graduate Student Research Forum held in the Shriver Center on November 4th. I invite you to attend to learn more about the diversity of research, scholarship, and creative activities carried out by Miami's graduate students.

Thank you for your time.

Kelly McHugh
Graduate Student Association (GSA), President



September 12, 2015

To: Board of Trustees, Academic and Student Affairs Committee
 From: Andrew Reffett, Chair, Executive Committee of University Senate
 RE: University Senate Report to Board of Trustees – September 25, 2015 Meeting

Executive Committee of University Senate membership:

- Andrew Reffett (Accountancy), Chair of Executive Committee
- Shelly Jarrett Bromberg (Spanish and Portuguese), chair-elect of Executive Committee
- Yelizaveta Skryzhevskaya (Social & Behavioral Science), at-large member
- Maggie Reilly (Student Body President), undergraduate
- TBD, graduate student
- Phyllis Callahan, Provost, Chair of University Senate
- Maria Cronley (Sr. Associate Provost), Secretary of University Senate
- Becky Sanders (Executive Assistant for Admin Services), Recording Secretary

Dates University Schedule is scheduled to meet during the 2016-2017 academic year:

2016	2017
August 29	January 23
September 12	February 6
September 26	February 20
October 10	March 6
October 24	April 3
November 7	April 10
November 21	April 17
December 5	April 26
	May 1 (tentative)

At the final meeting of the 2015-2016 academic year, Senate confirmed appointments to standing and advisory committees of Senate and authorized Executive Committee to confirm additional nominations made through the summer and into the fall. The standing committees of Senate have broad responsibilities and conduct the continuing and regular business of the Senate; the advisory committees are charged with the responsibility to advise appropriate administrators and to report to University Senate on the state of the institution in the policy area for which the committee is responsible. The business of Senate is managed by the Executive committee. Special reports will be scheduled throughout the year to inform Senate of items of importance to the University.

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on April 21, 2016.

- Items received on the University Senate consent calendars:
 - **September 12, 2016:** Revision to Existing Associate Degree, CLAAS – Liberal Arts and Applied Science

- **September 12, 2016:** New Minor, CIT – Data Intelligence through Information Technology
- **September 12, 2016:** Revision of an Existing Major, AMS, American Studies
- **September 12, 2016:** Revision of an Existing Major, LAS – Latin American, Latino/a and Caribbean Studies
- **September 12, 2016:** Revision of an Existing Major, MKT – Marketing
- **September 12, 2016:** Revision of a Degree, SPA – Speech Pathology
- **September 12, 2016:** Department Name Change - Department of Family Studies and Social Work - proposed name change: Department of Family Science (Attachment A)
- Reports delivered at University Senate
 - **September 12, 2016:** Howe Center for Writing Excellence – Elizabeth Wardle, Director, Howe Center for Writing Excellence

The following are items of business Executive Committee anticipates that Senate will discuss during the 2016-2017 academic year:

- New degrees
- Updates, Institutional Council on State Mandates
- Regional Campuses Governance Structures

cc: Provost Phyllis Callahan, Chair, University Senate
Andrew Reffett, Chair, Executive Committee of University Senate
Sr. Associate Provost, Maria Cronley, Secretary, University Senate
Becky Sander, Recording Secretary, University Senate

Community Relations

Off-Campus Outreach and Communication



STUDENT AFFAIRS

Community Relations

SCRC

Coalition

Walkabout

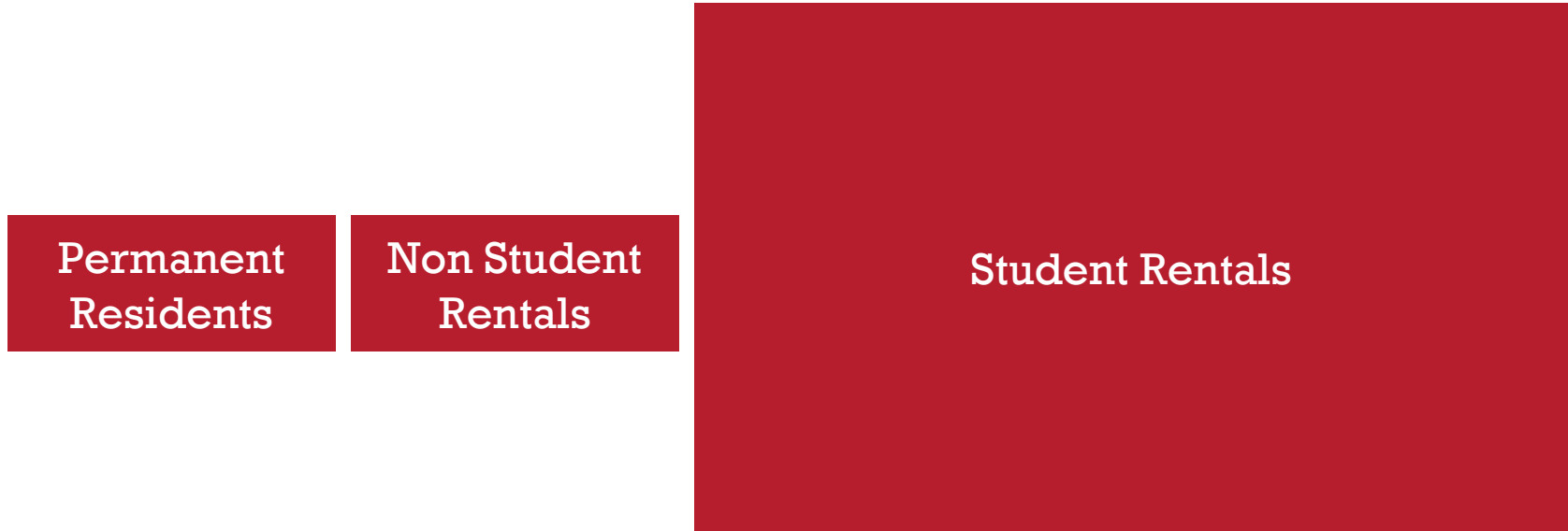
ShareFest

TERMS

1

Current Issues

Composition of the Mile Square



Early Lease Signing

- Missed opportunities
- Circumstance changes
- Who drives this process?



Noise, Litter, Trash

→ In 2015-16 Miami students earned:

- ◆ 97.6% of litter violations
- ◆ 85+% of noise violations

→ City investment during move-in and move-out



Alcohol and House Parties

→Unknown guests

→Open source liquor

→Underage drinking



Attachment B



Overall Page 20 of 173



Attachment Page 7 of 23

2

State of Town-Gown

TGIT

Town-Gown Initiatives Team, Established August 2016

OXFORD		MIAMI
Economic Development	Visitor's Bureau	Off-Campus Outreach & Communication
Community Development	Mayor	Faculty Member
Coalition / High School	President's Office	Dean of Students
		Student Wellness



3

Current Initiatives

Off-Campus Housing Survey

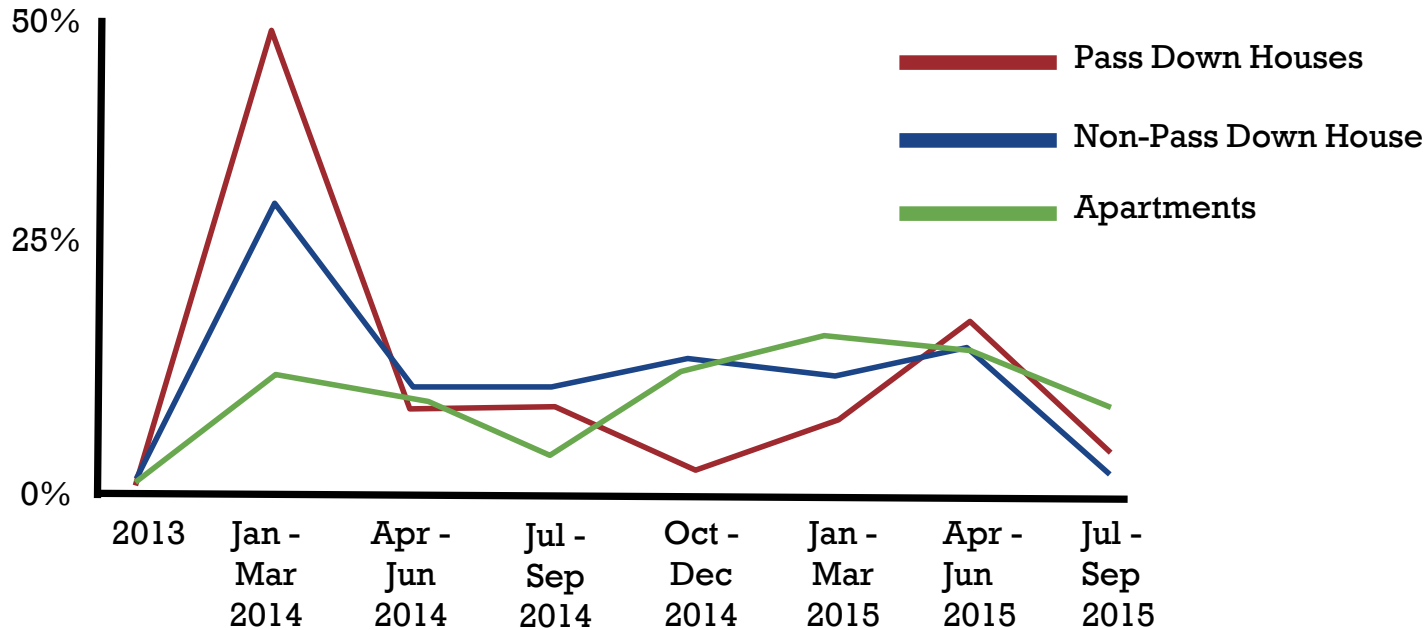
When

Who

Response Rate

Lessons

Off-Campus Housing Survey: Lease Signing



Off-Campus Housing Survey: Safety Measures

86.28%

Working door locks



91.46%

Key for each tenant



86.59%

Locking windows



85.98%

Working smoke alarm

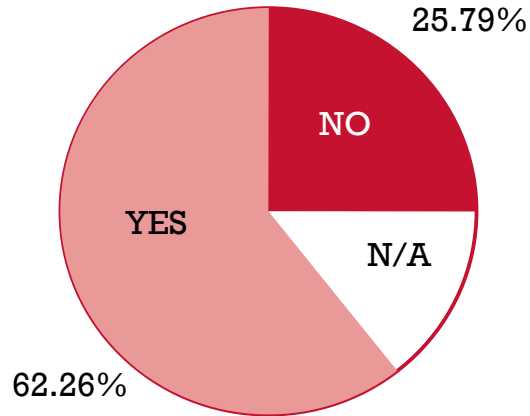


73.78%

Fire Extinguisher



Off-Campus Housing Survey: 24 Hour Notice



Off-Campus Housing Survey: Average Rental Costs

Type of Unit	% Charged by semester	Average Semester Cost	% Charged by Month	Average Monthly Cost
Pass Down	93.88%	\$3,435.65	6.82%	\$558.33
Non Pass down	95.05%	\$3,166.95	3.96%	\$597.50
Apt. /condo	46.04%	\$3,721	53.96%	\$547.03
Fraternity House	90.91%	\$3,175	9.09%	\$954.50

Off-Campus Housing Survey: Impact on Practice

Increase
landlord
communication

Educate on
lease signing

Develop social
hosting
education

Implement
listing service

Off-Campus Senators

- Quality of Life
- Civic Engagement
- Health & Safety



Good Neighbor Protocol

1st Citation

Letter

2nd Citation

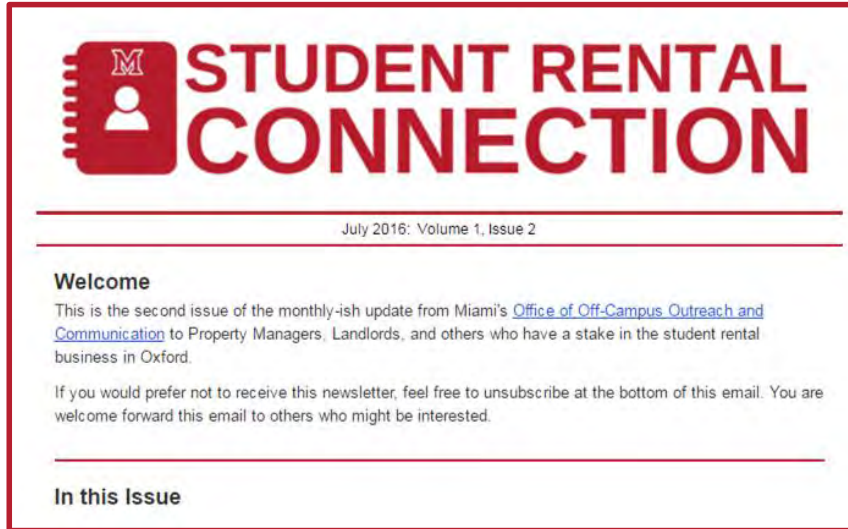
Meeting

3rd Citation

Referral

Over the course of one semester.

Landlord Communication



 Individual Meetings

 Newsletter

 Group Meetings

We commit to becoming an international model for how excellent communication and thoughtful partnership can improve an entire community, with goals that are well defined and effectively communicated, and actions that are considerate of the entire community.

COMMUNITY RELATIONS

Board of Trustees Report | September 22, 2016

About The Office of Off-Campus Outreach and Communication

Areas of Responsibilities

- *Communication:*
The Office is responsible for the divisional communication efforts for the Division of Student Affairs, including social media, print and digital material, and web content, editing, and publishing.
- *Off-Campus Outreach:*
 - **Town-Gown Relations:** The Office liaisons with the City of Oxford from a Student Affairs perspective on issues that primarily involve the student experience.
 - **Commuters:** The Office oversees the Commuter Center, advises Commuter Council, and serves as the point of contact for all commuter students.
 - **Off-Campus students:** The Office works to engage, educate, and support off-campus students to achieve a positive, safe, responsible, and connected experience living off-campus.

Recent History of Community Relations

Timeline

- 1984: Student-Community Relations Commission (SCRC) formed
- 1996: Coalition for Healthy Community-Oxford formed
- 2002: First Walkabout
- 2005: First ShareFest
- 2006: Coordinator of Off-Campus Affairs position created
- 2011: Coordinator of Off Campus Affairs leaves position; goes unfilled
- 2015: Office of Off-Campus Outreach and Communication created
- 2016: Town Gown Initiatives Team formed

Current issues shared by Oxford and Miami

Composition of the Mile Square

Over the past several decades, the composition of the Mile Square has shifted as students enter and residents exit. However, even with fewer permanent residents living in the Mile Square, many residents visit the area each weekend for church, shopping, eating, and enjoying the Uptown Parks.

Early lease signing

Over a third (34.5%) of off-campus students sign a lease for their junior year prior to entering their second year at Miami. Despite the current surplus of rental properties available in the City of Oxford (there are 4,496 units on the Approved Rentals List, with occupancies that can support 15,623 individuals, excluding 32 Fraternity House permits with 1,252 beds), a culture exists in which first and second year students feel pressure to sign leases up to 18 - 22 months in advance.

Students who sign early leases are more likely to require a sublease due to unforeseen study abroad or internship opportunities, or even medical leave and/or transferring from Miami to another institution.

Noise, Litter, Trash.

Noise, litter, and trash are quality of life issues for many residents of Oxford, even when they live outside of the Mile Square. The vast majority of Noise and Litter citations go to students.

Alcohol-related behavior and front-yard house parties.

Front-yard house parties are being addressed because of their disproportionate impact on local norms, as well as the impact of noise and litter on the surrounding community. Additionally, these parties insinuate an “open-door” policy, attracting visitors who may not be known to the host(s), and tend to be more disruptive to neighbors and community members.

State of Town Gown Relations

Combined with the Alcohol Task Force Report released in Spring 2015 and an 8-10 member contingency of community and university staff attending the International Town Gown Association Conferences in 2015 and 2016, the relationship between Miami University and the City of Oxford is thriving. Resources, efforts, and energy have focused on high-risk alcohol related behaviors in the Mile Square, resulting in a greater partnership between the parties. There is now a critical mass of people, from both Miami and Oxford, thinking about and committed to finding answers to some of the quality of life issues that college towns have been facing for decades. Evidence of true collaboration can be observed at many levels, through many current initiatives that involve community members, university staff, and students.

Current initiatives*Town Gown Initiatives Team (TGIT):*

- The TGIT is composed of City and community representatives from Oxford and staff/faculty representatives from Miami University. TGIT is now meeting regularly (beginning August 2016) to establish a shared vision for the many sub-groups and committees that are committed to some aspect of Town and Gown.

Off-Campus Housing Survey:

- As the Town Gown activities of Miami and Oxford are ramping up, the Office of Off-Campus Outreach and Communication enacted a survey in May 2016 to all off-campus juniors to better understand the student experience from the student perspective. The survey was designed with feedback from Associated Student Government's Off-Campus Senators, City of Oxford staff members, Student-Community Relations Committee, and Student Affairs staff members. A similar survey for landlords is planned for September 2016 as well.

Off-Campus Senators:

- With the Offices of Student Wellness and Community Engagement and Service, the Office of Off-Campus Outreach worked with Associated Student Government (ASG) in Fall 2015 to redefine the role of Off-Campus Senators. The Off-Campus Relations Council (OCRC), a new committee of all 16 off-campus senators, was established. This group expanded the August

Walkabout to now include two follow-up Walkabouts (in November and March) and added a very successful second off-campus housing fair in February 2016.

Good Neighbor Policy

- The Off-Campus Interventions and Partnerships workgroup, a subcommittee of the Alcohol Coordinating Committee, established a protocol on how to handle off-campus noise, litter, and outdoor furniture citations by the Oxford Police Department. The new protocol, which involves escalating action upon multiple citations within a single semester, is meant educate students about their responsibilities as community members and help them establish strategies for being a better neighbor.

Landlord Communication

- During the 15-16 year, Off-Campus Outreach met with 16 local landlords / property managers individually to discuss current issues and establish relationships
- Starting July 2016, Off-Campus Outreach sends a monthly newsletter to landlords / property Managers with relevant information about Miami policy and important dates, upcoming opportunities and events, and opportunities for feedback.

Shared vision (draft) between Oxford and Miami

The following statements have been drafted as the Town Gown Initiatives Team as a Strategic Vision for the future of Town Gown Relations between Miami University, the City of Oxford, and the broader Oxford community.

The Town-Gown Initiatives Team is dedicated to leading this thoughtful planning and action. Toward that end, we -- The City of Oxford, Miami University, and the broader Oxford community -- pledge our commitment to the following shared ideals:

1. We acknowledge and embrace our reciprocal roles as members of multiple sub-communities within our broader shared community, and recognize the benefits and responsibilities associated with membership in each. We strive to make all members of our shared community feel welcome to participate in and benefit from the diverse range of opportunities available.
2. We commit to becoming an international model for how excellent communication and thoughtful partnership can improve an entire community, with goals that are well defined and effectively communicated, and actions that are considerate of the entire community.
3. External to our community, we -- the City of Oxford, Miami University, and the broader Oxford community -- will be thought of as a single, connected community, but also in such a way that each is recognized for its own unique qualities and characteristics.
4. As essential elements of our broader community, those who identify most closely with the City of Oxford, Miami University, and/or the broader Oxford community will be aware of, and take pride in, the accomplishments of those in the others. Likewise, members of each element of our shared community will be actively engaged in and recognized leaders in the others.

Serving Diverse Populations

Scott L. Walter and Kelley Kimple
September 22, 2016



STUDENT AFFAIRS

Services & Organizations

» Intercultural Education:

- » “Let’s Talk” Dialogues
- » “Mix It Up” Lunch Program
- » Guests Speakers
- » Immersion Experiences



Services & Organizations

.....

- » Multicultural Programming
 - » Cross-Cultural Connection Dinners
 - » Graduation Celebrations
 - » Horizon/Lavender
 - » Cultural/Heritage Awareness Celebrations
 - » Multicultural Student Leadership Conference
 - » Spectrum
 - » GLEAM



Services & Organizations

- » Promotion of Academic Success
 - » Peer Mentor
 - » MADE@Miami



Services & Organizations

» Professional Development

- » Backpack 2 Briefcase
- » Resume Express
- » Study Abroad Express
- » Etiquette Dinner
- » Miami Women



Services & Organizations

» Accessibility & Compliance:

- » All Gender Bathrooms
- » Human Resources
- » IT Services
- » Safe Zone Program
- » Title IX
- » Student Disability Services



Multicultural Centers

.....

» Institutes & Programs

- » American Culture and English Program (ACE)
- » Black World Studies Program (CAS)
- » Bridges
- » Center for American and World Cultures
- » Global Initiatives
- » Confucius Institute
- » Education Abroad Services
- » MADE@Miami





Attachment C

Connections & Resources

- » One Stop
- » Parent & Family Programs
- » Student Success Center
- » Rinella Learning Center
- » Academic Advising
- » Student Counseling Center
- » GLBTQ Services
- » The Women's Center





Attachment C

Student Organizations

.....

100+ student organizations that have a focus/mission to work with/assist Diversity and Multicultural Affairs





Community Events and Celebrations

.....

30+ annual events at Miami or in the Oxford community designed to celebrate or recognize events for our diverse populations





Attachment C

Freedom Summer Dialogues

- » Monthly beginning September 15th
- » Series of interactive discussions about race, civil rights, and social justice
- » Continuation of the work and conversations begun during the 50th Celebration of the Summer of 1964





Attachment C

Freedom Summer Award

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Miami University will present the Freedom of '64 Award for an outstanding individual who has continued to inspire or lead the nation and advanced civil rights and social justice in America.





Name/Structure

-
- » Office of Multicultural Affairs
 - » Women's Center
 - » LGBTQ+
 - » ODA





Attachment C

Future Aspirations

.....

- » Create a sense of community
 - » Conduct focus groups to understand needs and wants
 - » Create programming and events to promote unity amongst marginalized student populations and multicultural organizations
 - » Create programming and events to promote unity amongst entire Miami student body





Attachment C

Enhance Experience

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- » Encourage students to embrace, learn and understand themselves and others
- » Train ALL members of the campus to learn and understand the value each person brings to the Miami family; not just tolerate them
- » Develop more opportunities to connect with faculty and staff





Attachment C

Institutional Responsibility

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- » Suggestions for Miami 2020 plan
 - » Cultural competency training for ALL students, staff and faculty
 - » Campus Climate Survey
 - » Town Hall Meeting for Miami Administration and marginalized student population
 - » Intergroup Dialogue courses for undergraduates





Miami Culture

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- » Acts of inclusion and cultural competency embedded throughout the university
- » Not just a couple of departments, but entire campus



Presidential Election

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» Proactive

- » Forums in September & October

- » Message from President Crawford

» Understanding

» Supportive



**Thank you for your time.
Any questions?**



Office of Multicultural Affairs
Board of Trustee Report
September 22, 2016

Structure/Staffing

We have recently made a few structural changes in the Office of Multicultural Affairs. The first change is the new name, which was formerly the Office of Diversity Affairs. In an effort to better meet the needs of our students and more closely align departments that worked hand in hand, we decided to combine the Women's Center under the newly titled Office of Multicultural Affairs. We started discussing this possibility over a year ago with the pending retirements of several staff members. While the name of the office has changed, no positions were eliminated or added, and budgets were not changed. The new name was one of several discussed and debated, but in the end we had to choose one to be able to move forward with the hiring process. While we are currently moving forward as the Office of Multicultural Affairs, we are also open to other ideas as we move forward.

The Office of Multicultural Affairs will oversee three distinct areas, each with their own identity: the Women's Center, LGBTQ+ Services, and Diversity Affairs. Again, the driving force behind the change is to better meet the needs of our students by aligning areas with a similar focus and creating a structure to house future needs/trends.

We are pleased to announce that Dr. Kelley Kimple joined Miami University on Thursday, August 18th as the new Director of the Office of Multicultural Affairs. Kelley received her Bachelor of Arts in Sociology from Drake University in Des Moines, IA and her Master of Arts degree in Education Administration with an emphasis on Higher Education from the University of Missouri at Kansas City in Kansas City, MO. Kelley received her Doctor of Education degree from the University of Mary Hardin Baylor in Educational Leadership in Belton, TX. She is joining us from Baylor University in Waco, TX, where she served for 11 years. At Baylor, she had the opportunity to work within the Campus Living & Learning Department and the Department of Multicultural Affairs. Kelley is off to a fast start and already building relationships with the students, staff and faculty at Miami University.

Programming/Events

On August 15th the LGBTQ Alumni group hosted a reception at the home of Bill Gracie and Daniel Fairbanks to welcome the Crawfords to Miami and the Oxford community. The reception was attended by over 20 members and friends.

This fall we started off the year with our annual MADE@MIAMI program. MADE@Miami is a three-day pre-semester experience for first-year students who are ready to make the most out of Miami. We promote qualities valued by the university community—Mentoring, Achievement, Diversity, and Excellence. MADE@Miami is open to all entering first-

year undergraduate students; students of color, LGBTQ+ identified students, international students, and students receiving Miami Access are Initiative scholarships are specifically invited to attend. We welcomed 185 new students to Miami at this program this year.

As part of our Welcome Week activities we hosted four different mixers/picnics, one for our Black Students & Friends, one for our Asian Students & Friends, one for our Latino Students & Friends, and another for our LGBTQ and allies (Pride picnic). Welcome Week is 12 days of more than 100 events designed to help students meet new people, connect with campus resources, learn their way around, prepare for their first semester, and have a great time!

As part of the presentation we will cover numerous other programs planned for the fall.

Campus/Nation

Last fall a group of students met with faculty, staff, and President Hodge to express concerns related to the campus climate and facilities/space for students of color, especially African-American/Black students, along with expressing concern with a perceived lack of response from Miami to these issues. The groups were ad hoc at first, but quickly began meeting to further discuss these issues. The students we worked with understood that nothing major would change while the Presidential search and transition was occurring. Since then, during the summer and as the students have returned to campus, they have started asking for a response/stance from Miami.

At this point, it is clear that the students are responding very well to President Crawford's clear and consistent message around diversity issues. We are continuing to listen and meet with students trying to help them understand that while change is needed and coming, it will not occur overnight.

Last year after the protests at the University Missouri which led to the resignation of the University of Missouri System President, students at colleges and universities across the country voiced their own concerns about the racial discrimination they have faced and their frustration with the response from campus administrators. Other universities experiencing similar reactions included: Yale, the University of Kansas, Occidental College, Claremont McKenna College, Brown University, Purdue University, along with dozens more.

Benjamin Reese, president of the National Association of Diversity Officers in Higher Education, said "We are into a new cycle, issues of race are embedded into society, and they've not changed in the past six months. The activism has served to shine a light on issues not being highlighted." He continued to say, "There will be an impact on the broader society. Student activism serves the purpose of highlighting issues. What is happening on the campuses of colleges and universities is also occurring across this nation. As campus environments shift, there is a national societal shift."

We will continue to work with our students address concerns and begin to make the appropriate environmental changes to better serve our students, faculty, staff, and community.

Student Affairs Good News September 2016

Spring Highlights (through September 1)

Armstrong Student Center

- In 2015-2016, Armstrong Student Center was the location for 1,524 events, an increase of 12% from the previous year. 1,193 of these (78%) were student organization events. 313 were sponsored by university departments (27% increase).
- Miami University participated in the NASPA Consortium Survey of Student Unions and Programming. Results from this survey show that the Armstrong Student Center was a factor in deciding to attend Miami University. Affirmative responses to the same question in 2010 were significantly lower than at benchmarked schools. In 2016, answers to this question are statistically significantly higher than the 2010 responses and compared to the national average.
- This summer, Armstrong Student Center hosted 5 wedding receptions. Next summer, however, we are slated to have between 10 and 11 wedding receptions of Miami alumni! This means that we will have a wedding reception every available Saturday night between Commencement and Fall Opening 2017.
- Over the summer, Wilks Theater technology was significantly upgraded. The operation system was reprogrammed to allow for more options and control, and the microphones, wireless receivers and soundboard were replaced with a system equal in capacity to those in Millett and Hall Auditorium. Also a data input port was added to the rear of the room providing more flexibility for presentations.
- On opening weekend, Armstrong Student Center hosted the 3rd annual Armstrong Palooza event to welcome new students to Miami University. Estimated attendance was around 2,800 with events all around the building, including popular comedian/magician Michael Kent, the Taste of Armstrong food event, Laser Tag, giveaways, and a band in Shade Family Room.

Community Engagement and Service

- 18 incoming first-year students participated in OCES's new pre-semester program, Community DIVE (Diverse Immersion and Volunteer Experience). The students spent the first day of the program in Oxford and the second in Over-the-Rhine, learning about the local communities and the organizations that serve them and engaging in service. The program was mentioned by the Mayor of Oxford during Convocation.
- OCES completed the sale of its fleet of 7 vehicles.

Harry T. Wilks Leadership Institute

- The Scholar Leader LLC Retreat was held August 25-27 at Higher Ground Conference and Retreat Center in West Harrison, Indiana. Seventy-one Miami students participated in this 3-day transformational leadership experience focused on building community and creating the conditions for success in this unique living learning community. Residents also moved into Stoddard and Elliott Halls and began planning for programs that will be held throughout the year.
- 48 Miami first-year students participated in U-Lead, a pre-semester leadership retreat that helps participants recognize their individual capacity for leadership, build community with Miami peers and mentors and consider continuing leadership development opportunities on campus. This year's group was the largest ever as we doubled the overall capacity while still maintaining the small group methodology. We also hosted, for the first time, a parent and family member social to provide info about the retreat experience and build community. Approximately 50 family members attended this event which also was hosted by the Parent and Family Programs Office.
- Following the completion of the spring departmental review and receipt of the external review report, the Institute spent the summer working on new strategic statements that will guide the strategic

planning process. These statements are being shared with the entire Division of Student Affairs in order to create shared leadership language that will create increased opportunities for collaboration and increased leadership development impact.

Multicultural Affairs

- Dr. Kelley Kimple joined us on August 18 as the new Director of Multicultural Affairs. Kelley is joining us most recently from Baylor University, where she served for 11 years in various roles. Kelley is looking forward to building relationships with the students, staff and faculty at Miami University. With a few recent retirements and departures, Kelley will be working quickly to fill the empty positions in her new area.
- On August 15 the 1809 LGBTQ Alumni group hosted a reception for the Crawfords at the home of Bill Gracie and Daniel Fairbanks. The reception was attended by over 20 members and friends.
- This fall we started off the year with our annual MADE@MIAMI program. MADE@Miami is a three-day pre-semester experience for first-year students who are ready to make the most out of Miami. We promote qualities valued by the university community—Mentoring, Achievement, Diversity, and Excellence. MADE@Miami is open to all entering first-year undergraduate students; students of color, LGBTQ+ identified students, international students, and students receiving Miami Access Initiative scholarships are encouraged to attend. We welcomed 185 new students to Miami at this program this year.
- As part of our Welcome Week activities we hosted three different mixers/picnics, one for our Black Students & Friends, one for our Asian Students & Friends, and another for our Latino Students & Friends. Welcome Week is 12 days of more than 100 events designed to help students meet new people, connect with campus resources, learn their way around, prepare for their first semester, and have a great time!

Myaamia Tribe Relations

- 7 current Myaamia students were counselors at the Miami Tribe's Eewansaapita summer camps, 2 in Miami, Oklahoma in June and 5 in Fort Wayne, IN in July.
- A Myaamia rising senior did a summer field activity for her IES minor that included several trips to engage in research about tribal efforts devoted to food and wellness. Locally, she helped plant myaamia corn in an effort to replenish the traditional corn seed stock. She will organize other Myaamia students to be engaged in harvesting the planted crop with her.
- 10 new first-year Myaamia students began classes this semester—9 on the Oxford campus and one on the Hamilton Campus. In an attempt to assist them in feeling like they belong at Miami more quickly several initiatives were implemented.
- Our June travel schedules meshed well with the Summer Orientation sessions that our incoming students chose so we were able to organize meetings with the students and their families while they were on campus. We met with 8 of the 9 Oxford students.
- For the first time we organized a pre-school session for the incoming students and all the Myaamia Center staff met with them for a Sunday lunch on move-in weekend.
- We continued the partnering of current students with first-year students for some student-to-student communication during the month of August.
- Friday, September 2 will be the second retreat for Myaamia students at the WRA Cabin. This will complete the welcoming special events for first-year students.
- This is the largest group of enrolled Myaamia students we have ever had. There are 32 undergraduate students for 2016-2017 and 31 of them are receiving the Heritage Award.
- A new graduate student in the SAHE program is the first full-time GA assigned to the Myaamia Center. The added bonus about her personally is that she is a Myaamia woman.

Off-Campus Outreach & Communication

- Launched two new newsletters this summer - one to all landlords and property managers and another to all first year commuter students. Both newsletters will be sent out monthly through email.
- Met with 35 parents of commuter students in June to talk about resources for commuters and identify ways to support them.
- Held an open forum with landlords / property managers in July to discuss office initiatives and house parties.
- The office permanently took over the Walkabout Program. During Walkabout, 76 volunteers visited over 1,200 permitted residences in the Mile Square, delivering information about safety, parking and living in a community.

Orientation and Transition Programs

- Summer orientation concluded in late June, with a total attendance of 3,468 first-year students and 5,053 guests over 16 sessions. This is an increase of 9 students and 140 guests over 2015. The number of students who brought guests to summer orientation increased by 2%. We believe that most of this increase is due to our recent change in billing of orientation fees, which are now folded into the student matriculation fee.
- Between May and August, we facilitated 12 sessions of our new Transfer One-Day Orientation, in collaboration with all five academic colleges. Over the 12 sessions, we oriented a total of 136 domestic transfer students (57% of incoming domestic transfers this fall), and 130 parents/guests. Transfer students appreciated the abbreviated program schedule, small program size, our focus on the transfer transition experience, and the opportunity to get their class schedules and student IDs prior to late August. Transfer one-day programs also helped decrease transfer student attendance at August orientation, which facilitated the success of that program.
- Our fall 2016 relocation orientation had the largest-ever number of attendees – 42 students, and 24 guests. Orientation and Transition Programs (OTP) partners with regional campus colleagues, the One Stop, and Off-Campus Outreach and Communication to offer this orientation for relocating students each semester.
- August orientation completed our orientation season on August 24 & 25. We welcomed 99 first-year students, and 51 transfer students, along with 107 guests. The program incorporated new elements that allowed us to focus on the transition needs for new transfer students separately from our first-year audience, including a new transfer transition session in collaboration with the Office of Admission, and a transfer student panel for new transfer students and their guests.
- The new orientation and Welcome Week mobile app helped new students and families navigate orientation and Welcome Week with schedules, maps, and other helpful program information. We had a total of 9,465 downloads between May-August 2016 – and increase of 4,301 downloads over the same period last year. This is a huge success for our programs; the mobile app allowed us to stop printing the Welcome Week schedule in paper in 2015.
- Welcome Week 2016 concludes on Monday, September 5. We are currently collecting attendance, but informal reports are that student engagement and feedback has been very positive.
 - One new innovative program, called *It IS My Place*, is a performance-based educational program focused on the important topics such as sexual assault/sexual violence, bystander behavior, alcohol and other drugs, and bias statements. We held the event in Millett Hall, and collaborated with the VP and Dean's offices in Student Affairs, as well as the Office of Residence Life, the Student Counseling Service, the Office of Student Wellness, and the Sexual Assault Prevention and Response Coordinator. Funding was provided by the Student Affairs VP and Dean's offices, as well as the Miami Family Fund. Over 3,000 students attended (approximately 80% of the first-year class), and student response has been very positive.
 - Another new program for Welcome Week 2016 is Stop Hunger Now, an on-campus service project in which students packaged meals for communities across the globe that are impacted

- by hunger and poverty. Approximately 80 students attended, and packaged over 12,500 meals that will be shipped across the world to combat hunger. Students also signed up for the Miami Community Engagement and Service list-serv at the event. This event was supported by funds from the VP of Student Affairs Innovation Fund.
- We used our Welcome Week 2015 video to promote our 2016 events; thanks to great promotion on multiple facebook pages (Class of 2020 page, Parent & Family page, Miami University page), our Welcome Week promotional video was viewed over 63,000 times!
 - Our staff has been involved in the UNV 101 first-year transition course as instructors as well as assisting with the coordination of Undergraduate Associates (UAs) for the course. Both OTP staff members are teaching two sections of UNV 101, and facilitated UNV 101 training for more than 80 UAs on Saturday, August 27. Elizabeth Walsh, Assistant Director of OTP, is teaching a UNV 101 for transfer students, which has its highest enrollment ever (including when the course was taught as EDL 110), with 35 new transfer students.
 - Our two new undergraduate orientation student coordinators for 2016-17 started in mid-August. Virginia Agee and Samantha Weiss, both juniors in the College of Arts and Science, were Student Orientation Undergraduate Leaders (SOULs) for summer 2016. As student coordinators, they will lead the recruitment and selection of the 2017 SOUL team, and support the development and facilitation of summer orientation 2017.

Parent and Family Programs

- Partnered with Orientation & Transition Programs to welcome 5,053 family members of new first-year students through 16 Family Orientation sessions, as well as approximately 82 family members of new transfer students across 12 transfer orientations.
- Worked with the Alumni Association to coordinate 20+ New Student Send Off events for incoming Miami students and families. Events took place as far away as San Francisco and Atlanta and as close as Cincinnati and Columbus.
- In collaboration with International Student & Scholar Services, held a luncheon and educational session for approximately 50 parents of incoming international students. The educational session was offered both in Chinese and in English.

Residence Life

- Over 3200 students, 82.1% of the first year class, attended the Fire and Personal Safety Fairs over the course of four nights. The event was coordinated by the Office of Residence Life, in collaboration with the Oxford Fire Department and Life Squad, the Office of Environmental Safety and Risk Management, the Miami University Police Department and the HAWKS Peer Health Educators.
- Since Moving to an Opt-In Procedure for Living Learning Communities and Theme Housing, 85% of students requested to live in an LLC or Theme community.
- 94% of students were assigned into their 1st or 2nd Choice Community Requests.
- 22% of students in LLCs and Theme communities are co-enrolled into a common course experience.

Student Activities and Cliff Alexander Fraternity and Sorority Life and Leadership

- The department hosted two informational sessions for orientation about getting involved and about Fraternity and Sorority Life. We had 1,119 total parents attend the Fraternity and Sorority Life sessions and over 900 parents attend the Getting Involved sessions over the month of June.
- Late Night Miami will continue into its second year over the next academic year. We're excited to be offering programming every Thursday, Friday and Saturday night for the upcoming year with Late Night Miami.
- Fraternity and Sorority Life is developing an online course for all members about the value of involvement in fraternities and sororities at Miami with specific focus on hazing prevention. The course

will be required beginning in Spring of 2017 for all members and new members of the fraternity/sorority community.

Student Counseling Service

- Final end of the year statistics show that the Student Counseling Service (SCS) provided clinical service to 11.11% of the student body in 2015-2016, a dramatic 22% increase from the previous year. This increase is attributed to (1) the addition of two new staff positions in the past year, and (2) a significant re-design in the intake/triage process which reduced the initial consultation session from 50 to 30 minutes and significantly increased utilization of referrals to group workshops to more efficiently deliver psycho-educational skill training on commonly needed mental health skills such as anxiety and stress management, resiliency, and coping with depression. These changes also resulted in a 25% increase in the number of students seen for the first time, all but eliminated the wait for an initial appointment, and somewhat reduced the wait for on-going individual counseling.
- End of year statistics also revealed a 16% increase in participants in outreach programs to a record attendance of more than 27,000, as well as newly developed social media efforts which contributed to a 126% increase in visitors to the SCS website. Efforts aimed at early identification and referral of students struggling with mental health concerns through completion of mental health gatekeeper training have now reached 21% of all MU students, faculty, and staff over the past two years, earning an award for the most student completions in the country. Significantly, these efforts are now reflected in the latest Health Minds Study data showing a 21% increase—from 66% to 80%—in the number of respondents who indicated knowing where to go on campus for professional mental health care, now exceeding the national average by 10 points, and significant decreases in MU students reporting stigma re: receiving mental health services.
- Following the sudden announcement of the impending resignation of the only University Psychiatrist in early June, SCS was able to successfully recruit a replacement for the position to begin by the start of classes in August, thereby avoiding a lengthy period in which students in need of psychiatric services would be unserved in the entire Oxford community.

Student Wellness

- Miami University has been selected as one of six university/ city communities to pilot an Alcohol Responsibility Program through the International Town Gown Association, developed by Responsible Retailers Forum (RRForum). This program focuses on the responsible service and management of alcohol sales in retail, bar, and tavern establishments. A joint application was submitted by representatives of Miami University and the city of Oxford, Ohio.

Women's Center

- Women's Center website activity: 1,749 page views with 1,361 being unique page views.
- Women's Center Facebook activity: 9 posts & current likes total 756.
- Women's Center Twitter activity: 9 posts & current followers total 743.
- The Women's Center stepped up in August to assist with the MADE@Miami program, and Rhonda Jackson has accepted Spectrum's invitation to serve as their co-adviser following Shevonne Nelson's resignation as Coordinator of LGBTQ+ Services. Rhonda is working closely with the LGBTQ student interns on fall programming, much of which is co-sponsored by the Women's Center.

Collaborative efforts

- The Office of Community Engagement & Service partnered with Orientation and Transition Programs to develop an Orientation Food Drive. More than one ton of food collected at our 17 orientation sessions (June and August) was donated to the Oxford Community Choice Pantry.

- A committee of faculty, staff and community partners, working closely with Interfaith Youth Corps' Campus Partnership Division, completed a strategic plan for "Engaging Across Religious Differences at Miami University." This plan is related to implementation of the Ford Family Initiative for Spirituality, Meaning and Purpose and a collective goal to promote greater engagement with different ways in which people make meaning in their lives whether religious, spiritual or secular.
- The Office of Community Engagement & Service partnered with Student Counseling Services to offer the annual Welcome Wags event during Welcome/Welcome Back Week. Students, faculty and staff were invited to stop by OCES to play with therapy dogs and learn about volunteering at local animal shelters and other community organizations. Nearly 200 students, faculty and staff attended.

Staff Achievements and Accomplishments

- Kathy Jicinsky (Assistant Director of the Wilks Leadership Institute) and Gwen Fears (Associate Dean of Students) presented an educational session titled "Creating a Culture of Assessment In Student Affairs: An Assessment Certificate Program" at the 2016 Student Affairs Assessment and Research Conference in Columbus, Ohio on June 24.
- Dr. Eric Buller, Director of the Wilks Leadership Institute, and Kathy Jicinsky, Assistant Director, completed the requirements to be certified as Gallup Strengths Coaches. The certification provides additional knowledge and resources that, in turn, may increase the potential impact of the StrengthsQuest leadership development initiative on campus.

Miami University Campus Safety Report Board of Trustee Overview September 2016

This report provides an electronic link to data submitted by Miami University to the Department of Education in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. As is required of all institutions that wish to participate in federal financial assistance programs, Miami University provides statistics in the following categories of crimes: criminal offenses, hate crimes, VAWA offenses (Violence Against Women Act) and arrests and referrals for disciplinary actions in specified categories.

Below is the link to Miami's Annual Campus Security and Fire Safety Report which reports crime statistics for the previous three years. The data for 2015 (calendar year) will be posted by October 1, 2016 within the 2016 Annual Security and Fire Safety Report. The statistics are divided by campus and organized under the crime statistics tab.

<http://miamioh.edu/campus-safety/annual-report/index.html>

In March 2014, changes to the Violence Against Women Act (VAWA) took effect. Miami University is in compliance with the changes and University policies and procedures align with the new requirements. The VAWA changes include the reporting of three new crimes: Domestic Violence, Dating Violence and Stalking incidents. Further, the annual security report must contain a statement regarding Miami's prevention and awareness programs to prevent domestic violence, dating violence, and stalking in addition to the information already provided on sexual assault. The report details Miami's initiatives in the areas of:

Prevention and Awareness Programs:

- Orientation (June and August) for new students and families includes information on sexual violence, alcohol and personal responsibility as well as Information on Title IX requirements and the protocol for addressing and reporting acts of sexual violence.
- During the first few weeks of the school year there are numerous reminders to all students regarding safety and personal responsibility.
- Within the first month of the school year students complete an online alcohol awareness program and a program that addresses sexual conduct.
- Off-campus students receive information the first week of classes during the annual *walkabouts*. Volunteer employees and town residents visit off campus residences distributing information that includes topics of safety and alcohol.
- Ongoing special programming includes sexual assault awareness/prevention for intercollegiate athletics, MARS-Men Against Rape and Sexual Assault and WAVES-Women Against Violence and Sexual Assault for all students and student organizations.
- Distribution of educational information & training (annual briefings, brochures, drills etc.)

There are other online resources for students and families. Additional information on prevention and awareness programs can be found at <http://miamioh.edu/campus-safety/sexual-assault/index.html>

Student Behavioral Data:

- In the 2015-16 academic year, the Office of Ethics and Student Conflict Resolution (OESCR) saw a 16% increase in the number of violations of the Code of Student Conduct from the previous year. There continue to be a significant number of cases involving alcohol and although in 2014-2015 there was a decline from the previous year, in 2015-2016 the violations for underage consumption or possession of alcohol increased by 10%. The number of drug violations (primarily marijuana) increased by 75% from the previous academic year. This is significant however, it's important to note, the actual number of drug violations in 2015-16 was 142.
- The number of Title IX cases reported to the OESCR in 2015-16 is: dating violence 3, domestic violence 0, sexual assault 2, sexual misconduct 6, and stalking 3.
- The Good Samaritan Policy was applied in 49 cases of reported intoxication where a *Good Samaritan* sought medical assistance for a student.

Crisis Management and Response:

Miami's response system is comprised of a team of professionals that includes the Title IX coordinator, deputy Title IX coordinator for sexual misconduct and interpersonal violence, case manager in the Dean of Students office, director of the office of Ethics and Student Conflict Resolution, police officers, health and mental health providers (when requested). A full description of support services and the Title IX Protocol (formerly the sex offense based protocol) can be found at <https://www.miamioh.edu/campus-safety/sexual-assault/protocol.html>

Future Trends and Challenges

- Continued expectation for campuses to be safer and to work collaboratively in doing so
- Continue to adopt policies and practices to prevent crimes of violence and to more effectively respond when they happen
- Continue to educate and train administrators, faculty and staff utilizing federal and state standards as it relates to interpersonal violence
- Application of substantive changes in Federal campus safety and security reporting as noted in the 2016 handbook published by the Department of Education
- Assessment of policies, programs and response efforts
- Hold offenders accountable and give victims the help they need to physically and emotionally recover

Susan Vaughn, Director
Ethics and Student Conflict Resolution
Office of the Dean of Students
9/2016

MIAMI UNIVERSITY DEPARTMENT OF HOUSING, DINING, RECREATION & BUSINESS SERVICES*Office of Housing Options, Meals & Events (H.O.M.E.)***2016-2017 Occupancy Report # 1 (Prior to No Shows)**

8/29/2016

Building Name	Standard Capacity	Residents	Occupancy %	Vacancies or (Beyond Standard)	Doubles Sold as Singles
Anderson	220	219	100%	1	
Beechwoods	266	265	100%	1	
Bishop	94	94	100%	0	
Brandon	144	150	104%	(6)	
Clawson (Under Renovation)	-	-	-	-	
Collins	147	145	99%	2	
Dennison	272	272	100%	0	
Dodds	212	211	100%	1	
Dorsey	212	210	99%	2	
Elliott	35	34	97%	1	
Emerson	335	335	100%	0	
Etheridge	237	235	99%	1	1
Flower	266	264	99%	2	
Hahne	367	366	100%	1	
Hamilton (Under Renovation)	-	-	-	-	
Havighurst	336	334	99%	2	
Hepburn	265	260	98%	5	
Heritage Commons					
Blanchard House	72	72	100%	0	
Fisher	72	72	100%	0	
Logan	70	70	100%	0	
Pines Lodge	72	72	100%	0	
Reid	72	72	100%	0	
Tallawanda	72	72	100%	0	
Hillcrest	271	266	98%	5	
MacCracken	198	195	98%	3	
Maplestreet Station	91	89	98%	2	
McBride	143	141	99%	2	
McFarland	142	143	101%	(1)	
McKee	83	69	83%	14	
Miami Inn	99	99	100%	0	
Minnich	242	241	100%	0	1
Morris	371	369	99%	2	
Ogden	173	165	95%	8	
Peabody	151	147	97%	3	1
Porter	217	216	100%	1	
Richard	202	200	99%	2	
Scott	280	277	99%	3	
Stanton	232	232	100%	0	
Stoddard	45	45	100%	0	
Stonebridge	265	258	97%	7	
Swing	233	215	92%	18	
Symmes	201	201	100%	0	
Tappan	300	299	100%	1	
Thomson	206	207	100%	(1)	
Wells	153	148	97%	5	
Wilson (Out of Service)	-	-	-	-	
On Campus Total	8136	8046	99%	87	3

First Year Admissions Comparison:	
Residents in First Year Housing	4,022
Less ACE Students	(304)
Add Commuters	87
= Admissions First Year #	3,805

First Year Resident History	
2016-2017 (Includes ACE)	4,022
2015-2016 (Includes ACE)	4,077
Increase (Decrease)	(55)

New Transfer/Relocation Residents (All Transfers & Relocations)	
2016-2017	184
2015-2016	200
Increase (Decrease)	(16)

Returning Resident History	
2016-2017	3,840
2015-2016	3,519
Increase (Decrease)	321

Grand Totals	8136	8046	99%	87	3
One Year Ago	7786	7796	100%	(13)	3

Total Occupancy	8046
Increase (Decrease)	250

Miami University Board of Trustees Meeting Student Activities Report September 2016

Mission

The mission of Student Activities/SEAL is to promote intentional involvement, facilitate leadership development and encourage student growth. We deepen the Miami experience through enriching student organizations, offering transformative leadership programs, advising campus programming, and challenging and supporting student leaders. We work together with student organization advisors and campus/community partners to advance a student-centered co-curricular experience.

Vision

To develop a campus culture of student engagement and involvement where all Miami University students want to get involved and understand that involvement outside of the classroom is an expectation that positively contributes to their Miami experience.

Student Activities Programming Highlights & New Initiatives in 2015-16

- The department updated the HUB, our online student organization and resource database and online community, which now features a new interface and front page. This update directly resulted in an increase in users and overall traffic over the course of the year. The increase included roughly 30,000 visits this year over each of the previous two years. In 13-14 and 14-15 the Hub had just over 160,000 visits; in 15-16 that number increased to over 190,000.
- The department launched Late Night Miami, an initiative to coordinate programming for students on Thursday, Friday and Saturday evenings.
- The department hired two new Assistant Directors in 2015: Michael McPhee and Tiffany Seaman.
- The department hired a full time Assistant Director for Business and Finance to support student organizations and their financial management. This includes work with the ASG funding process, partnering with accounting as well as helping student organizations manage their accounts.
- The department launched a new series of SEAL Workshops which focused on event preparation and planning for student organizations and were facilitated by Late Night Miami Coordinators.
- Student Activities staff partnered with the Wilks Leadership Institute to re-vamp and launch Presidents Coalition, a student organization consisting of presidents from: Associated Student Government, Residence Hall Association, the Fraternity and Sorority Councils, Armstrong Student Center Board, RedHawk Council, Diversity Affairs Council and Athletics.
- Staff re-designed the student organization advisor Meet and Greet in the Fall and developed new resources for our 600+ student organization faculty/staff advisors.
- The department updated the website and all marketing material language in an effort to be more intentional and inclusive of all Miami students.
- The department improved the growth and retention of our fraternity/sorority organizations, surpassing the sorority recruitment match rate of each of the last five years; over 89% of women who participated in sorority recruitment being successfully placed into an organization.
- Programming available to students increased over the last year due to the department being able to provide an additional 100 events through the academic year as a result of Late Night Miami.
- Increased level of support and advising to Miami Activities and Programming (MAP) by providing trainings and retreats to focus on mission and vision as well as program planning skills.
- Hosted Catalyst, a leadership program, with the intent of bringing together students leaders from MAP, Fraternity and Sorority Life and Media and Design student organizations.

Department Programming Highlights

Late Night Miami launched in fall of 2015 with a goal to improve programming on campus on Thursday, Friday and Saturday evenings. Funded by the Division of Student Affairs, Late Night Miami hosts free events to all students throughout the semester. With an initial goal to schedule programming 2-3 times a month, the department exceeded that goal and was able to provide programming every weekend. Miami departments, student organizations and student programming boards have come together to make the campus come alive each weekend with free concerts, coffee houses, box office hit movies, block parties, casino nights and more!

Late Night Miami... By the Numbers

115 total programs and events in 2015-16

More than 60% of programs were hosted by student organizations and campus partners

10% of the events were funded by Late Night grants given to student organizations and campus partners

Late Night Miami hosted 20 pre-home box office movie hits

Fostered Creativity and Innovation through 5 handmade craft nights

Engaged students with Performing Arts through 13 live music performances

Hosted 22 diverse live performances ranging from comedy to contortionism

20,160 student attendees during the 2015-16 Late Night Miami year

240 hours of entertainment provided by Late Night Miami

\$8.65 average cost per attendee for each program attended



La



As a part of Student Activities, SLANT Marketing and Design provides student organizations design and marketing services for their campus events and brand management. SLANT Marketing and Design assists student organizations in developing publications, signage, advertisements, social media, brand development and brand enhancement for student organizations at Miami. SLANT Marketing and Design hopes to assist student organizations in creating marketing mediums that will help groups recruit more members, market their mission and purpose, visually have successful events and enhance the student organization's brand on campus.



The Student Engagement and Leadership Workshop Series has been designed to give student organizations the tools to be successful and to develop student leaders. Students have indicated satisfaction with the range of topics covered and what they learned in the series. The major themes of what students took away from the programs related to how to better use: resources (facilities, administration, etc.), ASG funding, and the Hub as well as how to improve organizational operations. The feedback and lessons drove the planning for the fall 2016 series. Workshops are offered weekly and cover a wide variety of topics including: marketing events, how to schedule space on campus, event planning, how to lead as peers, recruitment and retention of members, the HUB, tips to improve programs, assessment and officer transition.

Student Involvement and Programming - By the Numbers

85% of Miami Students are involved in Student Organizations

Student Involvement - HUB Data

The HUB is Miami's online student organization tool. Use of the HUB is two-fold: through the HUB, recognized student organizations maintain their membership rosters, access budget information, and register their programs while individual students who sign into the HUB can see all programs happening on campus and search for clubs and activities that meet their interests.

Hub Data	2015-16		2013-2014	
	Total Registered Members	Total Registered Organizations	Total Registered Members	Total Registered Organizations
Student Organizations				
Club Sports	1,458	55	872	44
Fraternity and Sorority	4,656	46	5,309	59
Student Orgs	25,639	448	10,875	440
Total	31,753	549	17,056	543

2015-16 Number of Campus Wide Events and Summary of Attendance

Programming Category	Events	Sum of Students in Attendance
Late Night Miami	115	20,160
Miami Activities and Programming	74	44,529
Student Activities Office	86	18,668
Fraternity/Sorority Life Programming	46	21,328
	321	104,685

Number of Student Organization Events Registered in the HUB

	2015-2016	2013-2014	2012-2013	2011-2012
Approved Events Registered in the HUB	2,140	1,355	1,734	1,024

Note: the number of events registered in the HUB has increased this year due to the following:

- *New updated interface and unique design to draw students to the site*
- *Streamlined form so students are not overwhelmed of the length of the registration process*



ADMISSION UPDATE

Board of Trustees Meeting

September 22, 2016

Susan K. Schaurer

Assistant Vice President for Enrollment Management
and Director of Admission



MIAMI UNIVERSITY



Key Enrollment Goals

Fall 2016

First-Year Target

- Fall 2016 goal to enroll a first-year class of 3,650 students
- Enrolled a cohort of 3,822 first-year students

Academic Quality

- Maintain Miami's ACT average of 28.0
- ACT average of enrolled cohort is 28.5

Non-Resident Enrollment

- Enroll a first-year cohort to include 43% non-resident students
- Fall 2016 cohorts includes non-resident enrollment of 44.3%

Diversity

- Increase ethnic/racial diversity
- Diversity of enrolling cohort increased to 15.5% from 13.7% compared to Fall 2015 final data



Data as of 8.22.2016

MiamiOH.edu

Other Enrollment Goals

Fall 2016

Oxford Pathways Program

- Spring 2017 enrollment goal is 40 first-year Oxford students
- 61 confirmed students or a 1.7% YTD increase versus Fall 2015

Spring Admit Program

- Spring 2017 enrollment goal is 50 first-year Oxford students
- 20 students have confirmed for Spring 2017

American Culture and English (ACE) Program

- Fall 2016 enrollment goal is 300 students
- 299 confirmed students same as Fall 2015

Transfers

- Fall 2016 enrollment goal is 225 students
- 270 confirmed students or a 23.9% YTD increase versus Fall 2015

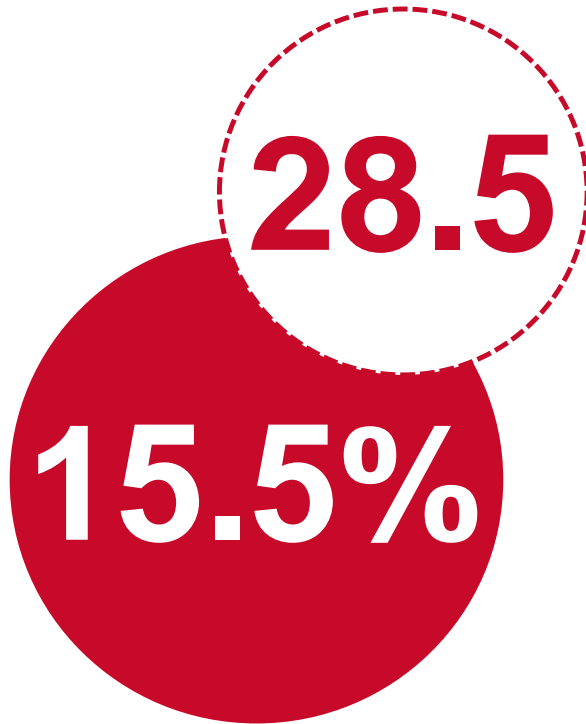


Data as of 8.22.2016

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Class of 2020 Key Metrics

Data as of 8.22.2016



Average ACT Best: 28.5 versus 28.0

Average GPA: 3.77 versus 3.75

Average Academic Read Score: 13.9 versus 13.7
(Rigor of HS Curriculum)

Non-Resident: 44.2% versus 44.1 %

International: 7.7% versus 7.9 %

Domestic Diversity: 15.5% versus 13.7 %

Alumni Connection: 30.8% versus 31.9 %

States: 43 versus 39

High Schools: 1,376 versus 1,341

Transfer: 268 versus 224

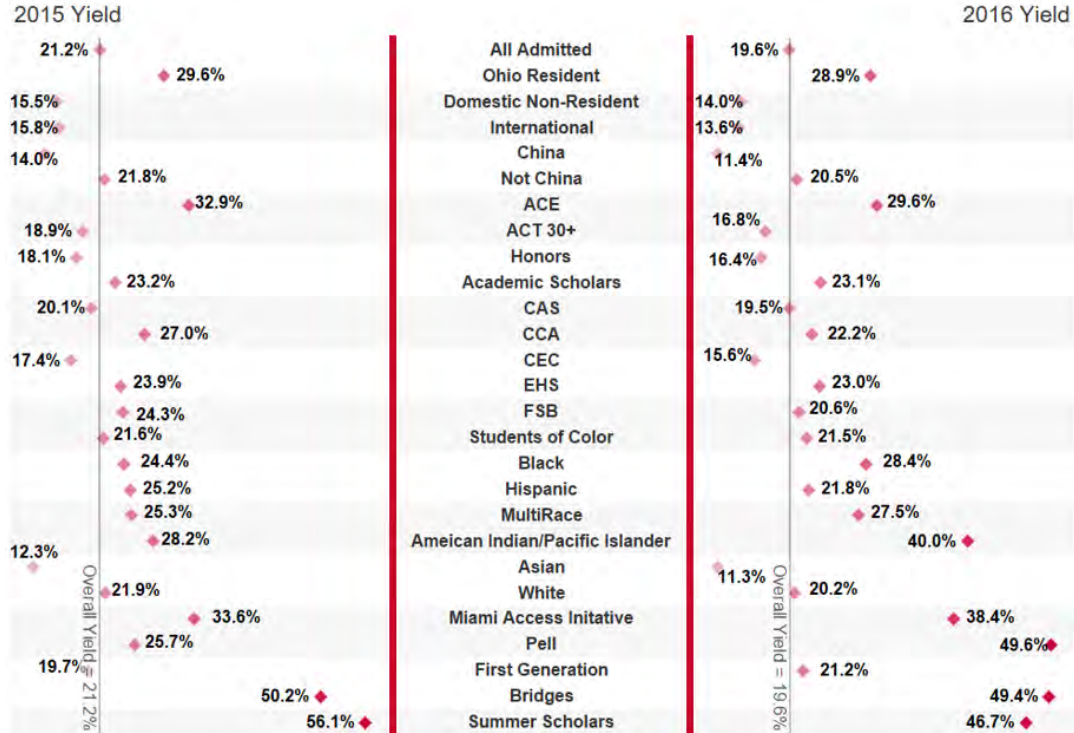
ACE: 299 versus 299



Yield Analysis & Summary

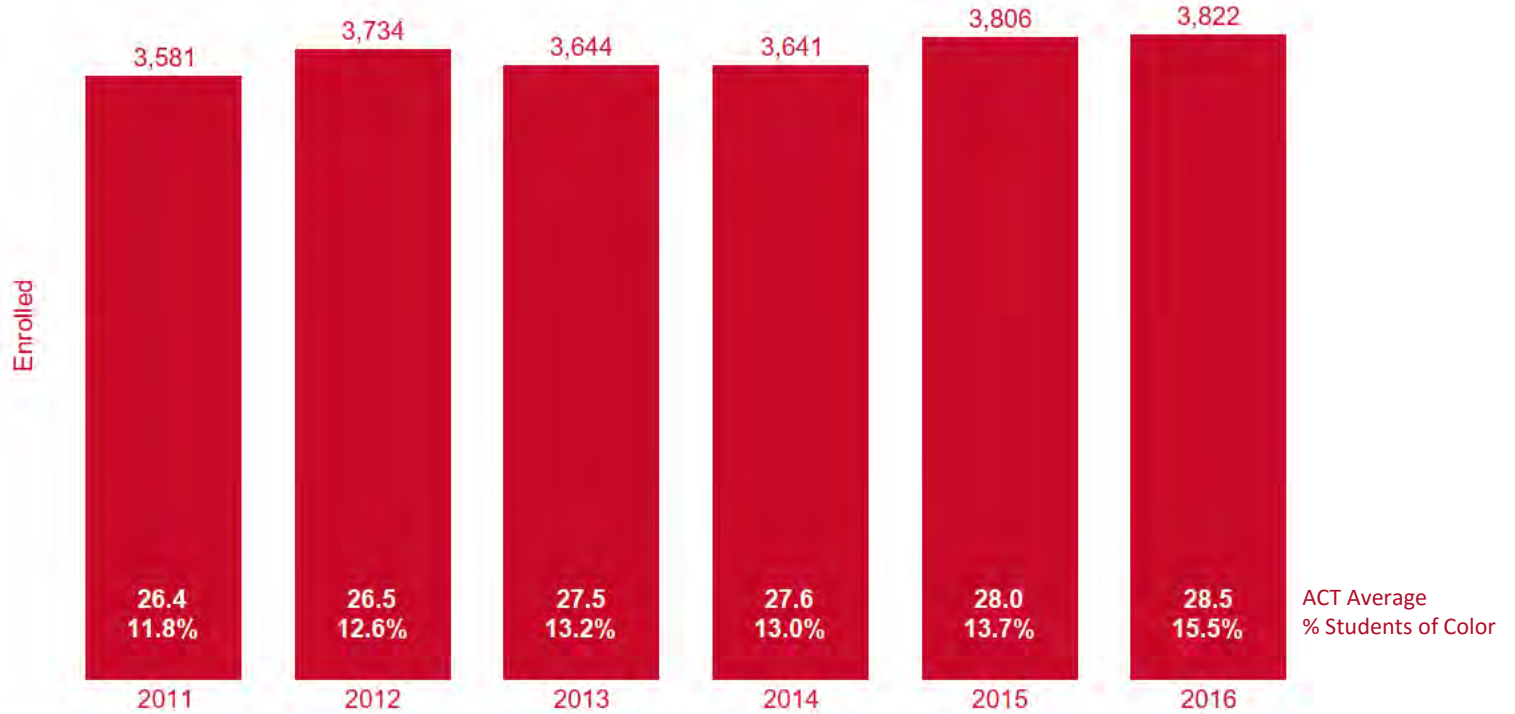
Fall 2015 versus Fall 2016

Data as of 9.7.2016



Enrolled Trends

Data as of 8.22.2016



Enrollment Research and Analysis

MiamiOH.edu

Enrolled Trends

Profile and Key Metrics

Data as of 8.22.2016

	2011	2012	2013	2014	2015	2016
Enrolled	3,581	3,734	3,644	3,641	3,806	3,822
ACT Best	26.4	26.5	27.5	27.6	28.0	28.5
Avg. GPA	3.65	3.63	3.72	3.70	3.75	3.77
Acad RS	11.9	12.0	13.4	13.2	13.7	13.9
Ohio Resident Count	2,234	2,313	2,217	2,065	2,128	2,130
Domestic Non-Resident Count	1,204	1,285	1,254	1,325	1,383	1,398
International Count	143	136	173	251	295	294
Percent Non-Resident	37.6%	38.1%	39.2%	43.3%	44.1%	44.3%
SOC1 Counts	422	472	481	473	520	591
% SOC1	11.8%	12.6%	13.2%	13.0%	13.7%	15.5%
SOC2 Count	382	405	411	382	439	503
% SOC2	10.7%	10.8%	11.3%	10.5%	11.5%	13.2%
First Generation %	19.0%	14.9%	14.0%	9.0%	11.5%	14.5%
Bridges Counts	114	145	162	208	256	275
Summer Scholars Counts					78	121
CAS Enrolled	1,452	1,934	1,735	1,906	1,855	1,893
CCA Enrolled	179	197	173	180	184	167
CEC Enrolled	352	396	429	398	469	454
EHS Enrolled	413	415	402	404	374	402
FSB Enrolled	1,185	792	905	753	924	906



Enrolled Trends

ACT Bands

Data as of 8.22.2016

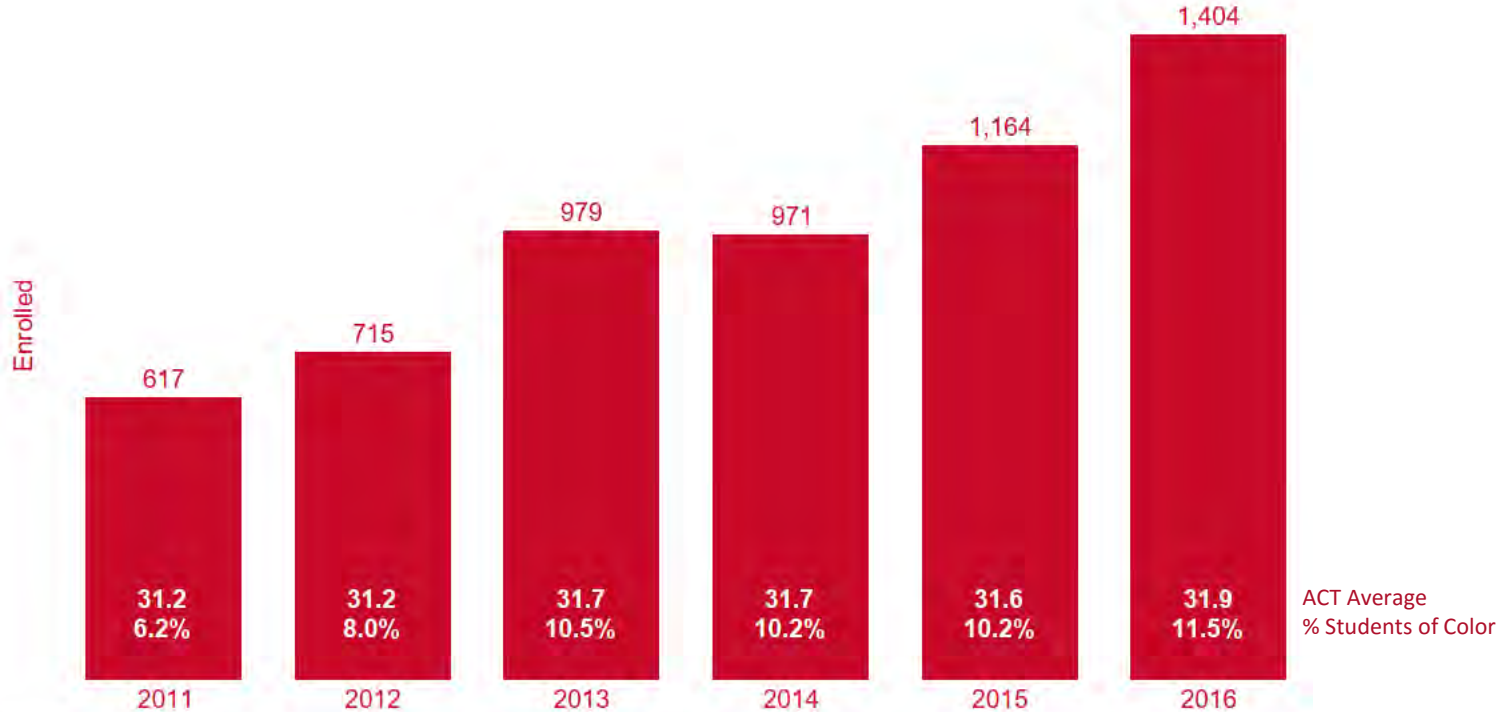
	2011	2012	2013	2014	2015	2016
32 - 36	220	244	544	520	547	758
30 - 31	397	471	435	451	617	646
28 - 29	630	682	686	703	810	803
26 - 27	824	790	850	886	945	824
Below 26	1,429	1,462	1,043	952	748	667
Null	81	85	86	129	139	124
Grand Total	3,581	3,734	3,644	3,641	3,806	3,822



Enrolled Trends

ACT 30+

Data as of 8.22.2016



Enrollment Research and Analysis

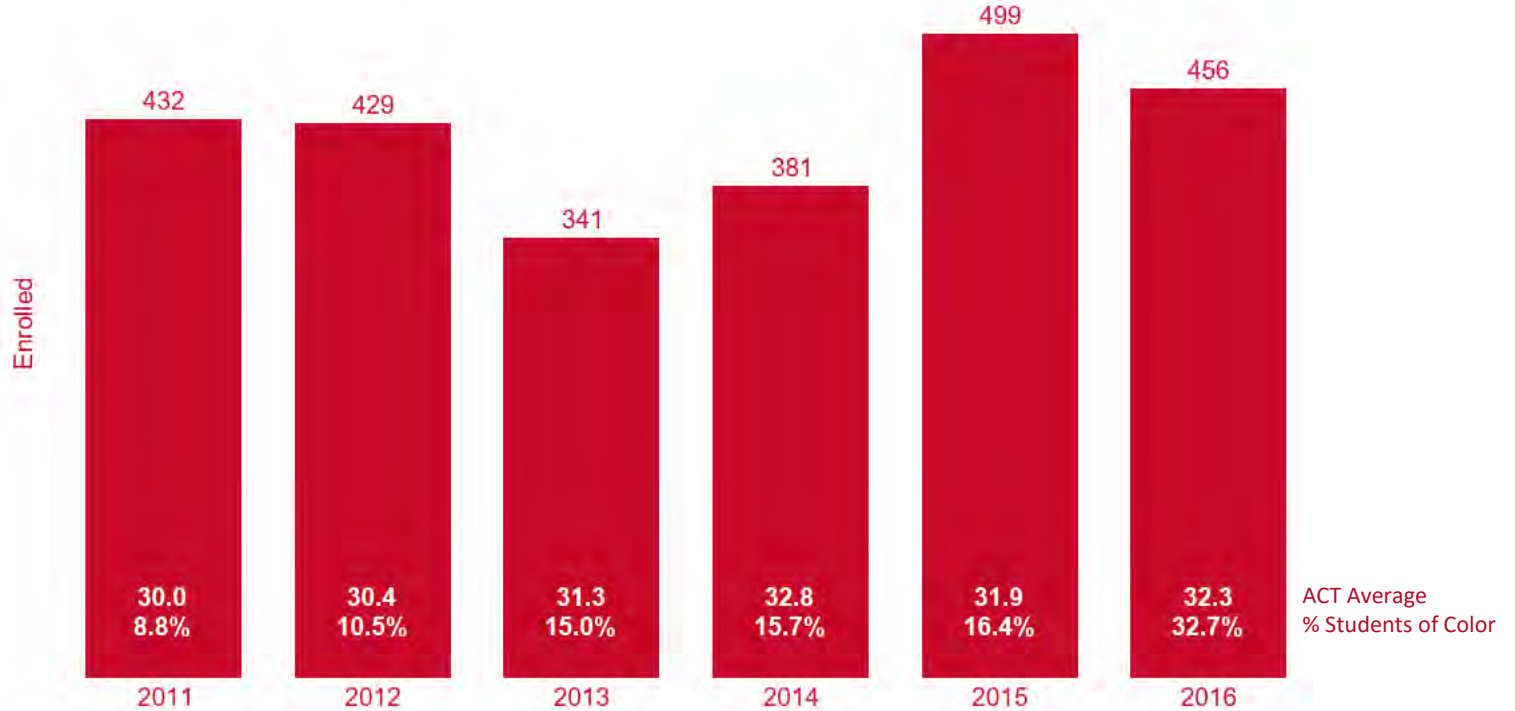
ACT Average
% Students of Color

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Enrolled Trends

Honors

Data as of 8.22.2016



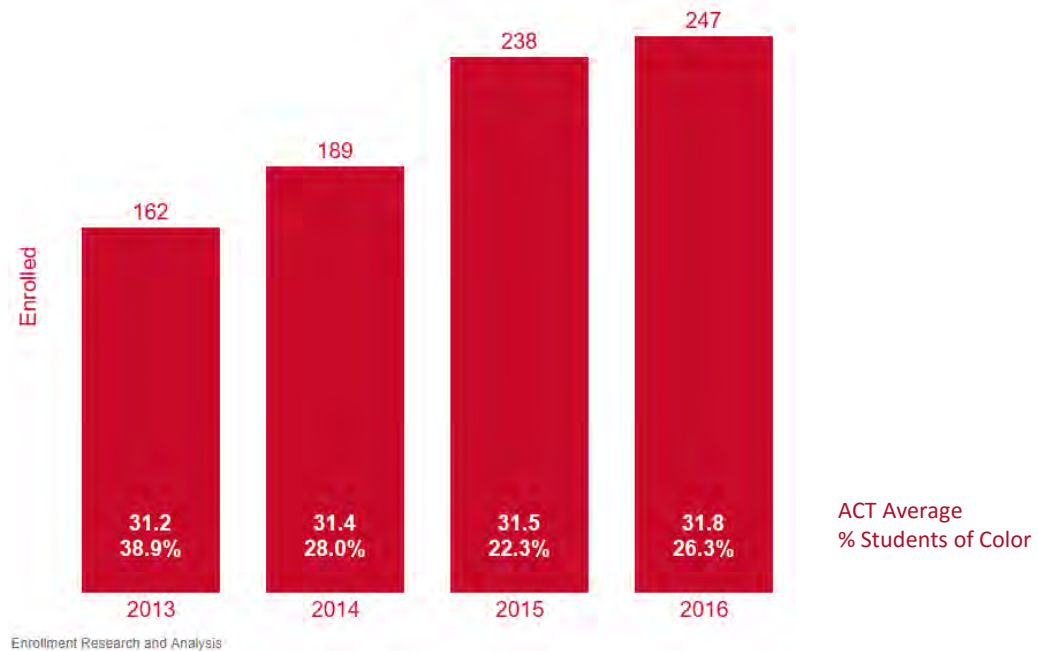
Enrollment Research and Analysis

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Enrolled Trends

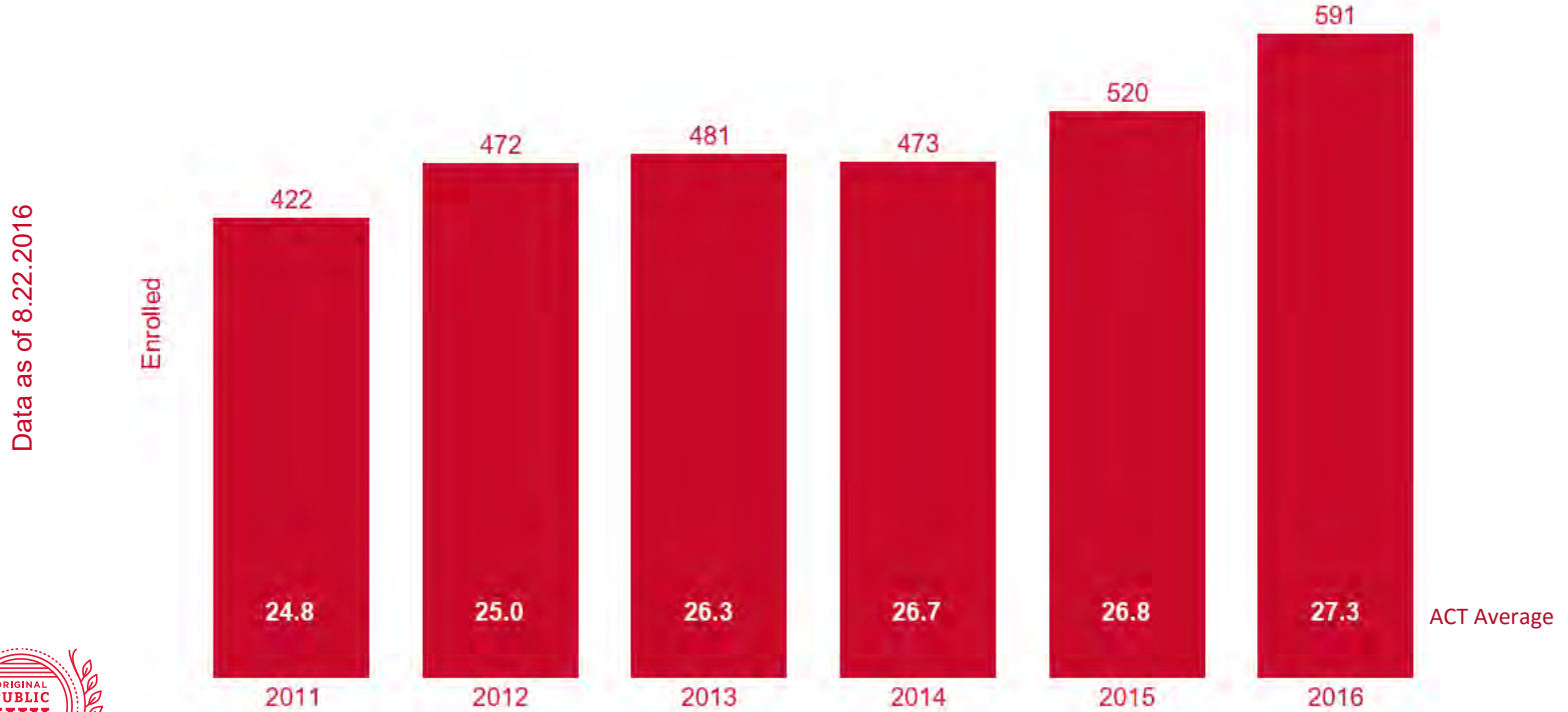
University Academic Scholars Program

Data as of 8.22.2016



Enrolled Trends

Students of Color



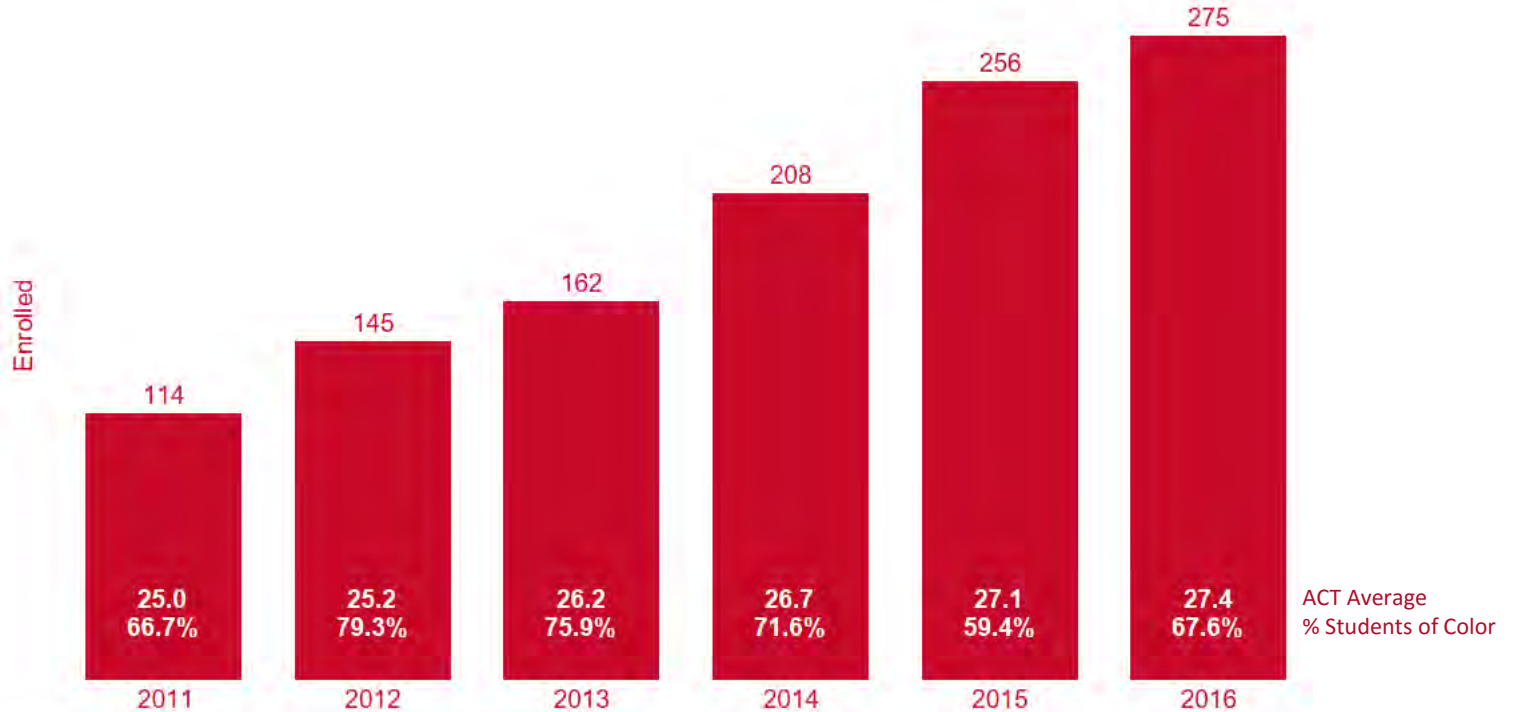
Enrollment Research and Analysis

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Enrolled Trends

Bridges

Data as of 8.22.2016



Enrollment Research and Analysis

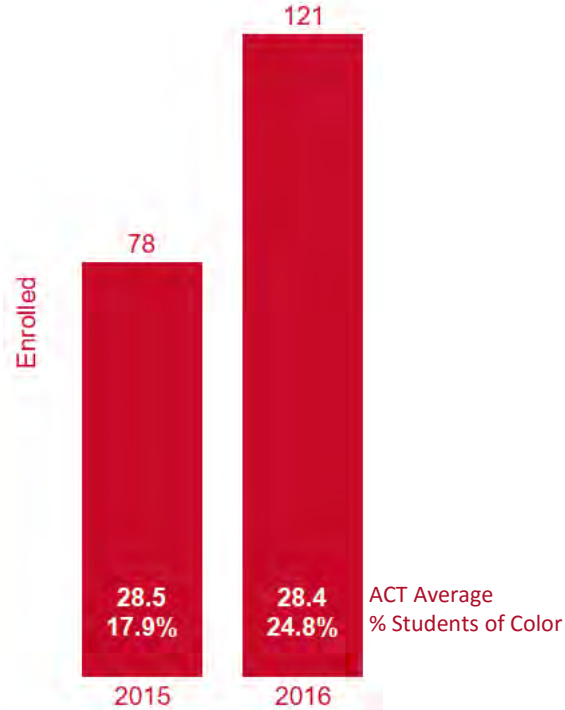
ACT Average
% Students of Color

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Enrolled Trends

Summer Scholars

Data as of 8.22.2016



Enrollment Research and Analysis

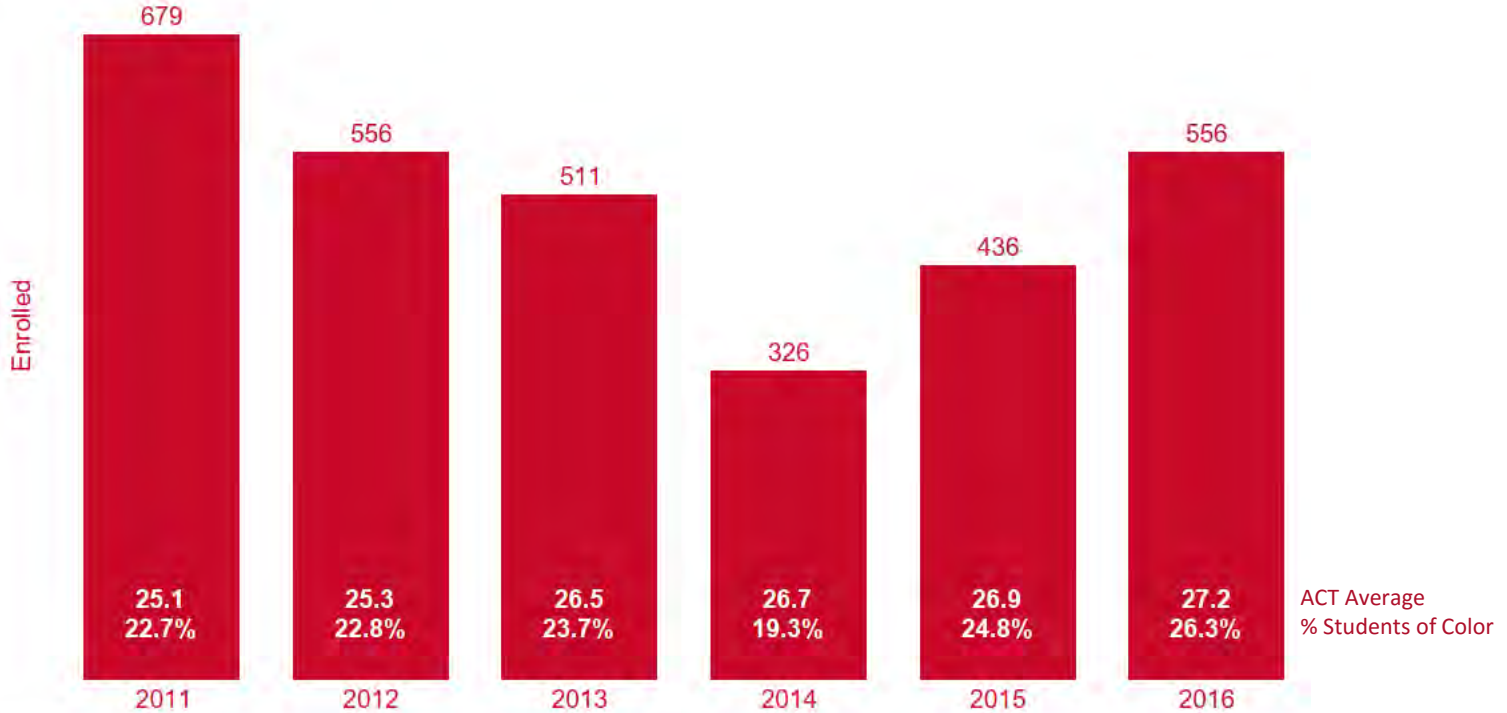


MiamiOH.edu

Enrolled Trends

First Generation

Data as of 8.22.2016



Enrollment Research and Analysis

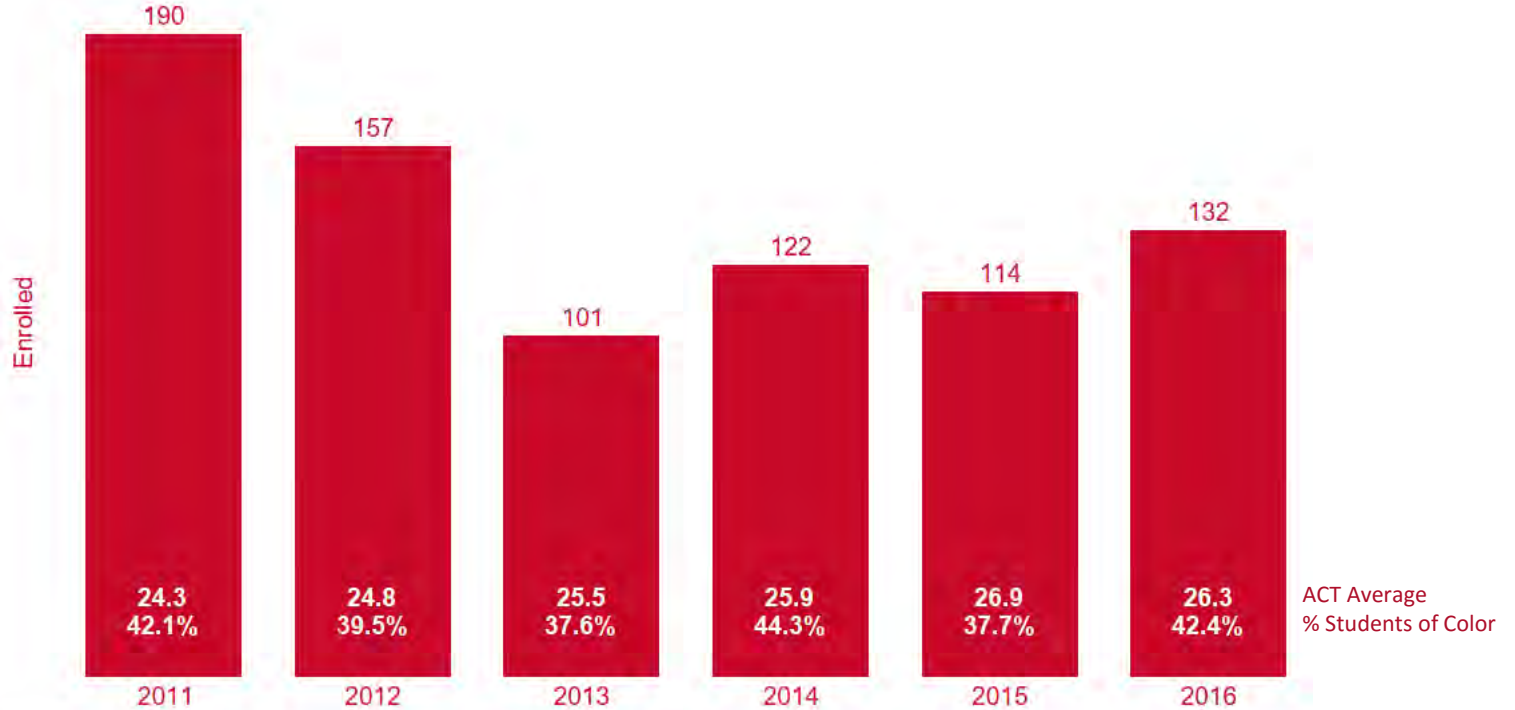
ACT Average
% Students of Color

MiamiOH.edu

Enrolled Trends

Miami Access Initiative

Data as of 8.22.2016



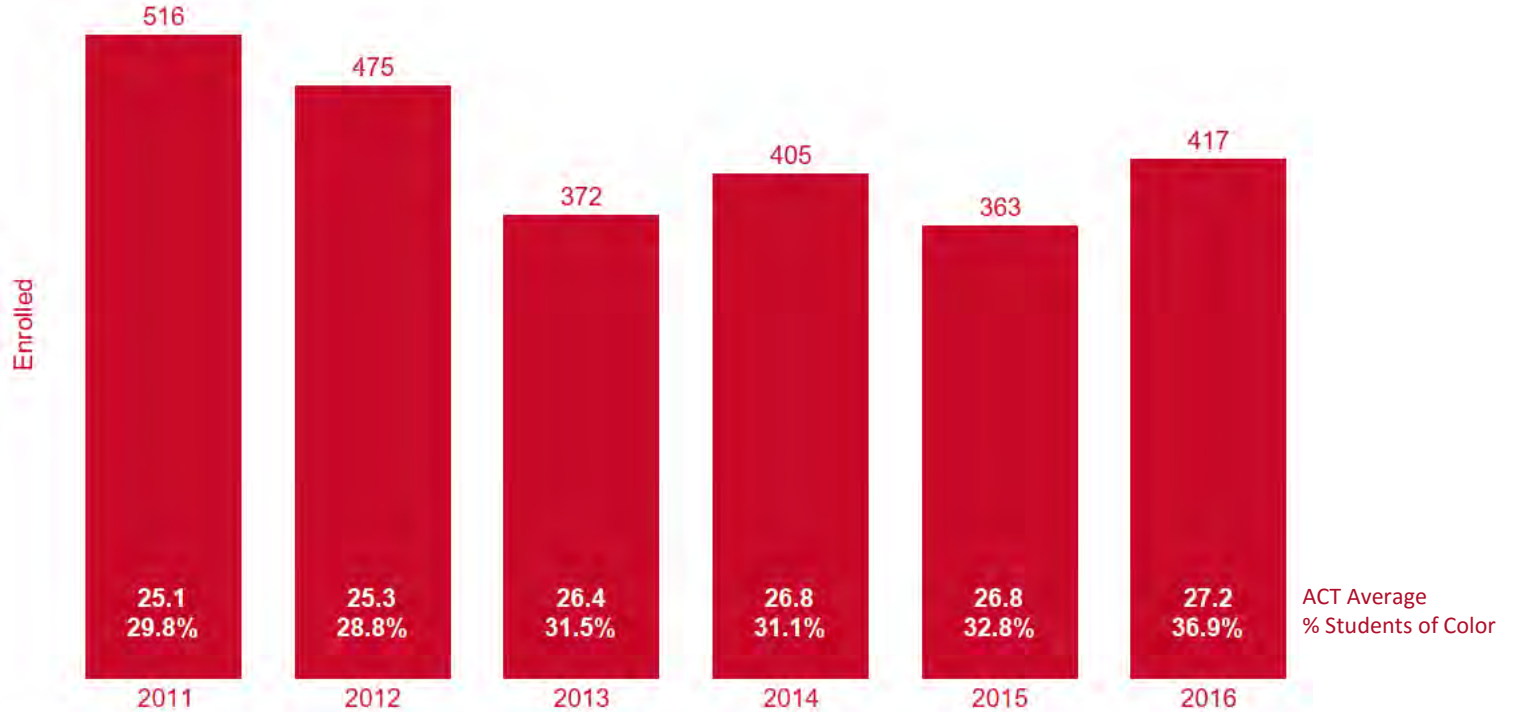
Enrollment Research and Analysis

MiamiOH.edu

Enrolled Trends

Pell Eligible

Data as of 8.22.2016



Enrollment Research and Analysis

MiamiOH.edu

Key Enrollment Goals

Fall 2017

First-Year Objectives

- » 3,700 first-year target
- » Manage divisional enrollment targets
- » Maintain quality
- » Increase selectivity
- » Increase non-resident enrollment
- » Increase ethnic/racial diversity

Other Enrollment Objectives

- » Meet Net Tuition Revenue targets
- » Maintain ACE Program enrollment
- » Maintain transfer enrollment
- » Maintain enrollment for Spring Admit and Pathways programs





QUESTIONS?





SEPTEMBER 2016
EMSS WRITTEN REPORT
Michael S. Kabbaz, Vice President

Admission and Enrollment Communication

Key updates included in the presentation.

Career Services

Students from all five academic divisions participated in the Career Services' Snapchat Takeover Series this summer in 12 cities. The series, which had more than 9,000 views, can be seen on the [Miami Student Takeover Playlist](#).

The Office of Career Services recently submitted a report to the State about the Ohio Means Internships & Co-ops 2.0 grant. As of June 2016, the grant has reimbursed 65 employers for 133 internships and co-ops; students earned a grand total of \$864,399, and the grant reimbursed the employers for 40% of the wages earned.

As of September 1, a record-breaking 311 employers have registered for the fall Career Fair, set to take place on Wednesday, September 14 at Millett Hall.

Career LEAP 2016 took place on August 24 – August 26 and offered 29 students across all five academic divisions the opportunity to participate in a three-day career immersion experience. Students participating in the program completed a career portfolio including a LinkedIn profile, resume, mock interview and a StrengthsFinder assessment. Students networked with companies including 84.51, Animal Adoption Foundation, Bridge Logistics, CareSource, Cintas, Community First Schools, David J. Joseph Company, Easter Seals, Kohl's, Kroger, Luxottica, Middletown Community Foundation, Nielsen, Ohio National Financial Services, Procter & Gamble, Speedway, and Sojourner.

One Stop for Student Success Services

In order to ensure Miami students and families encounter seamless and high-quality interactions and transactions, the One Stop continues to make enhancements to its existing services including a new webpage with detailed instructions and graphics for navigating the electronic billing system and increased participation in new student orientation, including break-out sessions that provided individual counseling to more than 400 Miami families over the summer.

Research and Analysis

Miami has been named a Strategic Partner by Civitas Learning. Civitas Learning offers a cloud-based, predictive analytics platform that helps turn diverse and disconnected data into actionable insights to help every student succeed. Miami has been a partner with Civitas since 2015. The Strategic Partner designation means that Miami will receive a more dedicated focus to further support our student success efforts and have greater input into Civitas product development.

Additionally, Miami was selected to be a beta tester for the new Civitas tool, *Illume Impact*. *Impact* capitalizes on the data powering the predictive analytics to measure the influence on student success for any campus initiative. The current platform, now called *Illume Student*, completed the incorporation of Canvas data. Beta testing for *Illume Impact* is scheduled to begin in January.

Student Financial Services (Office of Student Financial Assistance & Office of the Bursar)

Student Financial Assistance

In an effort to help more families and students be able to afford college, in September 2015, President Obama announced major changes to the changes to the Free Application for Federal Student Aid (FAFSA). The FAFSA is the required financial aid application that is used by Miami to determine financial need for the awarding of both federal aid and institutional need-based scholarships. Under this new plan, the FAFSA will become available on October 1, 2016 (instead of January 1) and will use **simplified technology to import a family's income and tax information directly from the IRS**. The result of these two changes will mean that both incoming and returning Miami students will have an easier application process that is less error-prone. It will also result in earlier notifications of federal aid and need-based scholarship eligibility and awards. The Office of Student Financial Assistance is continuing to work closely with the Office of Admission on the implementation of these changes, and as of today, Miami systems are ready to begin receiving FAFSA data in October.

Bursar

The Office of the Bursar successfully rolled out the first semester of cohort billing for the Miami Tuition **Promise**. **This implementation did not require any modifications to Miami's enterprise system (Banner)**, thereby reducing costs associated with future maintenance of the Banner system. In addition, the office utilized the new initiative to introduce changes to and further simplify changes the semester invoice, the **online explanation of fees, charges, and course lists to ensure continued transparency of Miami's fee structure**, while at the same time keeping the bill as simple as possible for Miami students and their families.

On July 1, the Office of the Bursar successfully transitioned to a new vendor to assist Miami in refunding **student accounts**. **In some cases, a student's financial aid will exceed University charges**, thus allowing the student to receive a refund to buy books, pay off **-campus rent, and other expenses**. **The vendor's software**, coupled with support from Enrollment Communication, has allowed EMSS to develop a focused communication plan to encourage students to use direct deposit. Federal regulations do not permit Miami to make direct deposit a requirement and so students must opt in to use this feature.

The Office of the Bursar has developed an automated tracking system to help with the collection of outstanding Perkins Loans. The system, which utilizes existing technologies, has enabled the office to communicate with students as soon as they enter into their repayment period and before they may fall behind on payments. With the new system, Miami is reaching out to students sooner to bring attention to these loans, resulting in a higher success rate as it relates to repayment and providing more proactive customer service to our newest graduates.

Student Success Center

The EAB Student Success Collaborative Campus product is being implemented as the university-wide advising tool. John Harrelson, Assistant Director, is providing the administrative support for the software and is conducting training with divisional advising centers and faculty. Ongoing training sessions are scheduled for both fall and spring semesters.

The Student Success Center, in coordination and partnership with various University and divisional partners, is implementing two pilot programs this academic year to enhance support for underrepresented students. The Bridges Scholars and First Generation learning communities will offer a number of outreach efforts and support programs to ensure students' academic and social transition to Miami is successful.

University Registrar

Beginning this fall, the What-If DAR will be available to students and advisors on BannerWeb. With the new initiative, a student or advisor will be able to run a degree audit for every student in any major. This what-if **audit will show the student and advisor how the student's coursework will apply to the new major**. Since it is available via BannerWeb, the critical tool is available 24 hours a day, 7 days a week.



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September 23, 2016
Academic and Student Affairs

RESOLUTION R2017-07

BE IT RESOLVED: that the Board of Trustees hereby approves the departmental title change from the Department of Family Studies and Social Work to the Department of Family Science and Social Work to become effective as determined by the Office of the Provost.

*Approved by the Board of Trustees
September 23, 2016*

A handwritten signature in black ink, appearing to read 'T. O. Pickerill II', with a long horizontal flourish extending to the right.

*T. O. Pickerill II
Secretary to the Board of Trustees*



To: Gregory P. Crawford, President

From: Maria Cronley, Secretary, University Senate

Date: September 12, 2016

RE: Actions of 2016-2017 University Senate: Renaming of the Department of Family Studies and Social Work to Department of Family Science and Social Work

On September 7, 2016, University Senate received the Consent Calendar which included a proposal for renaming the Department Family Studies and Social Work to the Department of Family Science and Social Work. A letter in which Professor Elise Radina, Chair, explains the rationale for this request is attached. This item will appear on the September 12, 2016 University Senate Consent Calendar for approval.

Per the *Miami University Policy and Information Manual*, Section 2.9.B, Academic Department and/or Division Name Changes, the Board of Trustees has final approval of department name changes; therefore, on behalf of the Department of Family Studies and Social Work, the Executive Committee of University Senate requests that the proposal be presented to the Board.

cc: Phyllis Callahan, Provost
Ted Pickerill, Secretary to the Board of Trustees
Michael Dantley, Dean, College of Education, Health and Society
Andrew Reffett, Chair, Executive Committee of University Senate
Elise Radina, Chair, FSW

Attachments

MC/sok



DATE: September 7, 2016

TO: University Senate Executive Committee

FROM: M. Elise Radina, Professor & Chair, Department of Family Studies & Social Work

RE: Name Change: Department of Family Studies and Social Work to Department of Family Science and Social Work

The faculty members of FSW would like to initiate a name change from the Department of Family Studies and Social Work to the Department of Family Science and Social Work. This name change reflects the national trend in the field in terms of locating Family Studies within a scientific context.

Per the *Miami University Policy and Information Manual*, Section 2.9.B, Academic Department and/or Division Name Changes, "the request for name changes to academic departments...are reported on the University Senate consent calendar and required the approval of the following bodies: department chair (program director, if appropriate), academic dean of the division, Provost and the Board of Trustees." The proposed has been endorsed by the Elise Radina, department Chair, Michael Dantley, Dean, College of Education, Health and Society, Phyllis Callahan, Provost, and the Council of Academic Deans.

FSW requests that the following report detailing name-change process be placed on the University Senate consent calendar before being forwarded to the Board of Trustees. The attached article appeared in the journal *Family Relations* in 2014. It describes the situation surrounding program naming. This empirical, data-driven article shows how family studies has consistently been inconsistent as a field. The discussion calls for action of a National Council on Family Relations (NCFR) task force to examine this concern and make recommendations on the way forward.

NCFR created the Future of Family Science Initiative to determine the discipline's name. An announcement was made by this Task Force about a year ago stating that NCFR and the task force were officially encouraging all programs to adopt the Family Science nomenclature. In the current issue of NCFR's newsletter, Diane Cushman, Executive Director, reported, **"When the Future of Family Science Task Force met in May (2015), three of the members reported dropping "studies" and adding "science" to their department names since August 2014"**

Dr. Larry Ganong at the University of Missouri commented that while he was pleased to have his department become Human Development and Family Science, an unexpected benefit was students identifying as "family scientists." Standardizing nomenclature for the family science discipline and professions is an objective of the Future of Family Science Initiative. The need for visibility and identity for our scholars and practitioners is a driving force behind this work.

Given this national trend and our department's desire to remain on the cutting edge, the FSW faculty unanimously voted to change the department to Family Science and Social Work.

JASON D. HANS University of Kentucky

Whither Famology? Department Name Trends Across Four Decades

Inconsistent naming of academic departments has been a cause and symptom of an identity issue that has persisted in the family field for decades. Department name trends were examined across nearly four decades to consider whether the family field is beginning to converge on a common label. Results indicate that the problem persists – 103 different names existed among 217 academic units examined – but that convergence seems to be on two terms: family studies and family science. A survey of 752 faculty members in those academic units found that 78% believed the variation in department names within the family field was somewhat or very problematic. Discussion and implications center on key issues for understanding and addressing the problem.

Three decades ago, Burr and Leigh (1983) attempted to address the “identity problem” that the family field was experiencing. They proposed that common terminology be used to establish the identity and facilitate the development of the family field. Using some compelling arguments and survey results, they concluded that the family discipline should be labeled *famology*. Academic units would use the name *Department of Famology* and those who work in the field of *famology* would be known

as *famologists*. These labels were not adopted; no department names have ever included the term *famology* and no scholars in the family field describe themselves as *famologists*. Burr and Leigh found that *family studies* and *family science* were the two most preferred names among 334 colleagues surveyed and concluded that *family science* was the better of the two because family studies “cannot be used to describe the professional identity of scholars in the field. It does not make sense to be a ‘Family Studiesist’ or ‘Family Studiest’” (p. 474). Subsequently, the National Council on Family Relations (NCFR) formed a Task Force on the Development of the Family Discipline, which ultimately led to adoption of the term *family science* “to refer to the field of study where the primary goals are the discovery, verification and application of knowledge about the family” (Leigh, 1985b, p. 15). Administrators and faculty members were encouraged to change course, major, and department names to align with this preferred terminology.

Burr and Leigh (1983) argued that the inconsistency in how departments are named within the family field is perhaps a partial cause and is certainly a symptom of the identity problem. Using the 1982 edition of *Guide to Graduate Family Programs* (Love, 1982), Burr and Leigh found that the 51 departments identified by Love as offering a graduate program in the family field were known by 36 different department names. The situation does not seem to have improved; the most frequent department name in the family field now is the “Department of Human

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Key Words: disciplinary identity, famology, family science, family studies.

Development and Family Studies,” which comprises only 11% of departments (Hans, 2013b). By comparison, more than 60% of the departments listed in *Graduate Study in Psychology* (American Psychological Association, 2011) are called the “Department of Psychology.” Consequently, as editor of the three most recent printed editions of *Graduate and Undergraduate Study in Marriage and Family* (Hans, 2002, 2005, 2008) and current editor of the online program guide on NCFR’s website (Hans, 2013b), I envy at the relative simplicity that the editors of comparable guides in sociology and psychology have in locating programs for inclusion in their guides. If we have difficulty locating and labeling ourselves, it seems unrealistic to expect students to find us, scholars in other fields to understand us, and policy makers and lay people to acknowledge us. Thus, the purpose of this study was to examine department name trends over nearly four decades and, more broadly, to consider the current state of the identity issue as reflected in department names.

METHODS AND RESULTS

The investigation of department name trends began by replicating Burr and Leigh’s (1983) approach, using academic units listed in the online program guide available on NCFR’s website (Hans, 2013b). The online program guide supplanted the printed version of the guide that was last printed in 2008 under the title *Graduate and Undergraduate Study in Marriage and Family* (Hans, 2008) and included 300 family-related degree programs at the time of this writing in mid-2013. However, many listings were specific to family-related degree program options housed within larger academic units holding distinctly different disciplinary identities wherein family is not the primary unit of study (e.g., counseling, psychology, sociology), and the listing justly focused only on the relevant program option rather than the academic unit as a whole. Therefore, only those listings for an entire department (or school) were included. Among the 217 listings that met this inclusion criterion, 103 different names were used to identify the academic units (see Table 1). Those 217 programs were then grouped to see if naming patterns were more consistent within institution type; however, the names were diverse within every institution type (see Table 2).

As can be seen in Table 1, many unit names were amalgamations of multiple disciplines or areas of emphasis, which contributed to the unit name variation. Therefore, those 131 unit names that included *family* in the title were then grouped according to the noun used in conjunction with *family* (see Table 3); the most common were *studies* ($n = 55$), and *science* ($n = 42$), collectively accounting for 74% of departments or schools with *family* in their name.

These results were then replicated using a different approach to identifying academic units of interest. Specifically 56 different academic unit names were identified among the 102 units approved by NCFR for offering a program of study consistent with the Certified Family Life Educator (CFLE) credential. The distribution of nouns used in conjunction with *family* was also consistent; *studies* ($n = 36$) and *science* ($n = 27$) were once again most common, comprising 86% of unit names with *family* in the title.

Although Tables 1 and 3 suggest that a clear preference between *studies* and *science* has not emerged, it may be that there is a general trend toward one term or the other over time. This was examined by replicating the noun analysis with each of the family program guides published since 1976 (Figley & Francis, 1976; Hans, 2002, 2005, 2008; Love, 1982; Touliatos, 1989, 1994, 1996, 1999), as well as the online program guide on NCFR’s website (Hans, 2013b). The results indicate a clear shift toward three terms – *science*, *studies*, and *therapy* – occurred throughout the 1980s and 1990s but has since stabilized (see Figure 1). Although this distribution of department names is preferable to the more scattered distribution of terms used in the 1970s and 1980s, there is clearly ongoing ambiguity concerning the best term for describing the family field.

Next, trends related specifically to the use of *studies* versus *science* in department names were examined more closely. Both terms have followed parallel trajectories according to the number of departments using each over time, with *studies* consistently being the slightly more common term between the two (see Figure 2). However, the proportion of departments using each term tells a more dramatic story, with *science* steadily gaining ground until the relative proportion leveled off in the mid-1990s at *studies* holding a roughly 60% to 40% edge over *science* (see Figure 3).

Whither Famology?

325

Table 1. *Departments Names of "Family" Departments in 2013 (N = 217)*

Allied Health Sciences	Family Studies & Interior Design
Applied Health Science, Human Dev., & Family Studies	Family Studies & Social Work
Applied Human Sciences (n = 2)	Family Studies (n = 3)
Applied Psychology	Family Therapy
Behavioral Sciences & Family Studies	Family, Consumer & Human Development
Behavioral Sciences (n = 3)	Family, Consumer, & Nutrition Sciences
Behavioral Studies	Family, Nutrition, & Exercise Sciences
Child & Family Development (n = 3)	Family, Youth & Community
Child & Family Education	Family, Youth & Community Sciences
Child & Family Studies (n = 6)	Graduate & Professional Studies
Child Development & Family Relations	Graduate Psychology (n = 2)
Child Development & Family Studies	Health & Human Development
Child, Adolescent, & Family Studies	Health Promotion & Human Development
Child, Youth & Family Studies	Human & Community Development
Community, Family, and Addiction Services	Human Development & Environmental Studies
Consumer & Family Studies/Dietetics	Human Development & Family Science (n = 5)
Counseling & Educational Development	Human Development & Family Sciences (n = 3)
Counseling & Family Sciences	Human Development & Family Studies (n = 26)
Counseling & Family Therapy (n = 2)	Human Development (n = 4)
Counseling & School Psychology (n = 2)	Human Ecology (n = 4)
Counseling & Special Education	Human Environmental Sciences
Counseling & Student Affairs	Human Environmental Studies
Counseling (n = 4)	Human Relations
Counseling and Human Development (n = 2)	Human Sciences (n = 2)
Counseling and Marriage & Family Therapy (n = 2)	Human Services (n = 3)
Counseling Psychology & Human Services	Individual, Family & Community Education
Counseling Psychology (n = 2)	Marital & Family Therapy (n = 2)
Counseling, Psychology & Special Education	Marriage & Family
Counselor Education & Counseling Psychology	Marriage & Family Counseling
Counselor Education (n = 5)	Marriage & Family Studies (n = 2)
Couple & Family Therapy	Marriage & Family Therapy (n = 9)
Education Psychology & Special Education	Professional Psychology
Educational & Psychological Studies	Professional Psychology & Family Therapy
Educational Psychology	Psychiatry & Behavioral Science
Educational Psychology & Counseling	Psychology & Child Development
Educational Studies	Psychology & Counseling (n = 4)
Family & Child Development	Psychology & Family Studies
Family & Child Sciences	Psychology & Theology
Family & Child Studies	Psychology (n = 7)
Family & Consumer Science	Psychology, Sociology, & Family Science
Family & Consumer Sciences (n = 21)	Social & Family Dynamics
Family & Consumer Studies	Social & Public Health
Family Life Ministry	Social Science
Family Life	Social Sciences
Family Relations & Applied Nutrition	Social Sciences & Counseling
Family Science	Social Work
Family Sciences (n = 2)	Social Work & Family Studies
Family Social Science	Sociology & Family Studies (n = 2)
Family Social Sciences	Sociology (n = 9)
Family Studies & Community Development	Sociology, Anthropology, & Child and Family Studies
Family Studies & Gerontology	Sociology, Social Work, Criminal Justice & Family Science
Family Studies & Human Services	

Table 2. Department Names of "Family" Departments According to Institution Type

Institution Type ^a	Departments	Names	Studies	Science	Most Common Names
Research university, very high research activity	43	25	15	12	HDFS (<i>n</i> = 9) & HDFSs (<i>n</i> = 6)
Research university, high research activity	43	28	13	7	HDFS (<i>n</i> = 8) & F&CS (<i>n</i> = 6)
Doctoral/research university	20	16	1	4	F&CS (<i>n</i> = 3)
Master's colleges and universities, larger programs	61	37	9	12	F&CS (<i>n</i> = 10)
Master's colleges and universities, medium programs	7	7	3	1	
Master's colleges and universities, smaller programs	6	6	1	0	
Baccalaureate colleges	15	12	6	2	HDFS (<i>n</i> = 4)
Baccalaureate/Associate's colleges	3	1	3	0	HDFS (<i>n</i> = 3)
Special focus institutions	7	7	1	1	
Unknown or unclassified	12	11	3	3	

Note: HDFS = Human Development and Family Studies; HDFSs = Human Development and Family Science(s); F&CS = Family and Consumer Sciences

^aCarnegie Foundation for the Advancement of Teaching, Carnegie Classification Data File, June, 2013. Retrieved from <http://classifications.carnegiefoundation.org/resources>

Next, I considered whether departmental name changes among programs already included in the program guides would reveal any trends. This was particularly interesting for at least three reasons. First, the faculty members in these departments presumably felt that their existing department names were so inadequate at representing the department's focus that the name should be changed, which is qualitatively different than the naming of a newly established department or existing departments that were renamed to include a new focus on family. Second, and somewhat related to the first this approach provides another indicator of how influential the NCFR Task Force's formal adoption of the term *family science* (see Leigh, 1985b) was on the field. Finally, this approach largely accounts for any selection error in locating and including departments of various names and types in the program guides over time. The results (not shown) further illustrate the name ambiguity; department name changes have been decidedly mixed with regard to whether *studies* or *science* is the preferred term as department name changes have migrated in both directions. However, the pattern that emerged is consistent with those described above in suggesting that the field does appear to have largely settled on these two terms, as

indicated by the terms dropped in favor of either *studies* (i.e., life, living, relations, relationships, resources, sciences, and services) or *science* (i.e., development, ecology, education, environment, life, living, relations, relationships, resources, and studies) juxtaposed with the relatively few departments that have moved in the opposing direction by dropping *studies* or *science* in favor of other terms (e.g., development, education, relations, resources).

In addition to exploring department name trends, in the spring of 2010 a brief online survey was e-mailed to 1,785 faculty members in departments included in the 2008 edition of *Graduate and Undergraduate Study in Marriage and Family* (Hans, 2008) to examine attitudes and perceptions concerning the naming and identity issue. Among the 752 individuals who completed the survey, 89% held doctoral degrees, which had been earned across five decades (37% in the 2000s, 28% in the 1990s, 21% in the 1980s, 13% in the 1970s, and 1% in the 1960s). Academic rank was well distributed among respondents: 31% were full professors, 26% were associate professors, 28% were assistant professors, and 15% held other ranks or titles. Two thirds were faculty members in departments that used *studies* (44%) or *science* (24%) in their names. These distributions of respondents

Whither Famology?

327

Table 3. Department Names with "Family" in the Title in 2013 by Noun Used to in Relation to "Family." (N = 131)

Studies (n = 55)	Therapy (n = 18)
Applied Health Science, Human Dev. & Family Studies	Counseling & Family Therapy (n = 2)
Behavioral Sciences & Family Studies	Counseling and Marriage & Family Therapy (n = 2)
Child & Family Studies (n = 6)	Couple & Family Therapy
Child Development & Family Studies	Family Therapy
Child, Adolescent, & Family Studies	Marital & Family Therapy (n = 2)
Child, Youth & Family Studies	Marriage & Family Therapy (n = 9)
Consumer & Family Studies/Dietetics	Professional Psychology & Family Therapy
Family & Child Studies	
Family & Consumer Studies	Development (n = 5)
Family Studies & Community Development	Child & Family Development (n = 3)
Family Studies & Gerontology	Family & Child Development
Family Studies & Human Services	Family, Consumer, & Human Development
Family Studies & Interior Design	
Family Studies & Social Work	Education (n = 2)
Family Studies (n = 3)	Child & Family Education
Human Development & Family Studies (n = 26)	Individual, Family & Community Education
Marriage & Family Studies (n = 2)	
Psychology & Family Studies	Life (n = 2)
Social Work & Family Studies	Family Life (n = 2)
Sociology & Family Studies (n = 2)	
Sociology, Anthropology, & Child and Family Studies	Relations (n = 2)
	Child Development & Family Relations
	Family Relations & Applied Nutrition
Science (n = 42)	
Counseling & Family Sciences	Other (n = 5)
Family & Child Sciences	Community, Family, & Addition Services
Family & Consumer Science	Family, Youth & Community
Family & Consumer Sciences (n = 21)	Marriage & Family Counseling
Family Science	Marriage & Family
Family Sciences (n = 2)	Social & Family Dynamics
Family Social Science	
Family Social Sciences	
Family, Consumer & Nutrition Sciences	
Family, Nutrition, & Exercise Sciences	
Family, Youth & Community Sciences	
Human Development & Family Science (n = 5)	
Human Development & Family Sciences (n = 3)	
Psychology, Sociology, & Family Science	
Sociology, Social Work, Criminal Justice & Family Science	

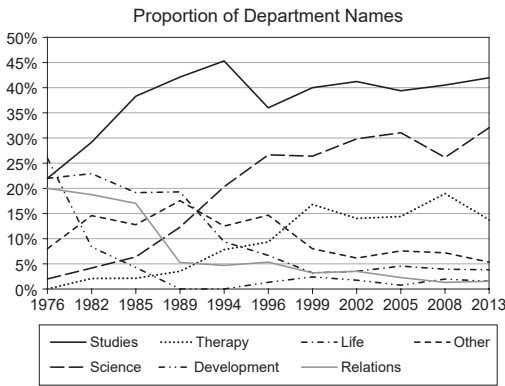
were nearly identical with the distributions of faculty members who were sent the recruitment e-mail.

The variation in department names was viewed as *very problematic* by 19% of respondents, *somewhat problematic* by 59%, and *not very problematic or not at all problematic* by 21%. By comparison, when Burr and Leigh (1983) posed a similar question, 68% of their respondents indicated that "the variation in department labels [was] a fairly serious or very serious problem" (p. 472). Thus, these numbers

indicate that the problem, at least as perceived by those within the family field has persisted. Moreover, the diversity of labels is not limited to department names; respondents to the 2010 survey provided more than 200 different labels for how they describe their professional identity to others; the most common being *marriage and family therapist* (5%) and *family scientist* (4%).

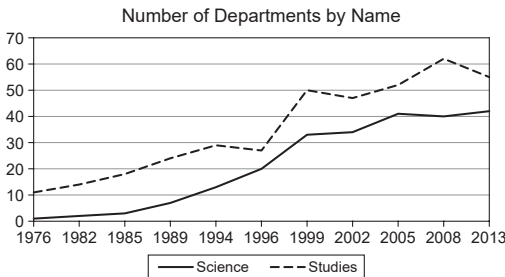
Respondents were also asked to rate the appeal of three labels for the family field – family studies, family science, and famology – using 6-point Likert-type response

FIGURE 1. PERCENTAGE OF DEPARTMENT NAMES BY NOUN USED IN RELATION TO *FAMILY*.



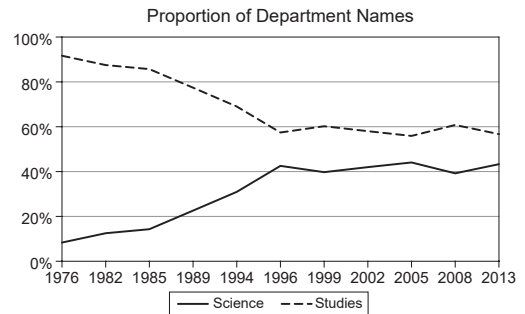
Note. The “Other” category includes counseling, ecology, environment, living, psychology, resources, services, and systems, among others.

FIGURE 2. NUMBER OF DEPARTMENTS NAMES USING *SCIENCE* VERSUS *STUDIES*.



options anchored by *quite unappealing* (0) and *quite appealing* (5). Famology ($M = 0.7, SD = 0.8$) was viewed as quite unappealing by 81% of respondents, but family studies ($M = 4.0, SD = 1.3$) and family science ($M = 3.6, SD = 1.5$) were viewed as quite or somewhat appealing by 77% and 64% of respondents, respectively. Although the aggregated numbers suggest that *family studies* was slightly more favored than *family science*, respondents tended to favor the term used in their department of employment, and nearly twice as many respondents were in academic units that used *studies* than *science*. In fact, among those in units using *science* in the unit name, *family science* was slightly more favored than *family studies*. Respondents were also provided an opportunity to suggest additional appealing labels for the family field

FIGURE 3. PROPORTION OF DEPARTMENT NAMES USING *SCIENCE* VERSUS *STUDIES*.



and 22% of respondents did so. Among the most common suggestions, in alphabetical order, were *family ecology*, *family relations*, *family social science*, *human ecology*, and *relationship science*.

DISCUSSION

Although department names remain as varied as ever, there has clearly been progression toward greater uniformity with regard to the noun used with *family*. However, much of that progress appears to have occurred in the late-1980s and throughout the 1990s in response to efforts in the mid-1980s to resolve the naming and identity issue (e.g., Burr & Leigh, 1983; Leigh, 1985b). Progress has stalled over the past 15 years, and ambiguity remains with regard to whether *science* or *studies* is the preferred term despite the NCFR Task Force’s adoption of *family science* (Leigh, 1985b). Nonetheless, numerous presentations have focused on the naming and identity issue at NCFR’s annual conference in recent years (e.g., Ganong, Zvonkovic, Sabatelli, Day, & Gavazzi, 2012; Hans, 2010, 2013a; Wilson, 2013), and the executive director of NCFR subsequently concluded an *NCFR Report* article with a brief summary of how the term *gerontology* came into use and questioned whether the family field is “ready to come together . . . and create a term that describes the study of the social, relational, psychological, emotional, and developmental aspects of family” (Cushman, 2013, p. 7). Thus, there appears to be a resurgent fervor to address the issue and, interestingly, the term *famology* has been prominently used as a symbol for the cause.

Whither Famology?

329

Burr and Leigh's (1983) arguments in favor of the term *famology* were rooted in the assumption that the family field was emerging as a distinct discipline. Leigh (1985a) adeptly summarized Davis's (1985) typology of disciplines, which asserted that there are three levels: (a) primary disciplines are self-contained, self-sustained, and are commonly identified by Greco-Latin terms with *-ology* suffixes (b) secondary disciplines are newer, less independent, and are typically labeled with a descriptive term followed by *science(s)* (e.g., health sciences, political science); and (c) tertiary fields depend entirely on primary and secondary disciplines, and are usually known by a descriptive adjective followed by *studies* (e.g., gender studies, religious studies). Thus, according to this typology, *famology* or another *-ology* term – the NCFR Task Force considered *familiology* (Leigh, 1985a) – would be appropriate if the family field is a primary discipline. Importantly, however, this typology and naming pattern is not definitive for example, there are more than 200 disciplines that use the *-ology* suffix (Helmenstine, 2013), and most of them do not fit Davis's definition of primary disciplines. Nonetheless, Davis's typology framed the discussion that occurred within the family field in the mid-1980s (see Leigh, 1985a).

Burr conceded that the state of the field in 1985 most closely resembled that of a secondary discipline in Davis's typology, but he believed the field was on the cusp of maturing into a primary discipline (Leigh, 1985a). Burr and Leigh (1983) summarized the state of the field according to seven criteria for being a discipline: (a) unique subject matter, (b) a body of theory and research, (c) unique methodology, (d) supporting paraphernalia (e.g., journals, conferences, majors, departments), (e) utility of professions or applications, (f) ability to train a community of scholars, and (g) general consensus that the discipline exists. Although some were not convinced by their arguments (e.g., David, 1993), Burr and Leigh concluded that the family field had at least minimally met five of the seven criteria for proclaiming that a discipline had been born; those they found lacking were a unique methodology and a consensus that the discipline exists. However, one need only review the decennial theoretical and methodological special issue of the *Journal of Marriage and Family* to see that

methodological and statistical approaches are beginning to emerge from and evolve within the family field and the field has matured in the other areas for defining a discipline since Burr and Leigh's analysis as well (see Bailey & Gentry, 2013, for a thoroughly updated assessment of where the field stands on each criterion).

Flirtations with *famology* aside for the moment, the split between the terms *family studies* and *family science* may be based on whether the family field is viewed as a multidisciplinary field of study or as a unique (secondary) discipline; *family studies* refers to the scientific study of family life from any disciplinary perspective, whereas *family science* implies a distinct disciplinary perspective (Bailey & Gentry, 2013). Perhaps tellingly, many scholars have acknowledged that the family field is both an emerging discipline and a multidisciplinary field of study (e.g., NCFR Task Force, 1988); a view that is consistent with the vision held by pioneers of the field (e.g., Groves, 1946). In recent years, some academic units have attempted to reconcile this complexity by using the plural *family sciences* in their department names (although the plural form of sciences is common in department names, this is usually because there are multiple sciences in the department name, such as family and consumer sciences; only a few departments use the plural form to refer solely to *family*). Although relatively uncommon, the plural *family sciences* approach was endorsed by the NCFR Task Force: "Departments where family science is combined with child development ... may wish to have two components in the department name or to use the plural 'family sciences'" (Leigh, 1985b, p. 15). Using two components in a department name (e.g., Department of Human Development & Family Science) seems reasonable where appropriate. Using the plural *family sciences* alone to represent multiple components, however, seems to blur the distinction between topic of study and disciplinary perspective by implying that there are multiple family disciplines, which is a subtle but questionable leap from acknowledging that family is a topic of study from multiple disciplinary perspectives. Although many faculty members within family departments study family life from other (their primary) disciplinary perspectives, economists and developmental psychologists, for example, do not become family scientists, or famologists,

merely because family is a topic of study. Their academic training, disciplinary identity, and perspective on family often remain distinctly different from those whose training and identity is centered on the family realm (Ganong, Coleman, & Demo, 1995).

Before digressing too far, a few other possible explanations for the family field' ambiguity concerning the *science* versus *studies* label are worthy of consideration. First, there may be an aversion to the term *science*; it can be perceived by some to connote positivism and quantitative research, and may therefore be eschewed in favor of the presumably more inclusive *studies* (Smart, 2009). However, it seems unlikely that this concern can stand up to scrutiny because, for example, although the philosophical assumptions of quantitative and qualitative approaches to discovery are different, both are embedded within the scientific paradigm (e.g., Lincoln & Guba, 1985). A second possible alternative explanation to consider is that the ongoing use of the *family studies* label may merely be a remnant of the past, predating the formal adoption of *family science*. However, results of the faculty survey reported earlier indicate that there is widespread concern about the variation in department names within the family field so inattention to the naming issue seems unlikely. Perhaps more damning to this alternative explanation, however, is that the case-by-case analysis of department name changes over time indicated that name changes have been equally likely to transition away from using *science* in favor of *studies* as they have been to transition from using *studies* in favor of *science*.

Regardless of the underlying reason for the ongoing naming issue, there is widespread agreement that the naming issue is problematic; the absence of a clear identity has hindered the relevance and development of the family field (Hamon & Smith, 2010). The field would therefore benefit tremendously by moving toward greater uniformity in how we identify and brand the field our academic units, and ourselves.

Implications

Discussion without concrete action will not be particularly useful. Therefore, the time has come for NCFR to convene another task force, with the ultimate goal of developing an official position statement calling for a

collective identity within the field and detailing how to move forward in a way that best serves the family field and the professional identities of those for whom NCFR is their primary professional association. Given that the branding and identity issues are intertwined, the task force must also address broader identity issues as well. For example, what skills, perspectives, and knowledge are (or, should be) developed and nurtured in the family field which distinguishes it from those of related social and behavioral science disciplines? In the absence of a clear, distinct, and relevant identity – that is, if we cannot distinguish ourselves beyond a multidisciplinary amalgamation of scholars who study families – our academic units could be viewed as expendable in times of budget cuts, downsizing, and reorganizing (Hamon & Smith, 2010). Ultimately, the position statement should serve as a unifying guide for NCFR, unit administrators, and family scholars within the family field in discussions and decisions about branding and professional identity. The statement could also leverage decisions with higher-level administrators (e.g., when changing a department name or for making hiring decisions consistent with the direction of the field) and would have utility when communicating with students, stakeholders, and decision makers in the larger university community and beyond.

The task force should be comprised of those who have demonstrated an awareness of and interest in the branding and identity issue through publications and presentations on the family field' history and identity, as well as established leaders in the field. However, enfranchisement of the larger community of family scholars will be crucial for achieving meaningful change. Effective use of the Internet will allow the entire community of family scholars to engage in the discussion and process in ways that were not possible in the 1980s. Although open meetings were held at NCFR's annual conferences in 1984 and 1985, and feedback was solicited in the *NCFR Report*, ultimately the task force comprised 78 scholars, and only 89 people were in attendance when the final vote was held to adopt *family science* as the preferred term for the family field (Leigh, 1985b). Given the response to the Internet survey conducted for this study, it is entirely feasible to anticipate that 5 to 10 times more family scholars would take part in an online discussion and vote

Whither Famology?

331

on key aspects of the new position statement, and a corresponding increase in the impact of this statement relative to the 1985 decision may be attainable as well.

CONCLUSION

The identity problem that has persisted since long before Burr and Leigh (1983) attempted to resolve it three decades ago (e.g., see Schvaneveldt, 1971) continues to challenge the family field today. The results of this study indicate that the mid-1980s discussion and ultimate adoption of *family science* as the preferred term to identify the family field was followed by substantial progress over the ensuing decade or so toward addressing the field's identity problem, at least with regard to standardizing the terminology used to identify the field. However, that progress has since stalled even as the field has continued to evolve and mature (see Bailey & Gentry, 2013).

A growing undercurrent of discontent with the status quo and a resolve to address the issue is now emerging from a new generation of established and new professionals within the family field. Although broad consensus may be difficult to achieve (Bailey & Gentry, 2013), the next generation of scholars will no doubt be raising these same issues in another three decades if family scientists, famologists, and family students alike fail to take collective action to address the identity issue now.

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Board of Trustees

Student and Academic Affairs Committee

Provost Phyllis Callahan
September 22, 2016

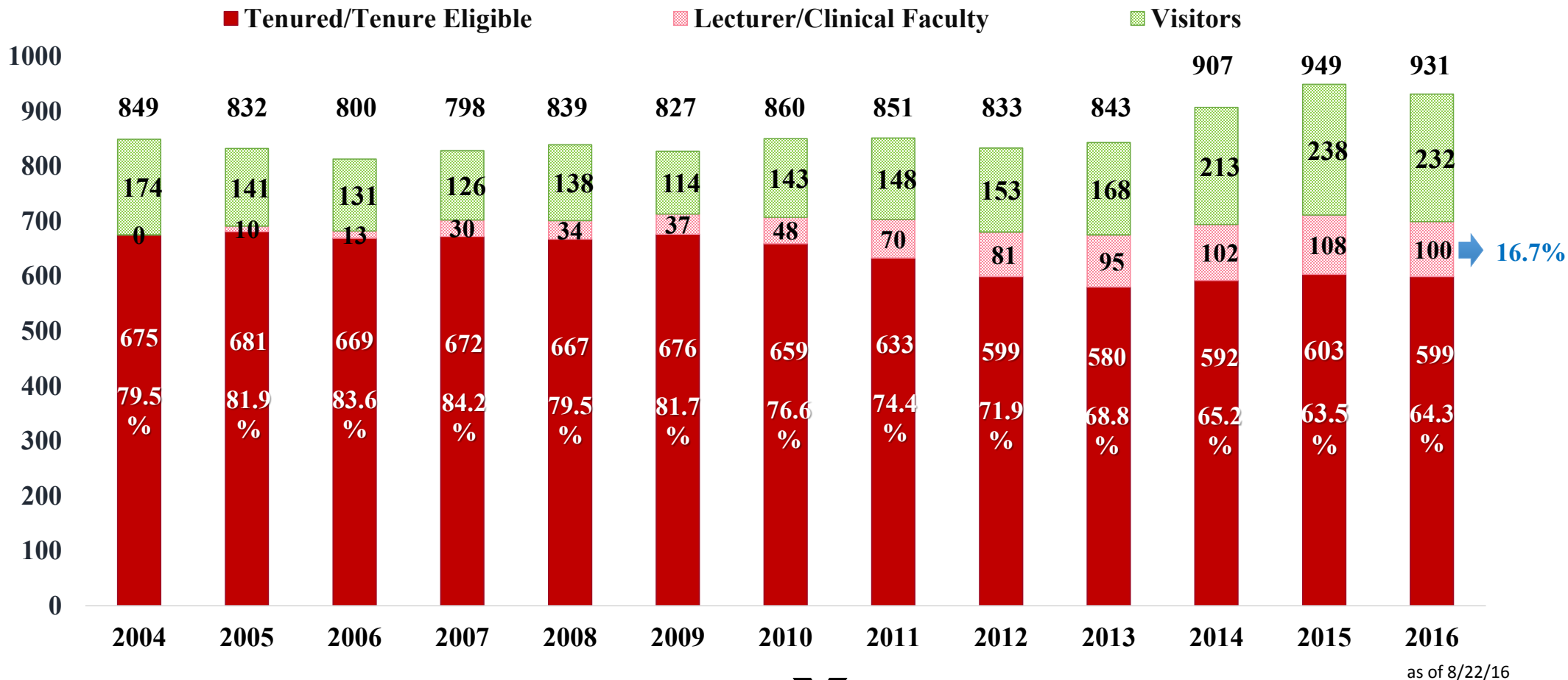


MIAMI UNIVERSITY

Faculty Composition



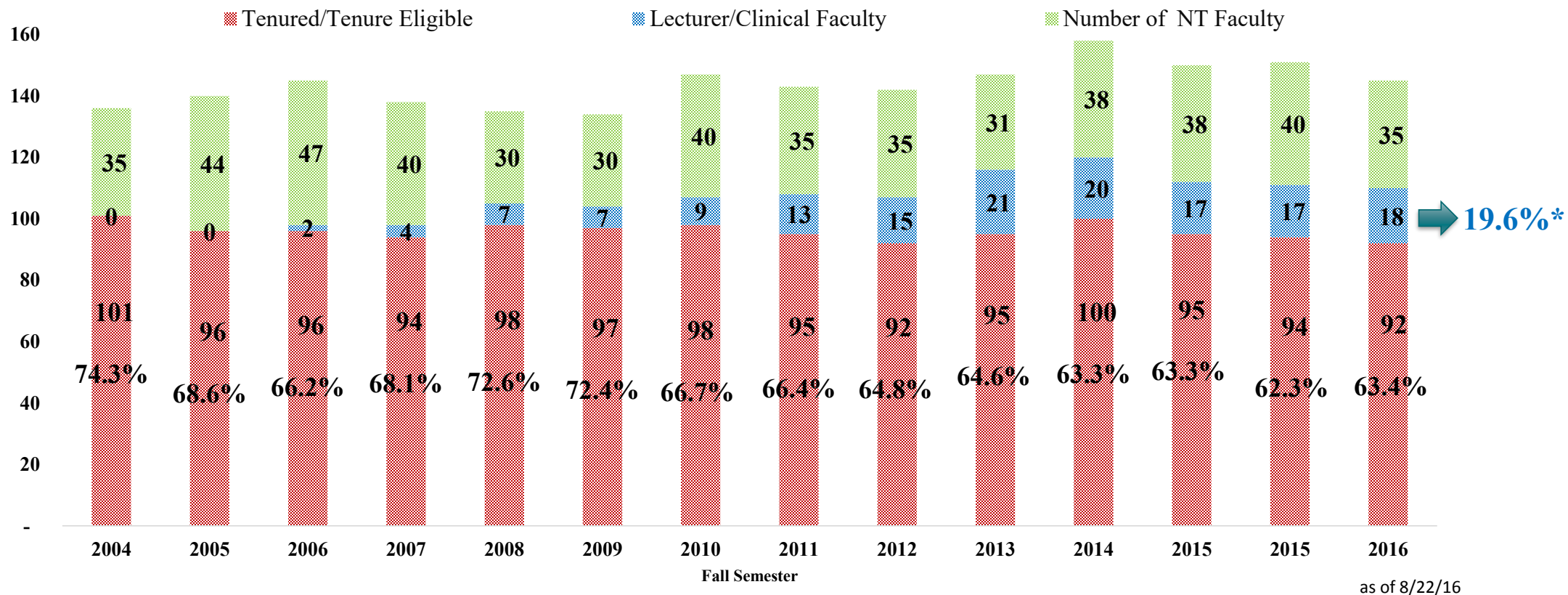
Oxford Full-Time Faculty Appointments (2004-2016)



Data Source: OIR



Regional Full-Time Faculty Appointments (2004-2016)



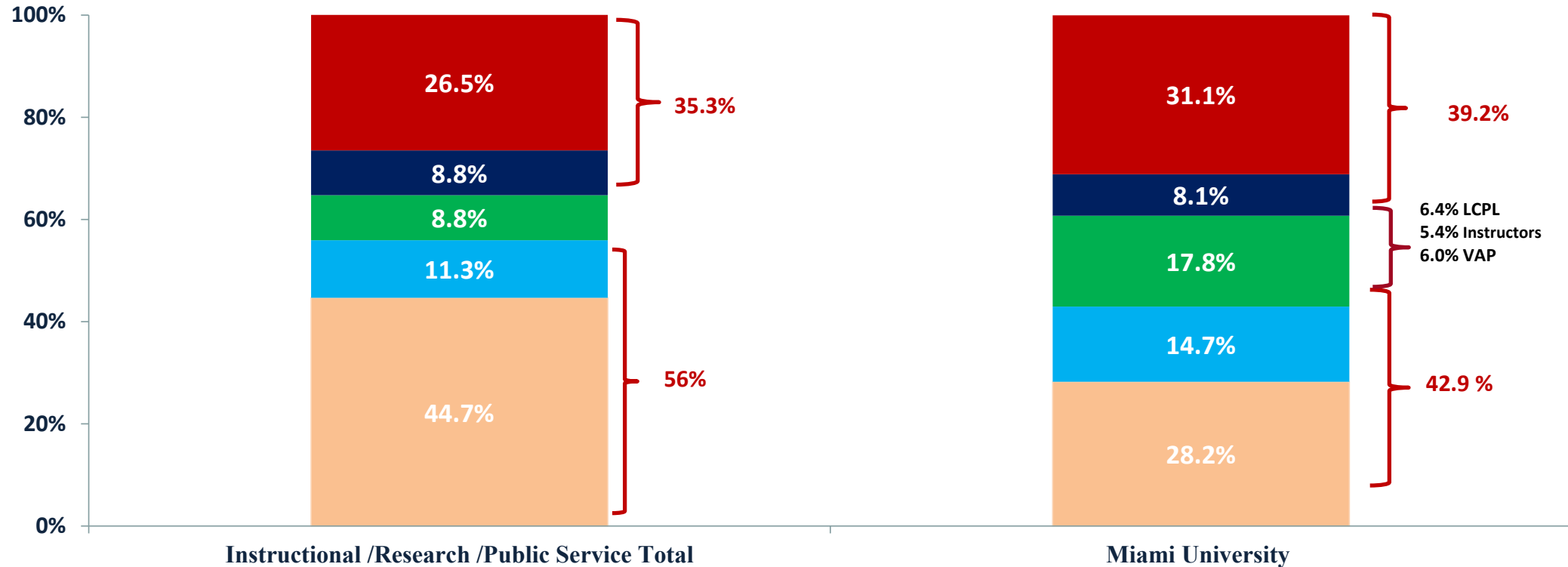
**Total All Campuses = 17.1% of T/TT*

Data Source: OIR



% Distribution of “Instructional” Staff by Head Count

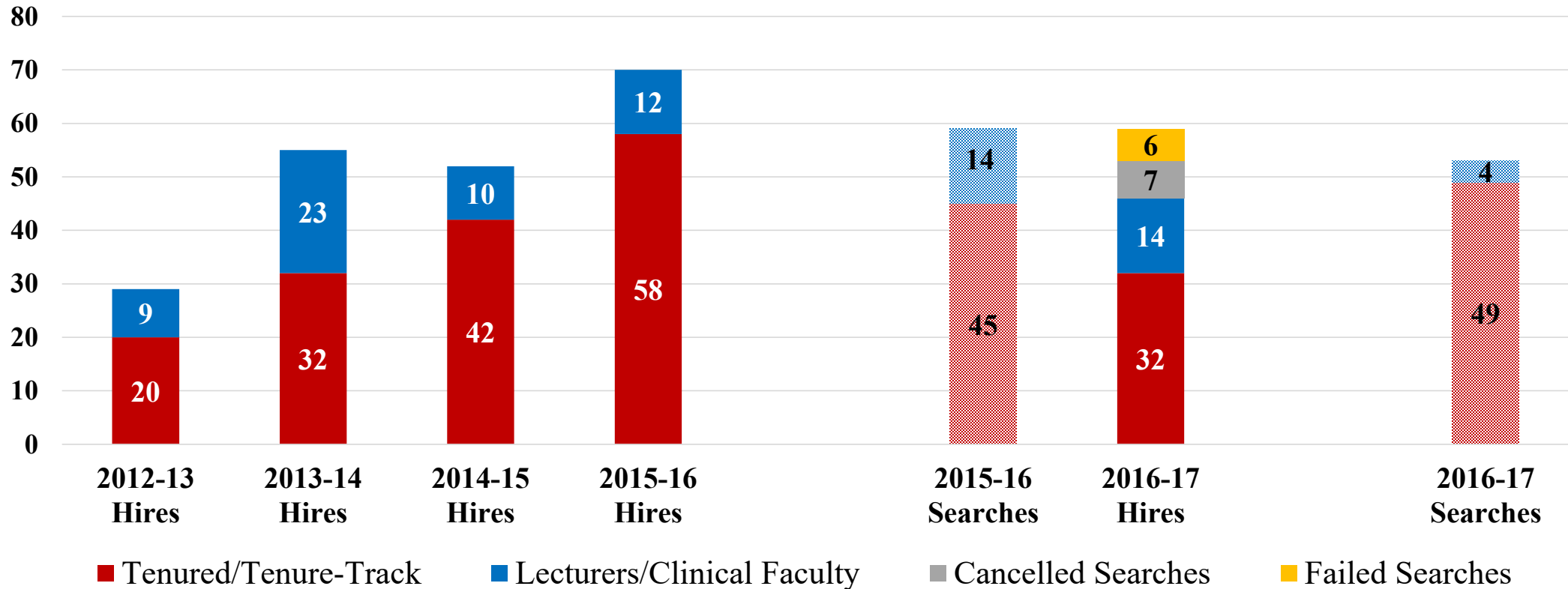
■ Full-Time Tenured
 ■ Full-Time Tenure-Track
 ■ Full-Time Non-Tenure-Track
 ■ Part-Time Instructional Staff
 ■ Graduate Teaching Assistant



Source for Total: "Busting the Myths: The Annual Report on the Economic Status of the Profession, 2014-15".

Source for Original Data - Fall 2013 Human Resources Survey: National Center for Education Statistics, IPEDS Data Center, <http://nces.ed.gov/ipeds/datacenter/>.

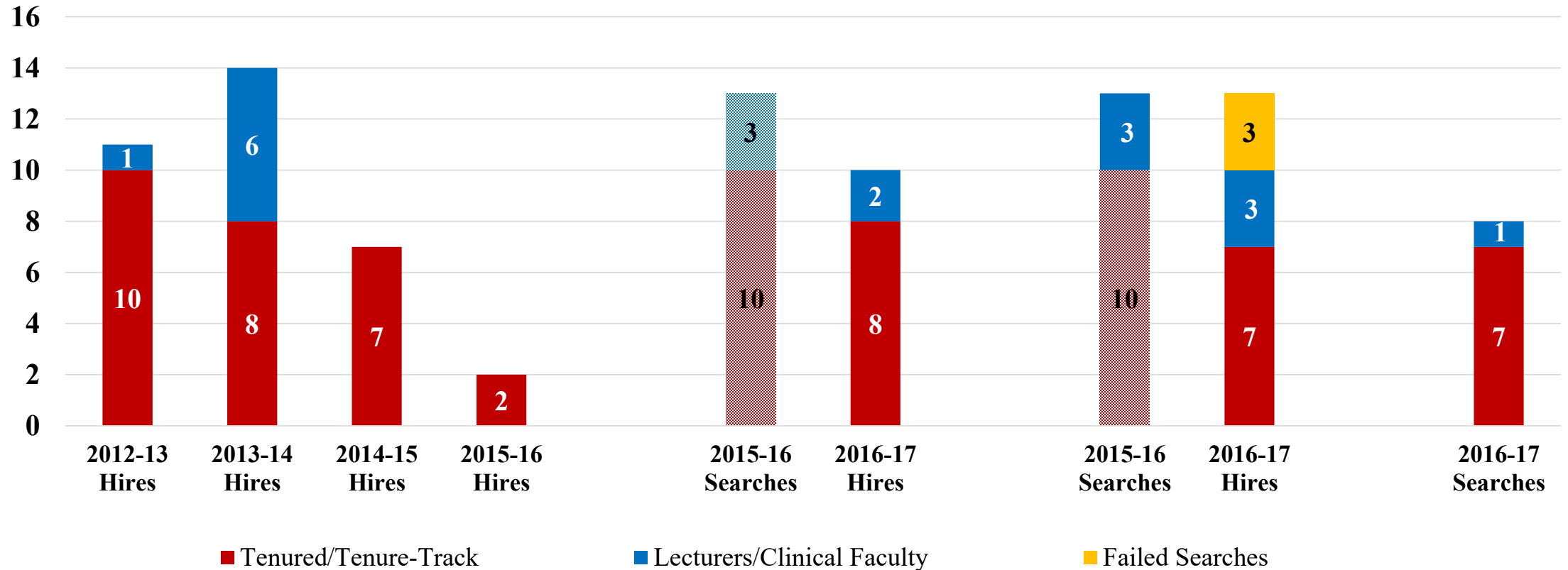
Update on Hiring: *Oxford Faculty* (2016 - 17)



Data Source: Academic Personnel



Update on Hiring: *Regional Faculty* (2016-17)



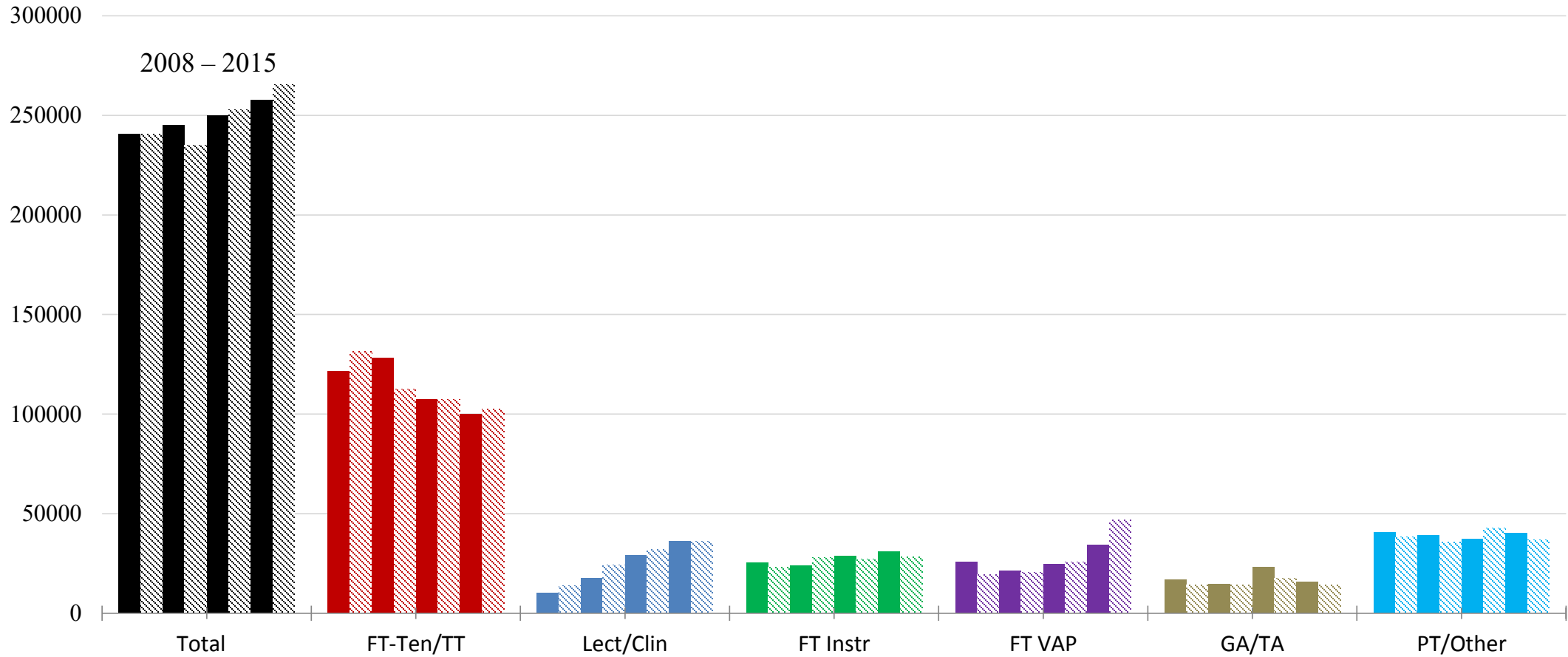
Data Source: Academic Personnel



Credit Hour Distribution



Oxford (Graduate and Undergraduate) Average Student Credit Hours by Faculty Rank

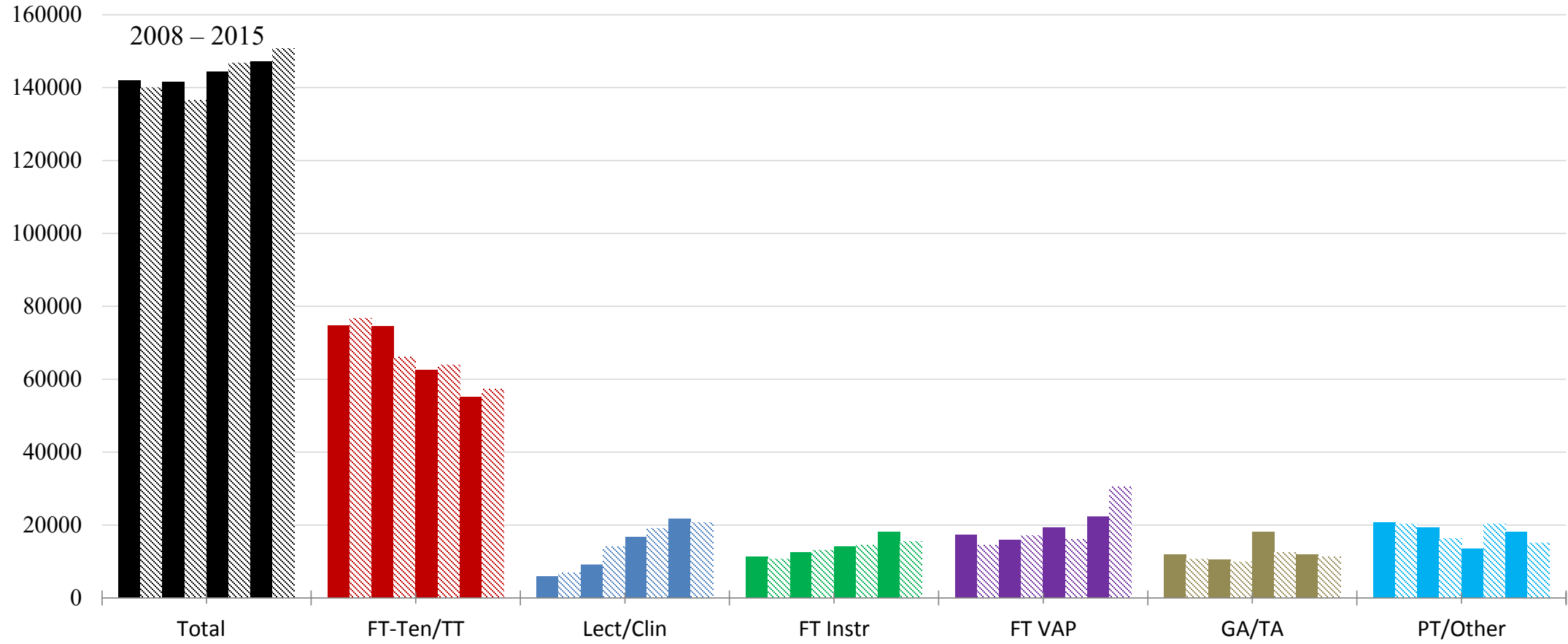


Fall 2008 – 2015

Solid Bars = Even numbered years (2008, 2010, 2012, 2014)

Hatched Bars = Odd numbered years (2009, 2011, 2013, 2015)

College of Arts and Science Graduate and Undergraduate Average **Student Credit Hours** by Faculty Rank

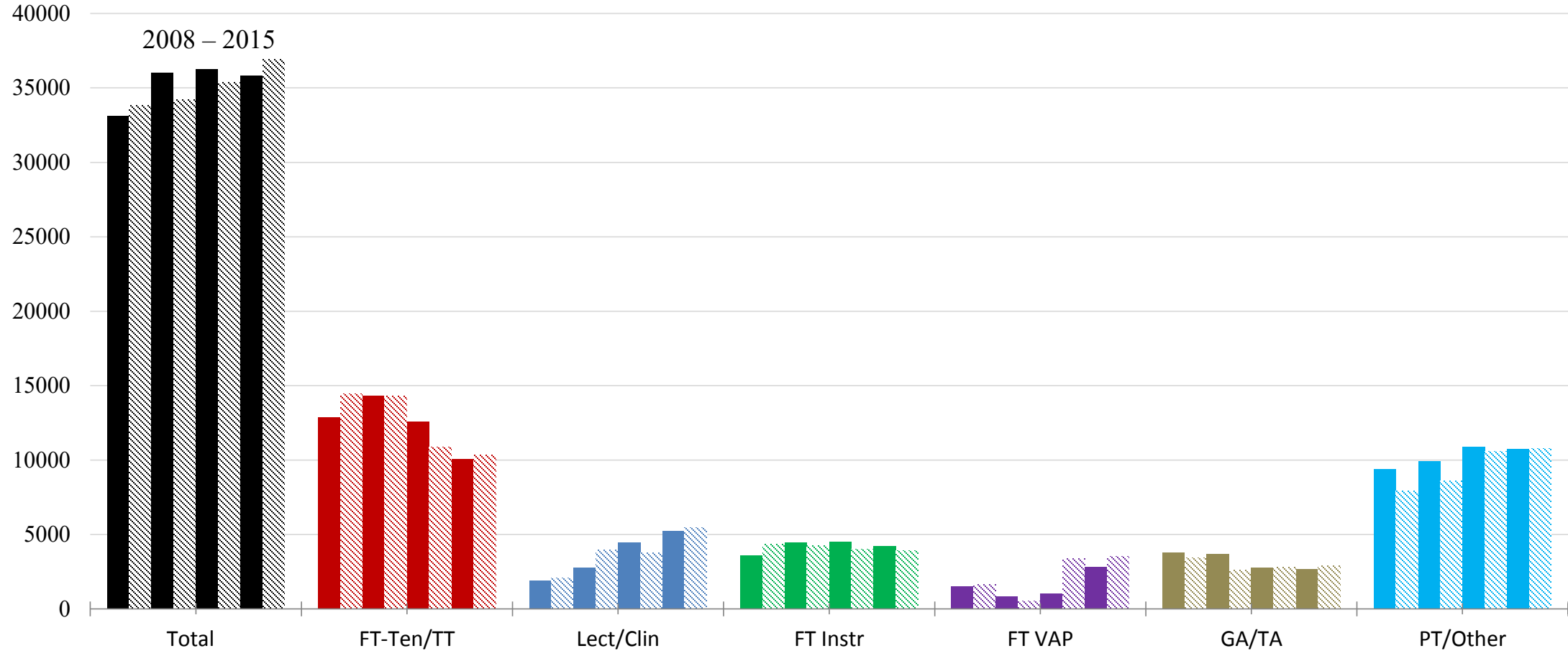


Fall 2008 – 2015

Solid Bars = Even numbered years (2008, 2010, 2012, 2014)

Hatched Bars = Odd numbered years (2009, 2011, 2013, 2015)

***College of Education, Health & Society* Graduate and Undergraduate
Average Student Credit Hours by Faculty Rank**

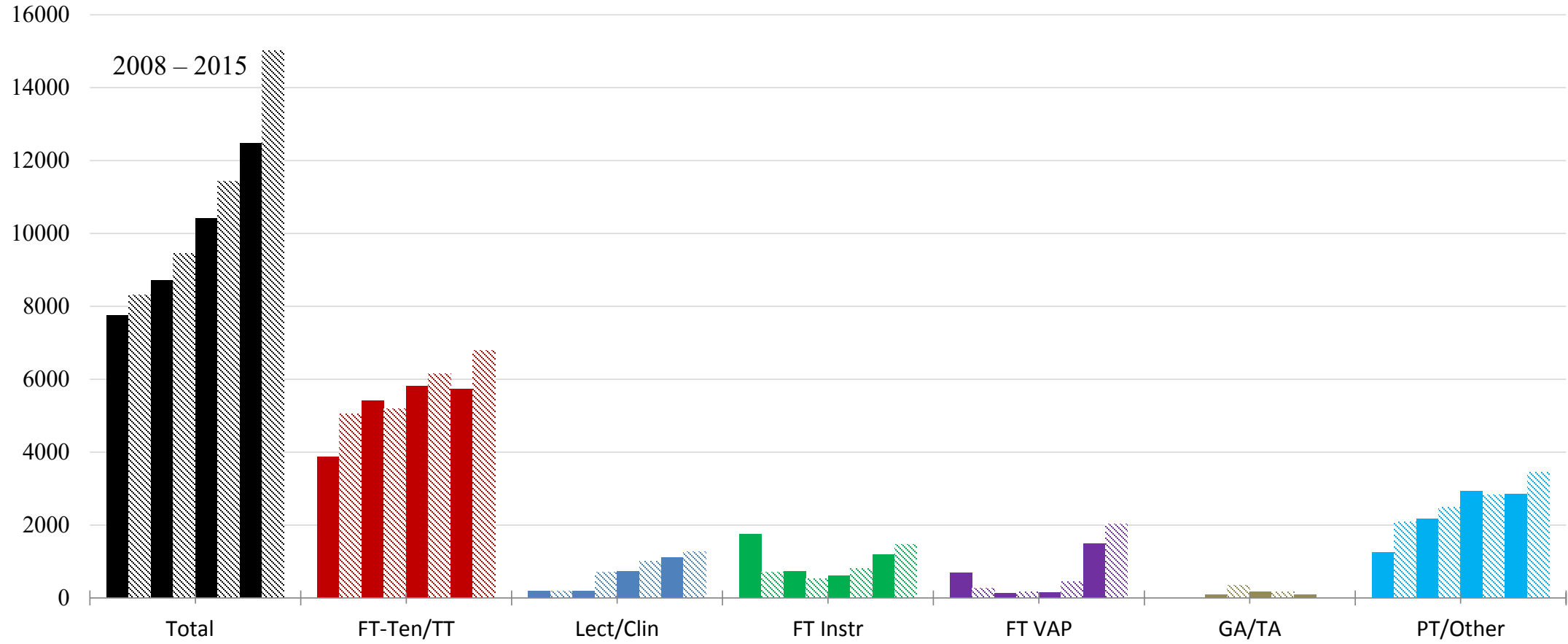


Fall 2008 – 2015

Solid Bars = Even numbered years (2008, 2010, 2012, 2014)

Hatched Bars = Odd numbered years (2009, 2011, 2013, 2015)

College of Engineering and Computing Graduate and Undergraduate Average **Student Credit Hours** by Faculty Rank

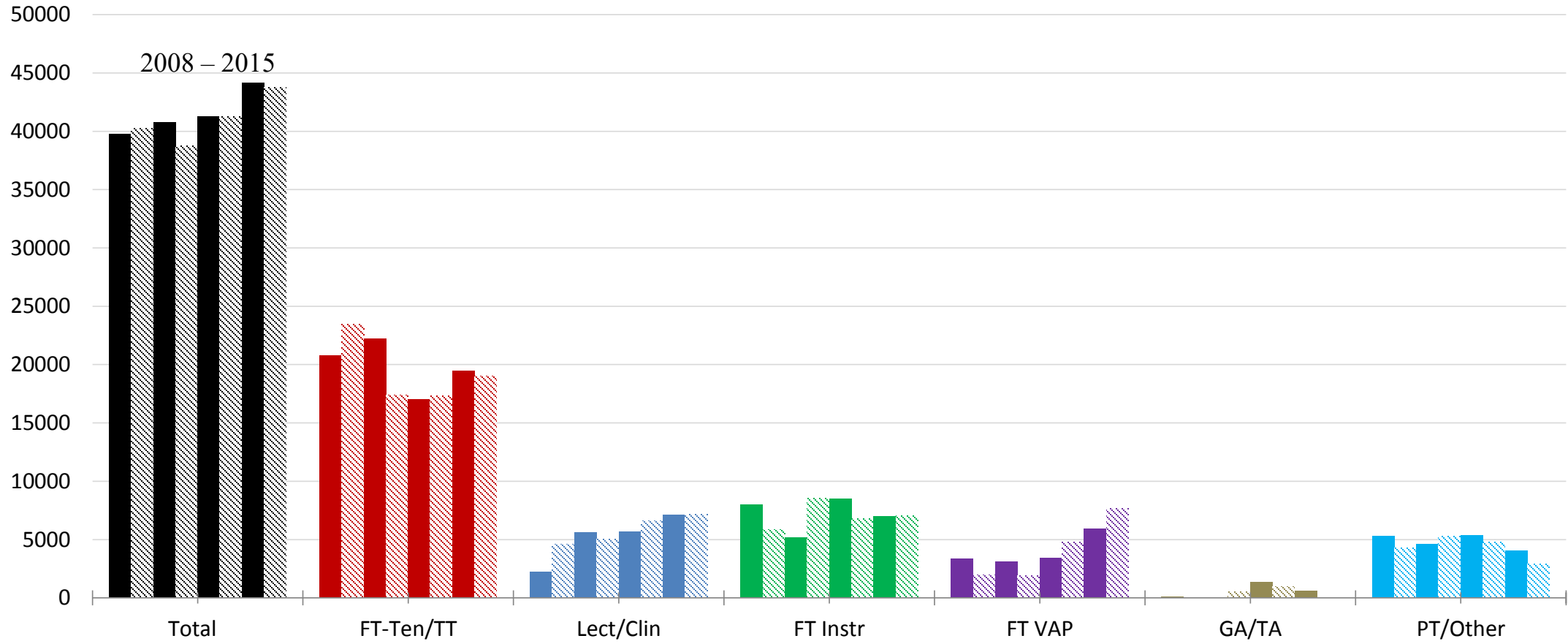


Fall 2008 – 2015

Solid Bars = Even numbered years (2008, 2010, 2012, 2014)

Hatched Bars = Odd numbered years (2009, 2011, 2013, 2015)

Farmer School of Business Graduate and Undergraduate Average **Student Credit Hours** by Faculty Rank

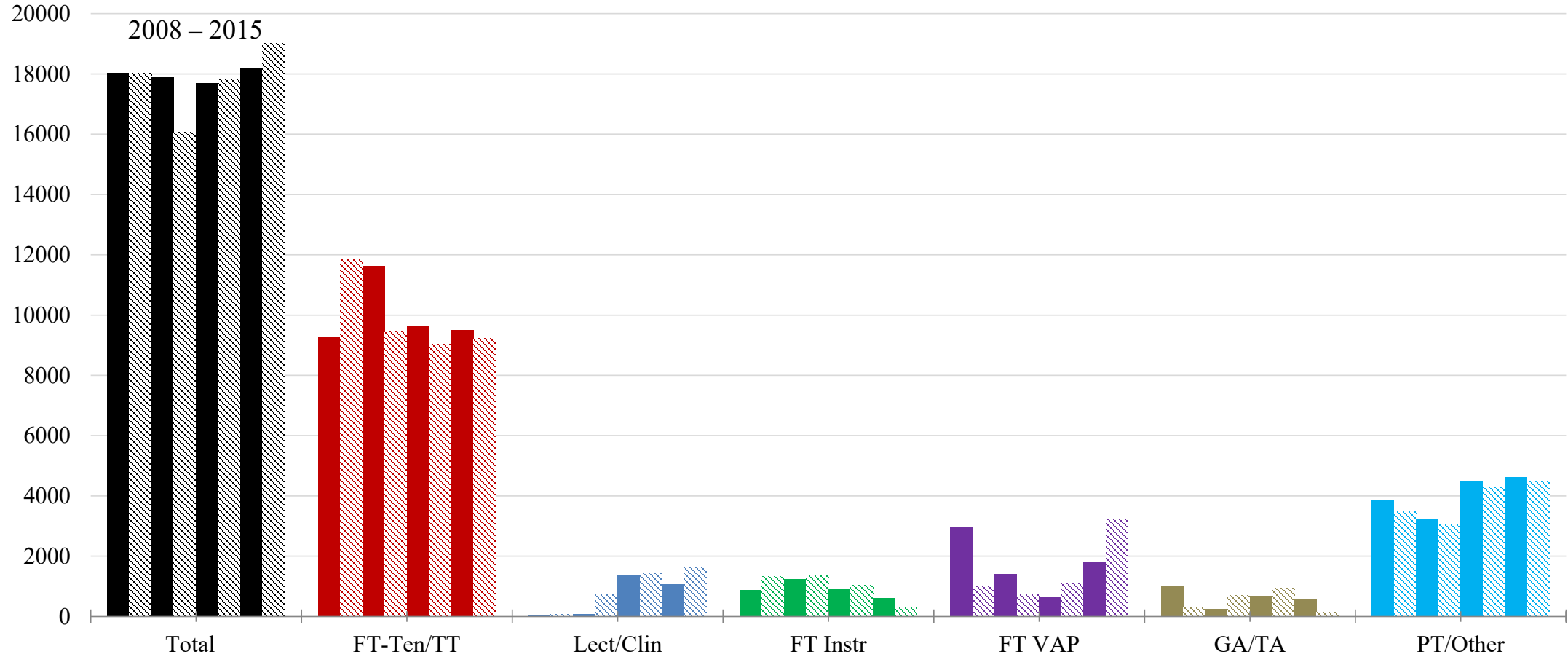


Fall 2008 – 2015

Solid Bars = Even numbered years (2008, 2010, 2012, 2014)

Hatched Bars = Odd numbered years (2009, 2011, 2013, 2015)

College of Creative Arts Graduate and Undergraduate Average **Student Credit Hours** by Faculty Rank

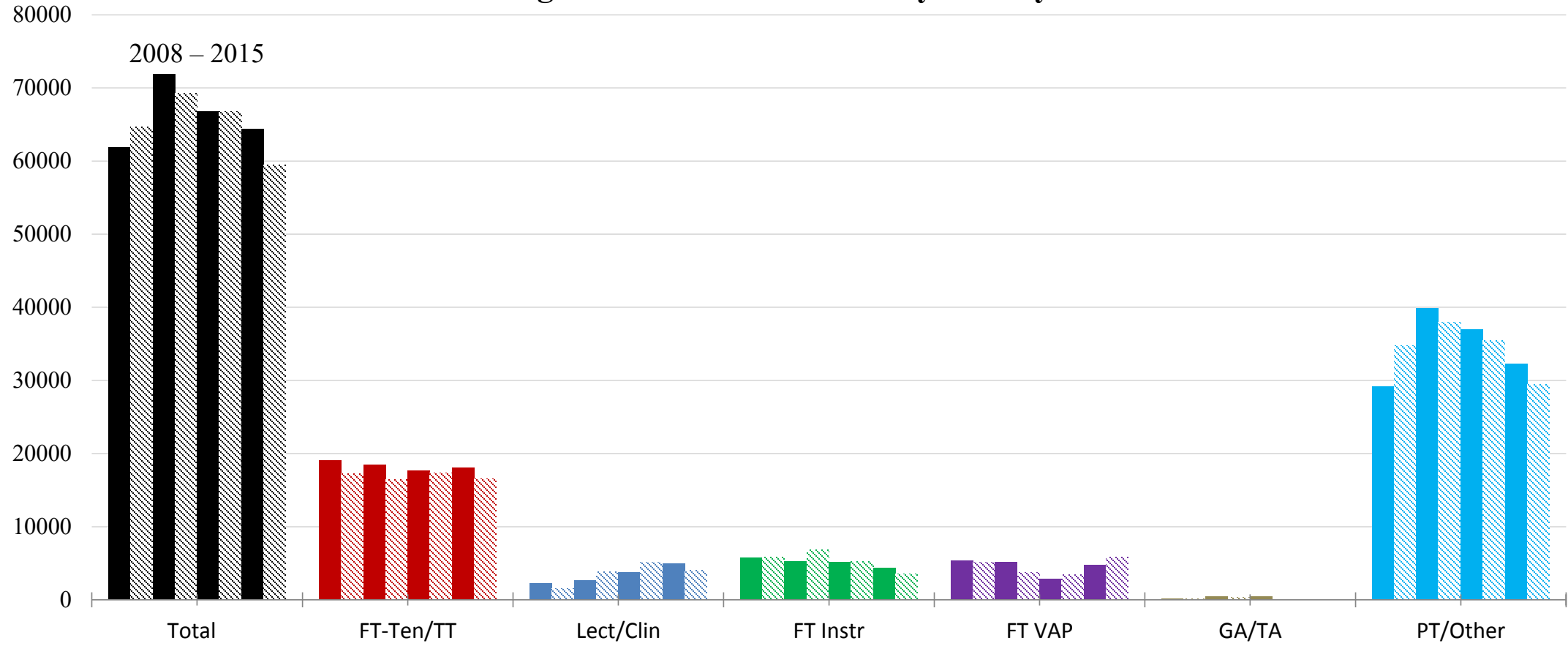


Fall 2008 – 2015

Solid Bars = Even numbered years (2008, 2010, 2012, 2014)

Hatched Bars = Odd numbered years (2009, 2011, 2013, 2015)

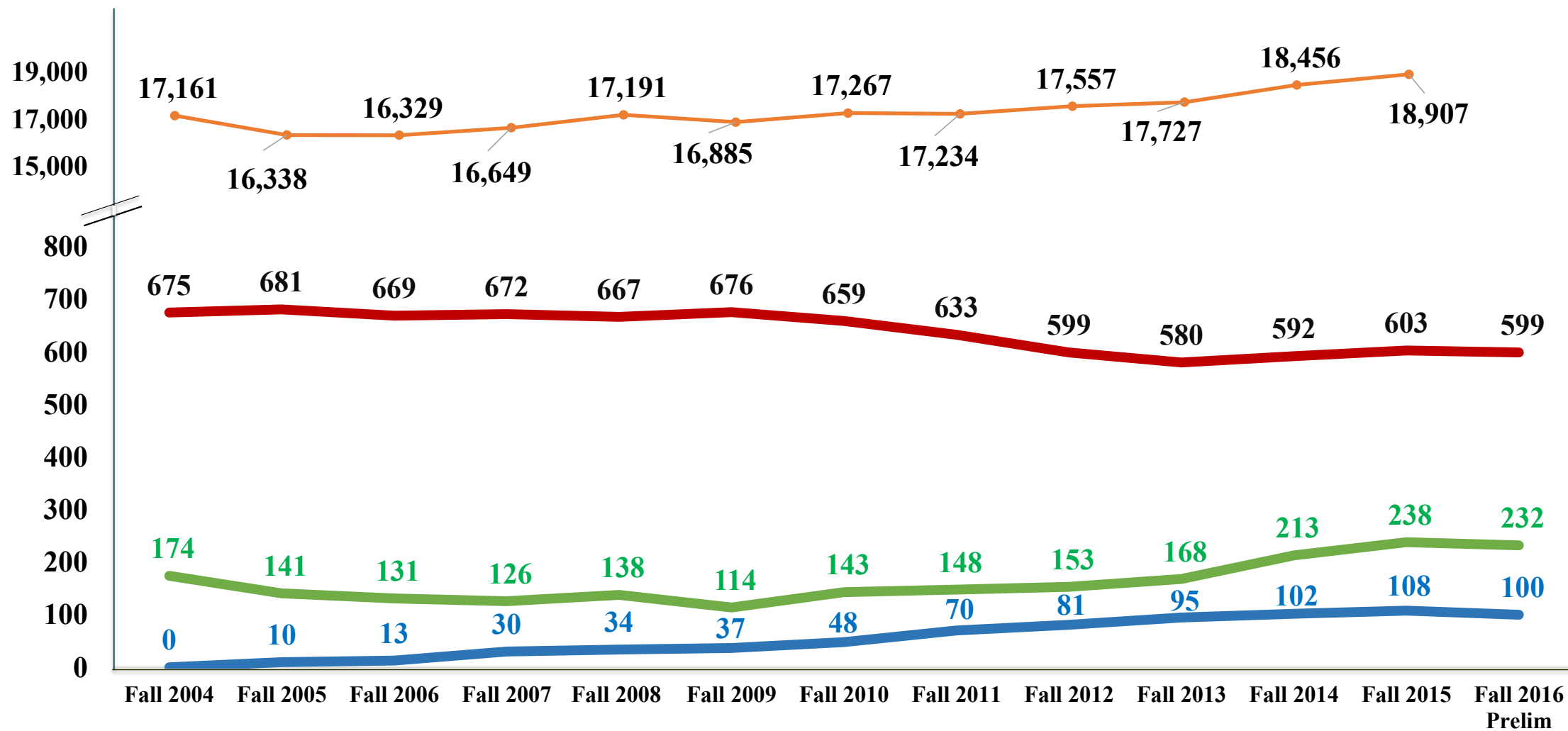
College of Liberal Arts and Applied Science
Graduate and Undergraduate
Average Student Credit Hours by Faculty Rank



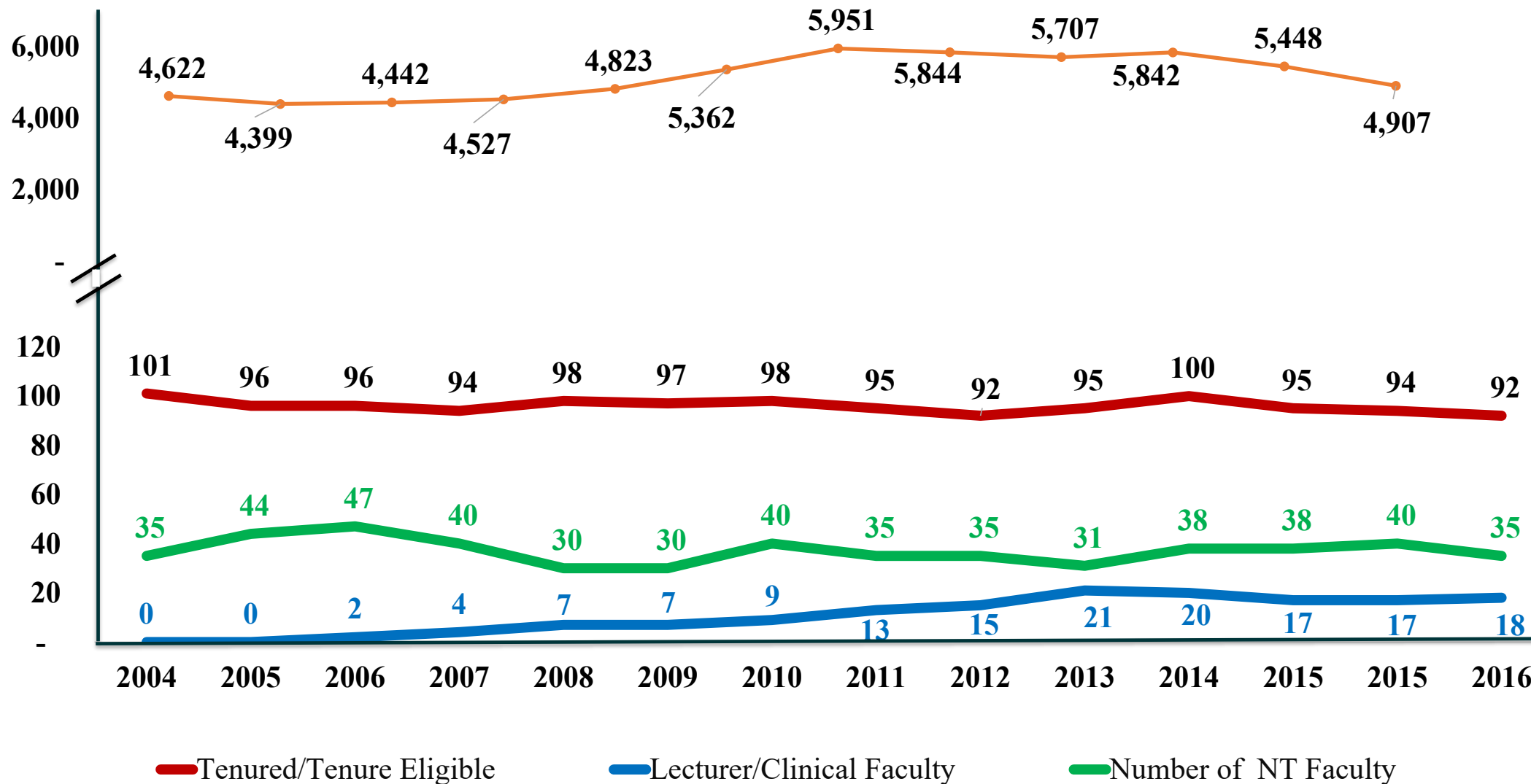
Fall 2008 – 2015

Solid Bars = Even numbered years (2008, 2010, 2012, 2014)
Hatched Bars = Odd numbered years (2009, 2011, 2013, 2015)

Oxford Enrollments and Faculty Composition



Regional Enrollments and Faculty Composition



Faculty Salaries



Faculty: Salaries

1. Increased *pch rate to \$1025* effective Fall, 2016
2. Increased Salary at Promotion (Effective in 2014-15)
 - Assistant to Associate Professor
 - From \$5,000 to \$6,000
 - Associate to Full Professor
 - From \$7,000 to \$9,000
3. *Market Adjust*



College and University Professional Association (CUPA) for Human Resources*

Ohio Public Institutions

Bowling Green State University (Bowling Green, OH)

Kent State University Main Campus (Kent, OH)

Ohio University (Athens, OH)

The Ohio State University Main Campus (Columbus, OH)

The University of Akron, Main Campus (Akron, OH)

University of Cincinnati Main Campus (Cincinnati, OH)

University of Toledo (Toledo, OH)

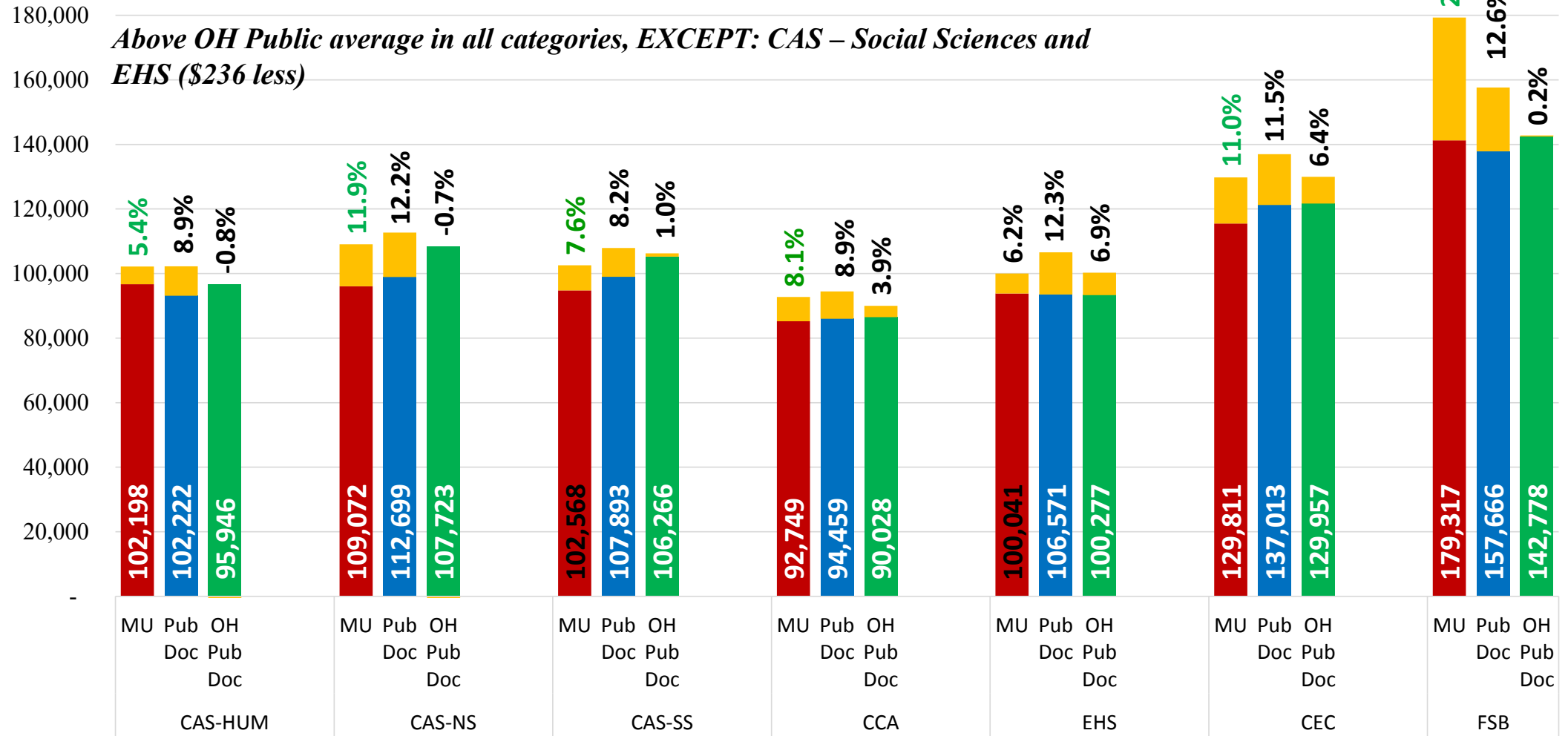
Wright State University Main Campus (Dayton, OH)

Youngstown State University (Youngstown, OH)

* *n=93 Total Public Doctoral Participating Schools (Complete list at end of slides)*

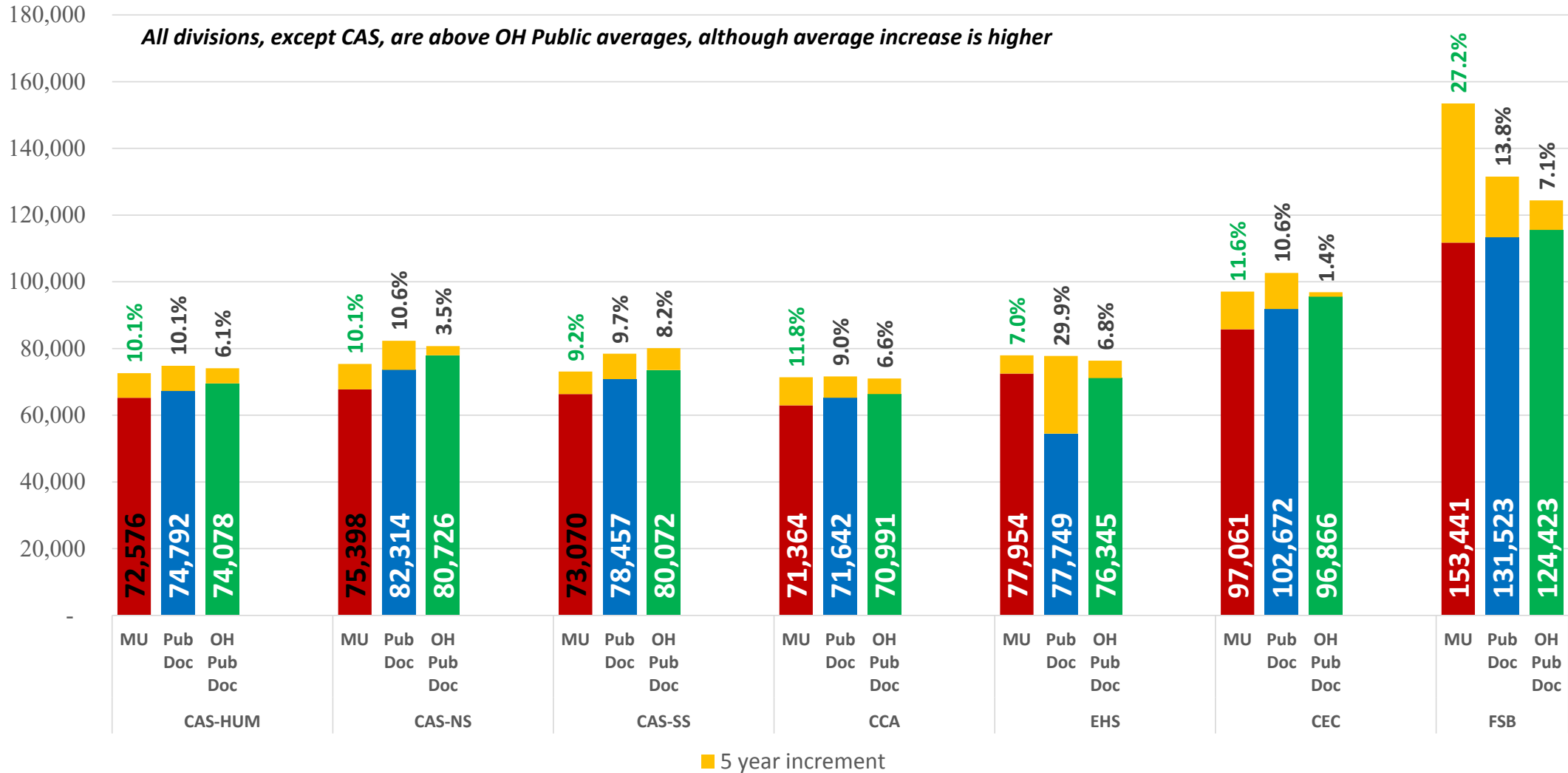
MU Oxford vs. Public Doctoral vs. Ohio Public Doctoral (CUPA)

Average **Professor** Salaries showing Incremental Growth Fall 2010 - 2015



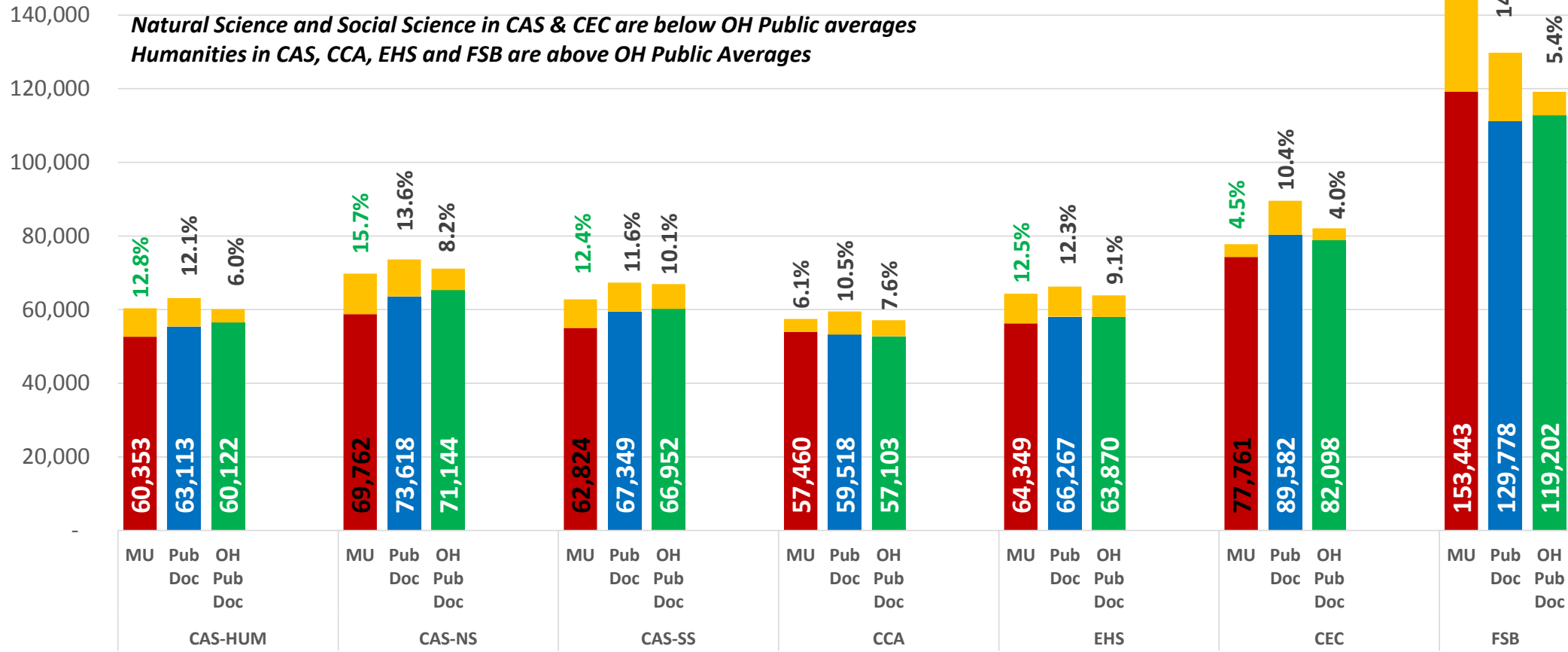
MU Oxford vs. Public Doctoral vs. Ohio Public Doctoral (CUPA)

Average **Associate Professor** Salaries showing Incremental Growth
Fall 2010 - 2015



MU Oxford vs. Public Doctoral vs. Ohio Public Doctoral (CUPA)

Average **Assistant Professor** Salaries showing Incremental Growth
Fall 2010 - 2015



■ 5 year increment

Faculty: Market Adjust

Market adjust increase for professors and associate professors

	Associate Professor Allocation	Full Professor Allocation	Total Allocation
Total 2014	159,600 (22.2%)	558,334 (77.8%)	717,934
Total 2015	143,438 (20.1%)	569,619 (79.9%)	713,057
Total 2016	446,634 (62.0%)	273,366 (38%)	720,000

TOTAL to Date: \$2,150,991 Above Increment Pool



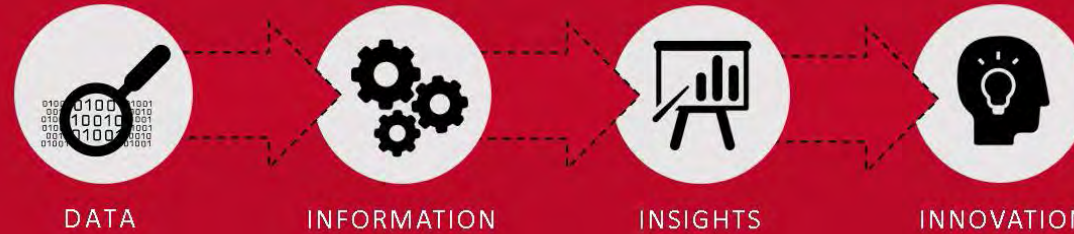
Public Doctoral Colleges and Universities Participating in CUPA April, 2016

1	Arizona State University (Tempe, AZ)	26	Montana State University - Bozeman (Bozeman, MT)
2	Auburn University (Auburn, AL)	27	New Jersey Institute of Technology (Newark, NJ)
3	Ball State University (Muncie, IN)	28	North Carolina State University (Raleigh, NC)
4	Bowling Green State University (Bowling Green, OH)	29	North Dakota State University Main Campus (Fargo, ND)
5	Central Michigan University (Mount Pleasant, MI)	30	Northern Arizona University (Flagstaff, AZ)
6	Clemson University (Clemson, SC)	31	Northern Illinois University (De Kalb, IL)
7	Cleveland State University (Cleveland, OH)	32	Ohio University (Athens, OH)
8	Colorado School of Mines (Golden, CO)	33	Old Dominion University (Norfolk, VA)
9	Colorado State University (Fort Collins, CO)	34	Oregon State University (Corvallis, OR)
10	East Carolina University (Greenville, NC)	35	Portland State University (Portland, OR)
11	East Tennessee State University (Johnson City, TN)	36	Rutgers the State University of New Jersey New Brunswick Campus (New Brunswick, NJ)
12	Florida Atlantic University (Boca Raton, FL)	37	South Carolina State University (Orangeburg, SC)
13	Florida International University (Miami, FL)	38	South Dakota State University (Brookings, SD)
14	George Mason University (Fairfax, VA)	39	Southern Illinois University Carbondale (Carbondale, IL)
15	Georgia Institute of Technology (Atlanta, GA)	40	Temple University (Philadelphia, PA)
16	Georgia Southern University (Statesboro, GA)	41	Texas A&M University - Commerce (Commerce, TX)
17	Georgia State University (Atlanta, GA)	42	Texas Tech University (Lubbock, TX)
18	Idaho State University (Pocatello, ID)	43	The Ohio State University Main Campus (Columbus, OH)
19	Illinois State University (Normal, IL)	44	The University of Akron, Main Campus (Akron, OH)
20	Indiana State University (Terre Haute, IN)	45	The University of Arizona (Tucson, AZ)
21	Indiana University of Pennsylvania (Indiana, PA)	46	The University of Memphis (Memphis, TN)
22	Kent State University Main Campus (Kent, OH)	47	The University of Montana - Missoula (Missoula, MT)
23	Louisiana State University and Agricultural and Mechanical College - Baton Rouge (Baton Rouge, LA)	48	The University of South Dakota (Vermillion, SD)
24	Louisiana Tech University (Ruston, LA)	49	The University of Texas At El Paso (El Paso, TX)
25	Michigan Technological University (Houghton, MI)	50	University of Alabama (Tuscaloosa, AL)

Questions?



CENTER FOR ANALYTICS & DATA SCIENCE



L. Allison Jones-Farmer
Van Andel Professor of Analytics
Director, Center for Analytics and Data Science (CADS)

September 22, 2016

MIAMI UNIVERSITY

Why Analytics and Data Science?

"By **2018** the United States will experience **a shortage of 190,000 skilled data scientists**, and **1.5 million managers and analysts** capable of reaping actionable insights from the big data deluge."

- *McKinsey Report*

We have a history of interdisciplinary collaboration in data sciences.



Farmer School of Business
Business Analytics Minor
Information Systems Major
Information Systems Minor

Analytics Co-major
Graduate Certificate in Analytics



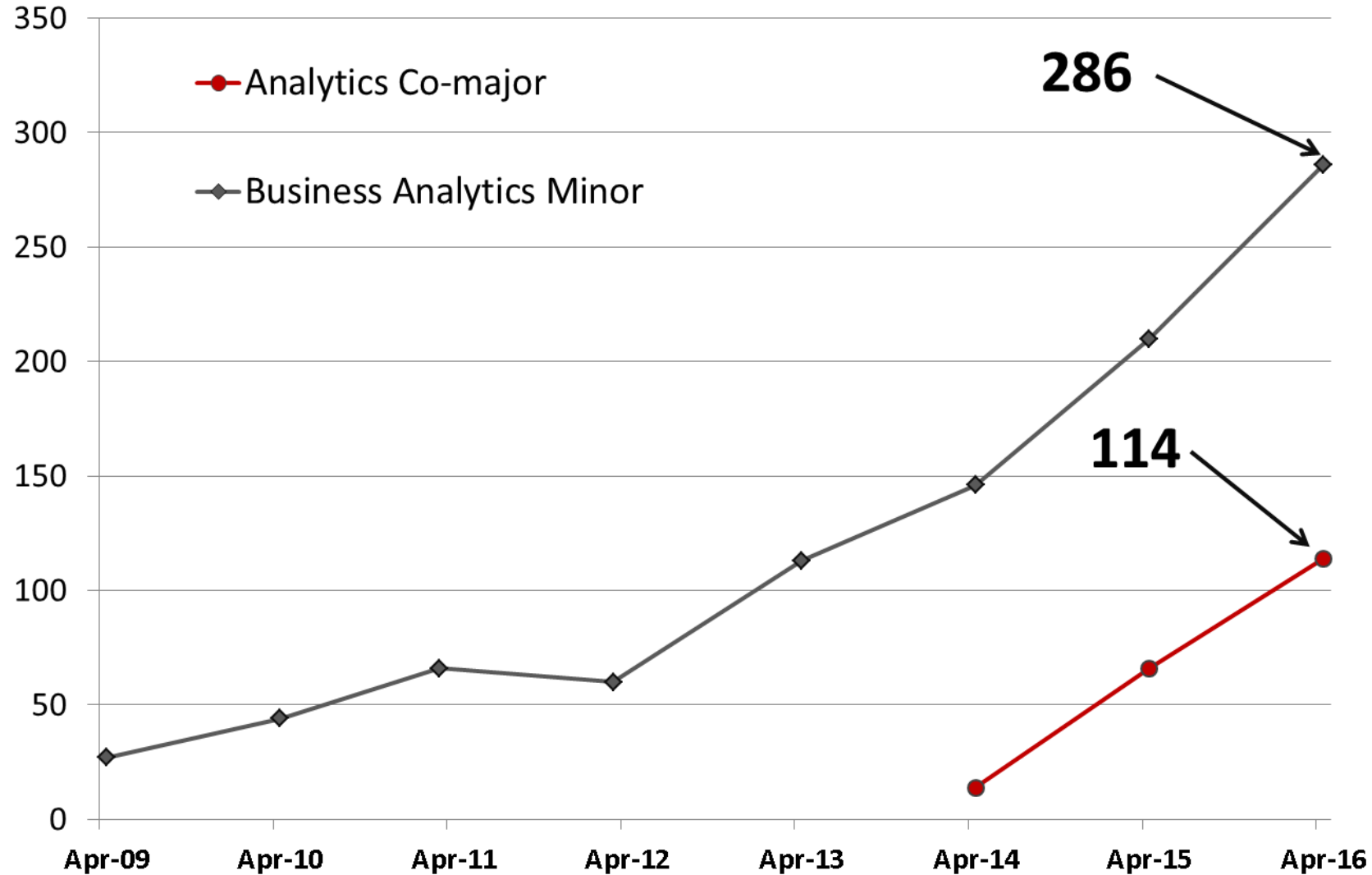
College of Arts & Science
Master's in Statistics
Statistics Majors
Statistics Minors

Bioinformatics Minor

College of Engineering & Computing
Computer Science Majors
Software Engineering Majors
Computer Science Minor



We are experiencing rapid growth in academic programs.



In May 2015 CADS was formed.

Participating Departments

Information Systems & Analytics (FSB)

Statistics (CAS)

Computer Science & Software Engineering (CEC)

Accounting (FSB)

Marketing (FSB)

Seed Funding From

Provost's Office Competitive Award

Innovation & Interdisciplinary Fund

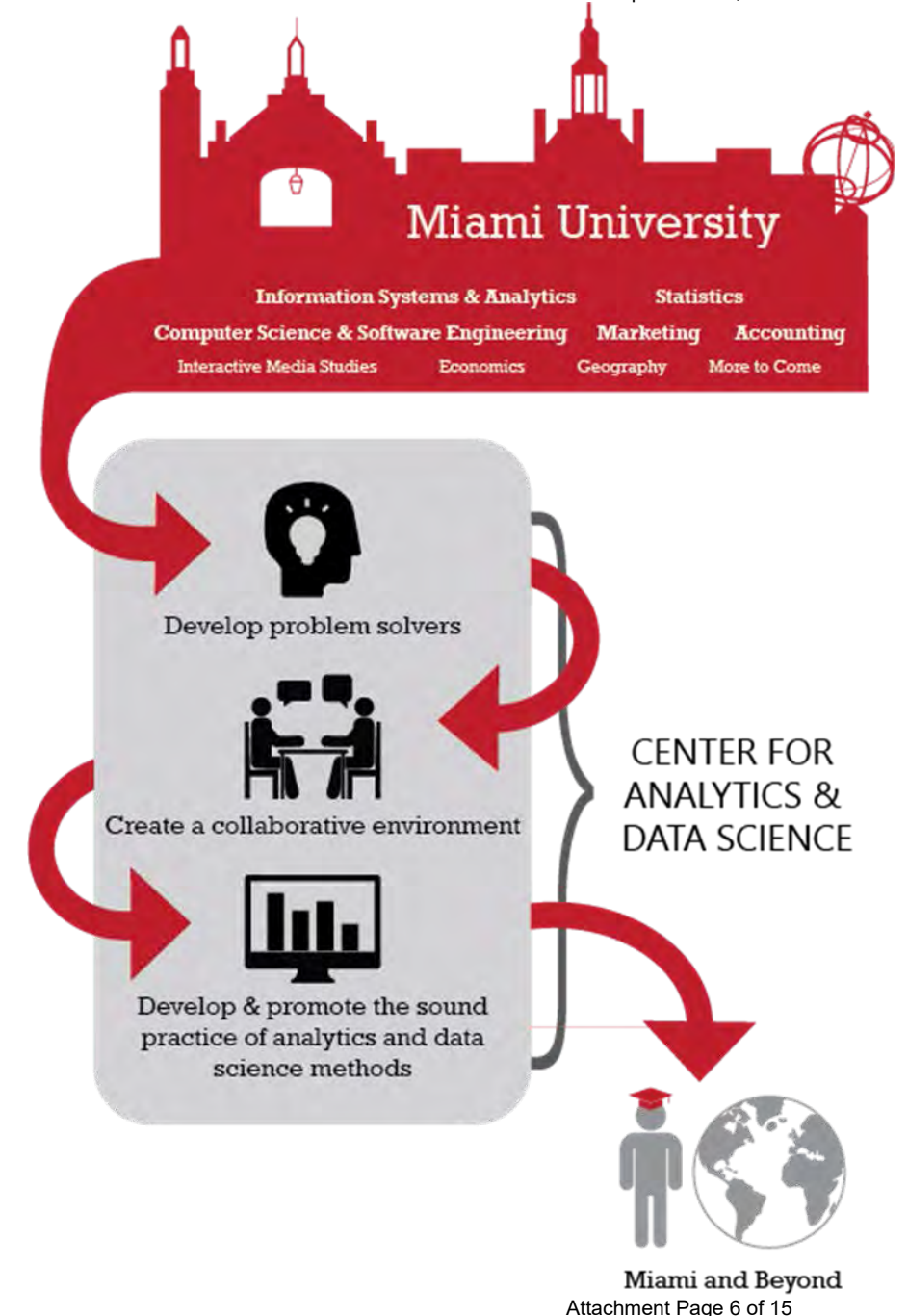
Currently Partnering With



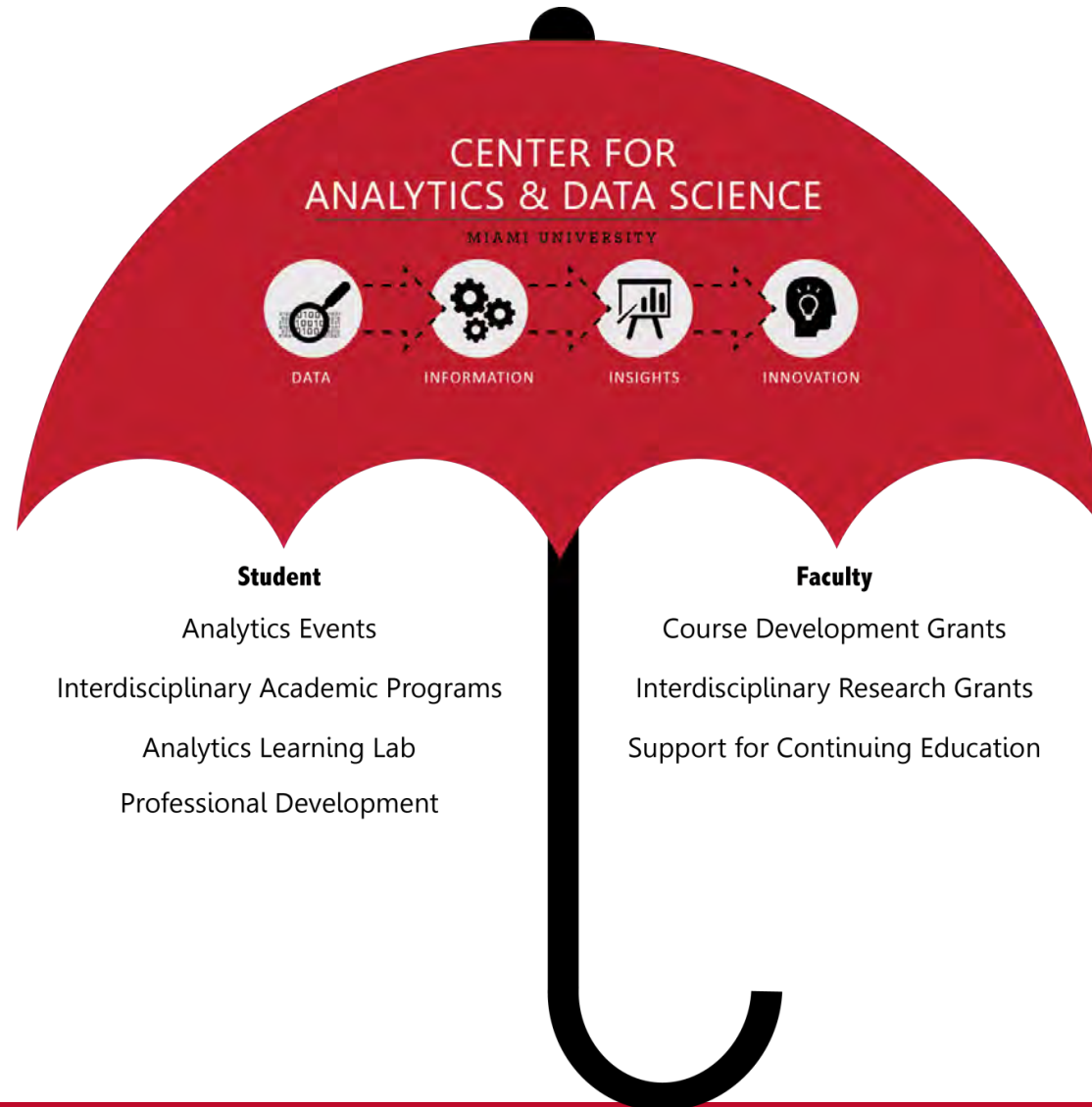
THE SHESKEY FAMILY FOUNDATION

CADS Mission is to...

- 1. Develop problem solvers** with the technical skills, leadership ability and professionalism to turn data into information, information into insight, and insight into innovation.
- 2. Create a collaborative environment** that infuses research, teaching, and practice related to the use of analytics and the data sciences throughout the university and our partnering organizations.
- 3. Develop and promote the sound practice of analytics and data science methods** in research teaching and practice.



CADS unifies initiatives related to Analytics and Data Science.



CADS is developing technical skills.



- 3.5 GB of transaction data from Ticketmaster
- 48 hours to analyze and tell a story from the data
- 50 undergraduate participants
- 3 universities (Miami, UC, Bowling Green State)
- numerous faculty and graduate student coaches
- 4 industry judges (IBM, Allstate, EY, Cardinal Health)



CADS is developing leaders.



Participants

- 7 students
- 5 departments (ISA, Economics, Geography, Computer Science & Software Engineering)
- 2 campuses
- 3 divisions (FSB, CAS, CEC)

Questions

- How does blight removal affect property values?
- How does blight removal affect foreclosure rates?

Findings

Blight Removal is associated with

- 30% increase in property values in Hamilton
- 10% decline in foreclosure rates in Middletown

CADS is making an impact.



Demolition crews tear down a house at 335 Hanover St. on Friday. The state and federal governments have just awarded Butler County an additional \$1.8 million in Hardest Hit funds to continue purging dilapidated properties. GREG LYNCH/ STAFF

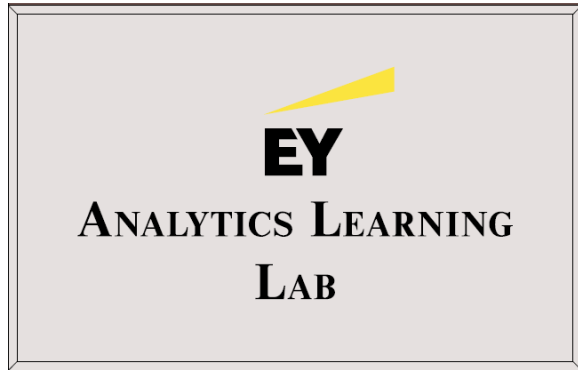
Butler neighbors cheer razed blight

BUTLER COUNTY
More funds coming to Butler
Land bank to get nearly \$1.8M to invest in blighted areas.

“The students found property values of homes within a 500 foot radius of a downed eyesore increased [in value] 29.65 percent in Hamilton...”

“Meanwhile, banishing blight in Middletown had a positive effect on foreclosures...”

CADS is providing technical resources.



An **Innovative Workspace** powered by

- Hardware
- Software
- Support

for analytics and data science



Center for Analytics and Data Science • Experiential Learning • EY Analytics Learning Lab • Software Help and Tutorials

Software Help and Tutorials

Learn by Language

Python

R

SAS

SQL

JMP

MATLAB

Learn by Topic

Data Management

Quality Control

Regression

Optimization

Forecasting

Exploratory Analysis

Design of Experiments

Data Viz

Data Mining

Cross-Platform

Bayesian Methods

Processing & Algorithms

Installing R and the interactive environment RStudio

This page covers:

- [Downloading and installing software](#)
- [An introduction to the RStudio interface](#)

Data Management

This page covers:

- [Importing and Exporting Data](#)
- [Data Management Basics](#)
- [Big Data Challenges](#)

CADS is just getting started...

Anticipated Growth in Student and Faculty Involvement

	2015/16	Projected 2016/17
Students-Interns	9	15
Students-Events	50	60
Students-Networking	125	470
Faculty	9	19

CADS is just getting started...

Experiential Projects for 2016/17



LandBank 2.0

How does blight removal impact 911 calls and Emergency Medical Services in Hamilton and Middletown?



HealthSouth Rehabilitation

Can unstructured text and predictive modeling help understand why Medicare claims are rejected?

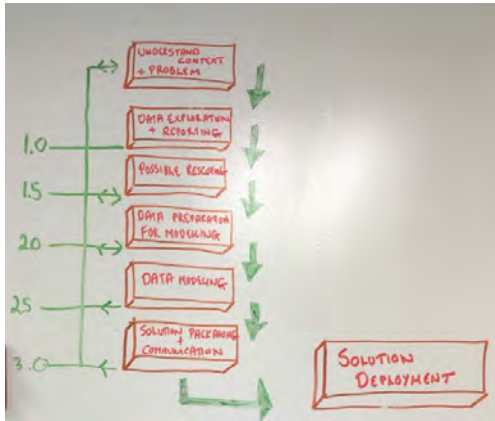


CADS/Linked in

Can CADS use unstructured data from Linked in to locate alumni who are working in analytics and data science positions?

CADS is just getting started...

Developing Analytics Problem Solving Framework



Developing Guidelines for Data Storytelling



Supporting Interdisciplinary Research

Supporting Faculty Development

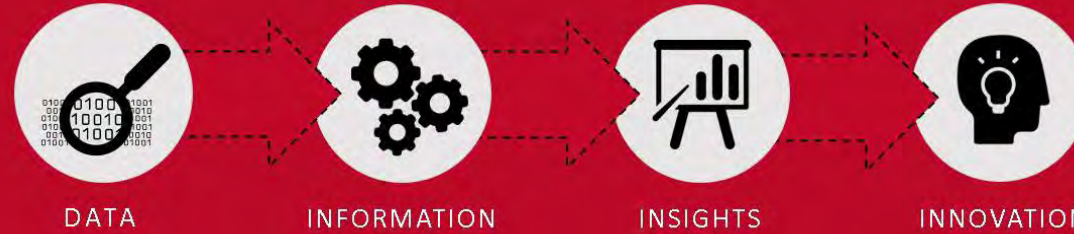
Developing Innovative Curriculum

Developing Study Away for Analytics

Building Partnerships with Industry



CENTER FOR ANALYTICS & DATA SCIENCE



Questions?

MIAMI UNIVERSITY



MIAMI UNIVERSITY

UNIVERSITY LIBRARIES

Academic & Student Affairs Committee Update

Thursday, September 22, 2016

King Library—50 years and Going Strong

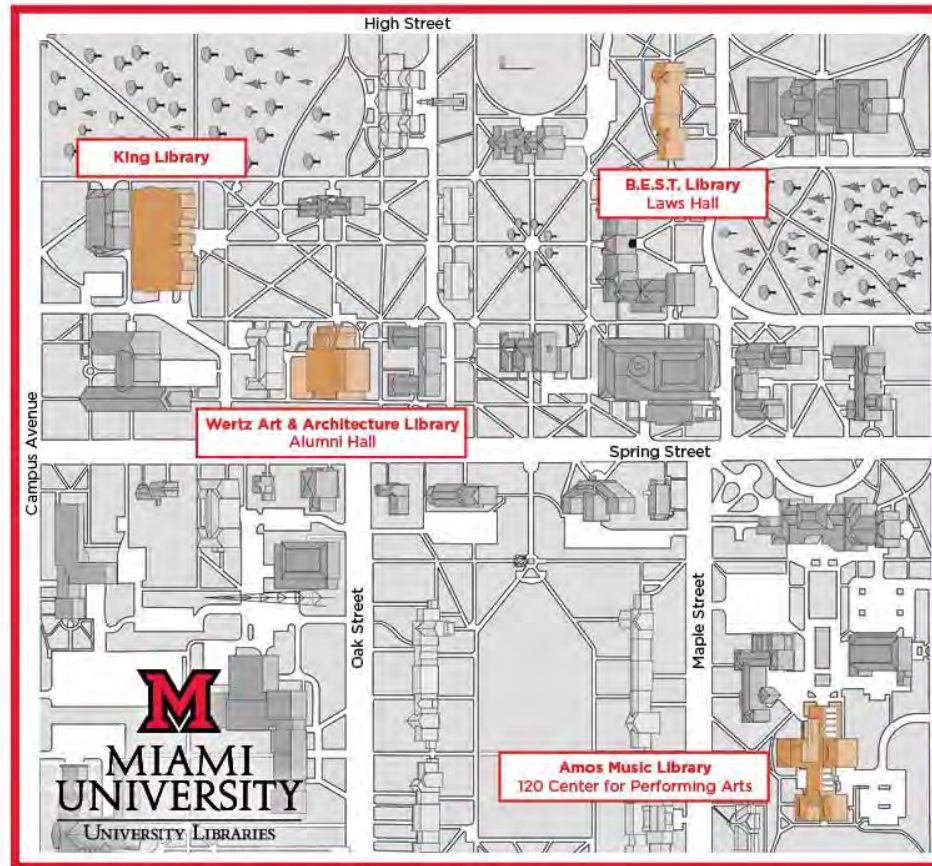


- Open 24/7
- Recently welcomed University Archives to the third floor, bringing *Miami's Heritage Collections under one roof for the first time*
- *Celebrating 50 years in 2016*
 - Planning campus and alumni events
 - Theme of connecting the past and the future.

The Miami University Libraries



Four Campus Locations



Amos Music Library

- Compact discs;
- vinyl recordings
- Music composition software
- Music scores

B.E.S.T Library

- Digital Den
- Statistics Help Desk

Wertz Art & Architecture Library


- Design software
- Materials library


Academic & Student Affairs Committee • 9/22/2016


Today's Libraries—By the Numbers (FY '16)


Items for Checkout or Purchase


Equipment Type: Library Location:


Dell Latitude 

iPad Air 

MacBook 

Mobile Projector 3M 

English Chinese Translator 

Mac Powercords 

- ***119,622 items*** checked out
- Checked out ***more computers and digital equipment than books***
- More than ***29,000 room checkouts*** for study, meetings and group projects
- In-house computers recorded more than ***166,000 session*** by more than ***12,600 unique users***



Three Core Areas of Focus

- *Providing access* to what our students need to succeed.
- *A place of community*, bringing together people and fostering partnerships.
- Providing *exceptional customer service and expertise* with a commitment to each student's success.

Providing Access
New Collections & Acquisitions



- The Libraries *vacated the former Brill Science Library* in Hughes Hall during the summer
- With the loss of physical space, the Libraries are *increasingly turning to digital services.*



Providing Access

New Collections & Acquisitions

- *The Nature Package* offers access to 80 nature titles, whereas the Libraries offered 19 previously.
- The *Web of Science Databases* offer back subscriptions and ongoing new content from dozens of scientific databases.
- Microfilm and Microfiche have been replaced with new digital collections, featuring *historical access to dozens of newspapers and periodicals, as well as government records.*
 - The Wall Street Journal Historical (1889-1998)
 - The Cincinnati Enquirer Historical (1841-1922)
 - Black Freedom Struggle in the 20th Century
- These resources are *accessible to students in an online environment in which they are comfortable navigating and from anywhere students may be.*

The Miami University Libraries



Providing Access Textbook Initiative



- *Average textbook cost is \$120 and some cost more than \$400*
- *Started through a partnership with ASG and the Parents Council*
- *King and BEST Libraries stock more than 700 textbooks, available on two-hour reserve*
- *96 percent of the offered textbooks—mostly from top 50 classes—have been checked out more than 100 times*

Academic & Student Affairs Committee • 9/22/2016

The Miami University Libraries



Providing Access Technology

- Center for Information Management and Digital Den
- 3D printing
- One-Button Studio
- eSports Arena
- Innovation Hub



The Miami University Libraries



A Place of Community Campus Partnerships



- Roger and Joyce Howe Center for Writing Excellence
- Office of Research for Undergraduates (ORU)
- Digital humanities
- AIMS/eSports
- Enrollment Management & Student Success
- Intercollegiate Athletics
- University investment

Academic & Student Affairs Committee • 9/22/2016

The Miami University Libraries



A Place of Community Inclusiveness

- Welcoming/inclusive environment
- A place for dialogue
- Diversity programming
 - International Students
 - Women's History Month
Make Hir Space
 - Black History Month Read-In
- Diversity cluster

DISCOVERY CAFÉ
A new series of events celebrating
the Year of Creativity & Innovation

DISCOURSE
Everything you ever wanted to know about...

FREE | OPEN TO THE PUBLIC

In a Presidential election year there's no shortage of discourse. Why is that? Join us as three of Miami University's most engaging researchers explain how discourse works. **Amanda Gillespie** is an assistant professor in the Department of Political Science. Her research focuses on the narratives, symbols, and language used in political discourse and its impact on public opinion. **Tammy Kernodle** is a professor in the Department of Music. Her scholarship focuses in part on various genres of African-American music, including the role music has played in African-American politics. **Annie-Laurie Blair** is a senior clinical professor of Journalism. An environmental reporter, she has been exploring visual and interactive ways to communicate science to the public after a 19-year career in news media.

LIGHT REFRESHMENTS WILL BE SERVED.

TUE, MAR 15
7:00 PM
MIAMI UNIVERSITY
KING LIBRARY
1ST FLOOR | AIS

Sponsored by:
Office for the Advancement
of Research & Scholarship
The Graduate School

MI-IDEAS
C+I
CREATIVITY • INNOVATION

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

Academic & Student Affairs Committee • 9/22/2016

Exceptional Customer Service and Expertise
Attracting & Retaining a Premier Team

- Investing in our team
 - Travel dollars
 - Funded grants for probationary librarians
 - New competitive grant funding
 - Support Staff Institute
 - Miami PRIDE Awards
 - Retaining staff



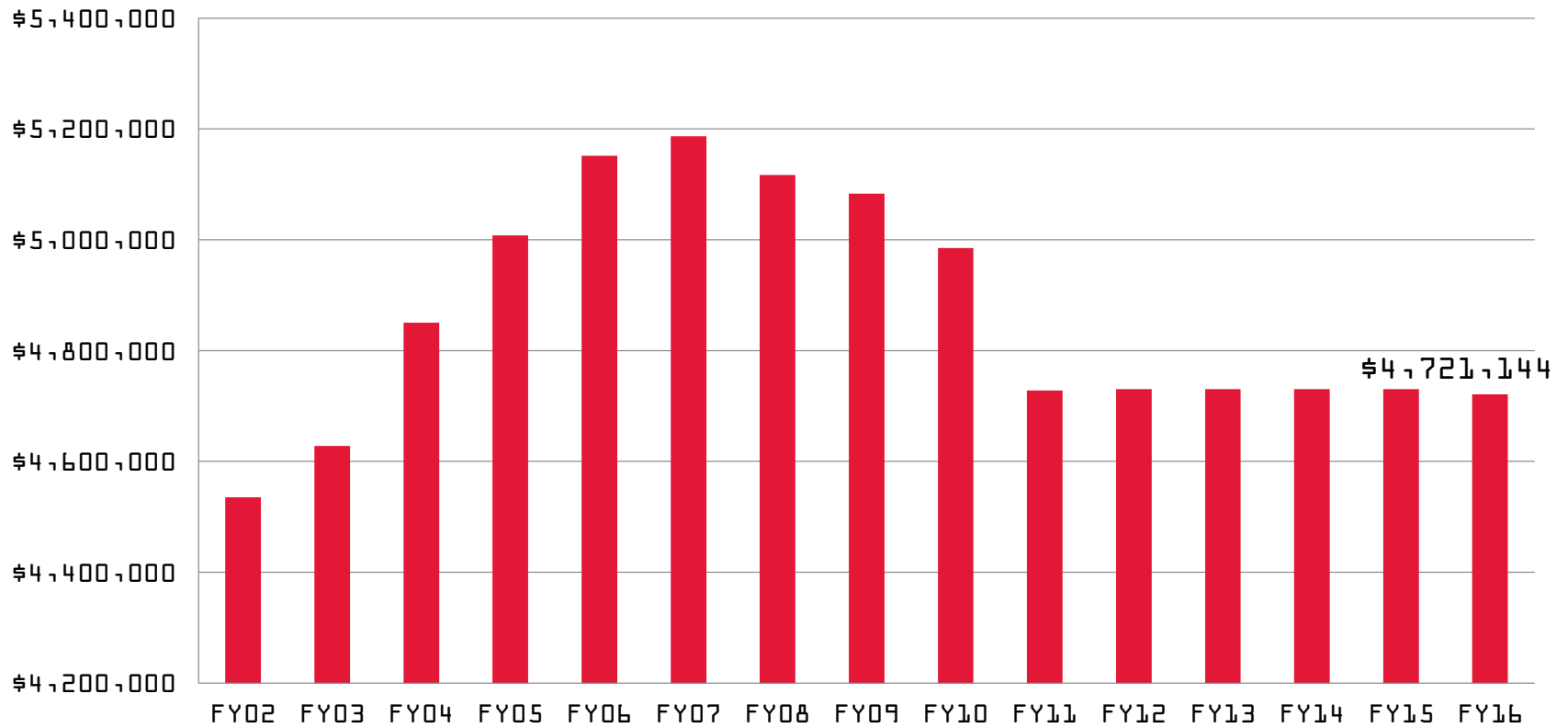


Facing & Embracing Change

The Miami University Libraries



Facing & Embracing Change Flat is the New Up

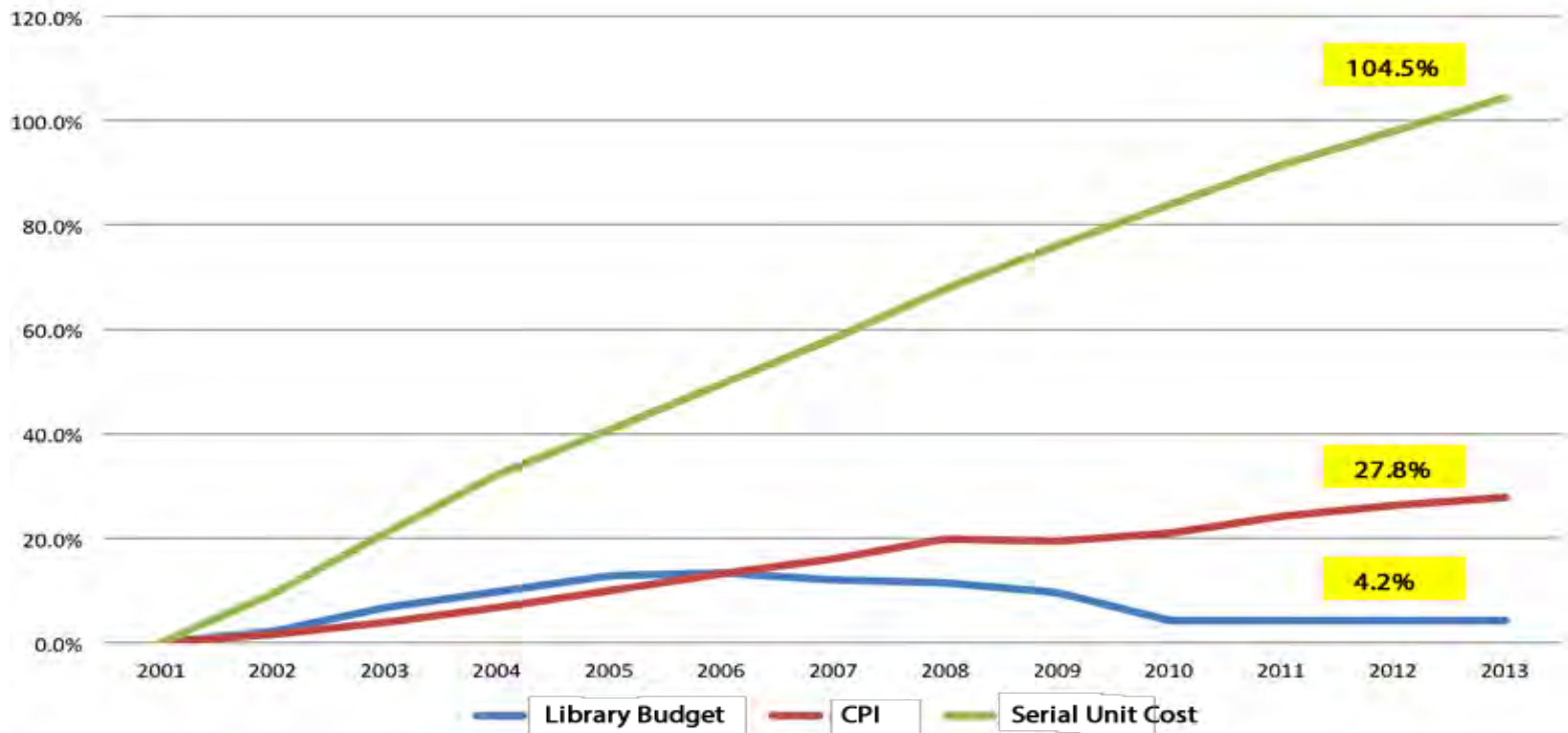


Academic & Student Affairs Committee • 9/22/2016

The Miami University Libraries



Facing & Embracing Change Erosion of Purchasing Power



Academic & Student Affairs Committee • 9/22/2016

The Miami University Libraries



Facing & Embracing Change Difficult Choices

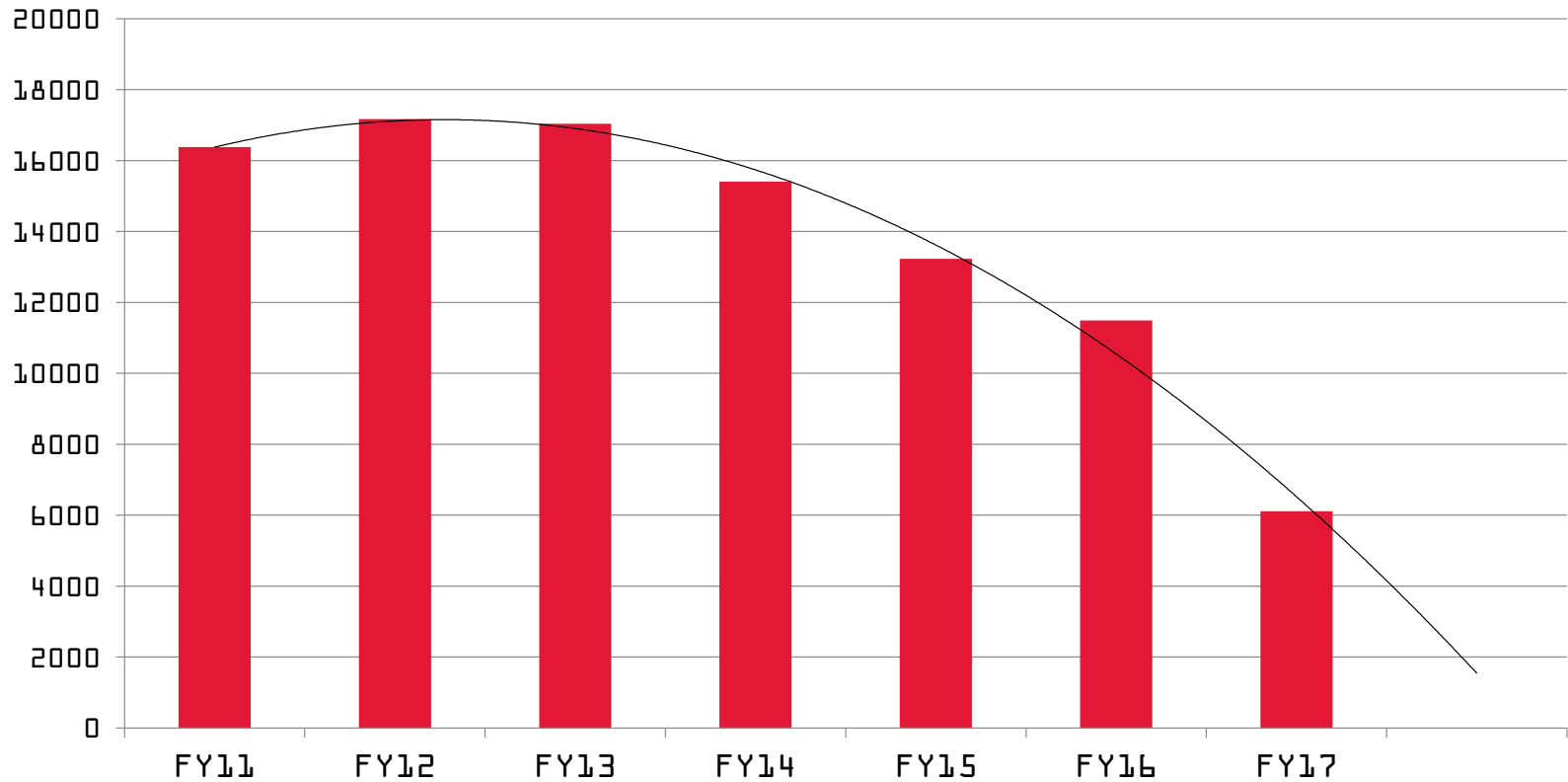
Fiscal Year (Expenses)	Books/Monographs				Continuing Resources (Journals, Databases, & OhioLINK)	FY Totals
	Approval	Discretionary	Patron Driven Acquisitions (PDA)	Standing Orders		
FY10	487,804.87	564,043.11	n/a	188,357.48	2,777,253.75	4,017,459.21
FY11	440,865.71	480,400.02	35,710.23	163,573.13	2,817,203.78	3,968,737.85
FY12	497,159.23	497,115.09	51,510.93	139,796.56	2,995,970.21	4,209,458.26
FY13	518,000.00	470,268.54	57,261.21	121,222.99	3,025,634.56	4,238,582.06
FY14	392,637.25	392,637.25	60,942.87	107,552.35	2,922,152.35	3,931,099.80
FY15	307,575.14	332,998.73	61,161.58	86,568.29	3,091,073.22	3,930,068.77
FY16	210,225.67	315,762.61	90,399.59	83,248.76	3,244,065.24	3,996,066.87
FY17 (projected)	0	291,554.18	95,000.00	95,432.88	3,448,081.94	3,930,069.00

Academic & Student Affairs Committee • 9/22/2016

The Miami University Libraries



Facing & Embracing Change Books/Monographs Purchased by Year

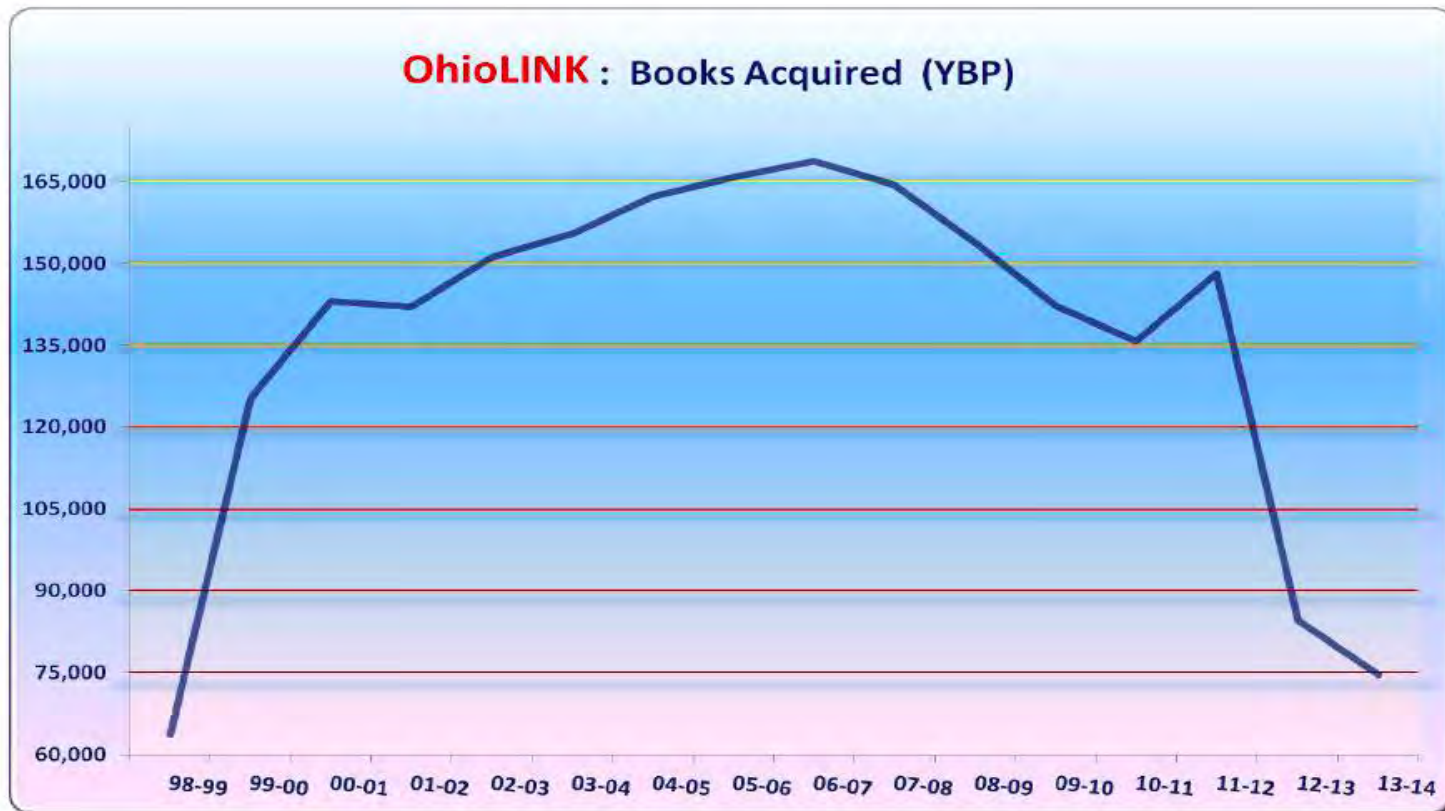


Academic & Student Affairs Committee • 9/22/2016

The Miami University Libraries



Facing & Embracing Change
A Statewide Trend



Academic & Student Affairs Committee • 9/22/2016



Facing & Embracing Change

The Miami Libraries Response

- *Maintaining a steady decline* while many peers nationally are experiencing sudden and dramatic cuts.
- *Carefully prioritizing cuts* based on availability, quality, usage, value and other factors while trying to identify digital alternatives.
- *Leveraging partnerships*, like OhioLink, to increase borrowing of resources we can no longer purchase.
- *Exploring best practices* with plans to unveil a new collections model that creates flexible and holistic collections that benefit the greatest number of students.
- *Working with campus partners*—Provost, COAD, Fiscal Priorities, University Senate—to address funding challenges.

..... **Academic & Student Affairs Committee • 9/22/2016**

Facing & Embracing Change

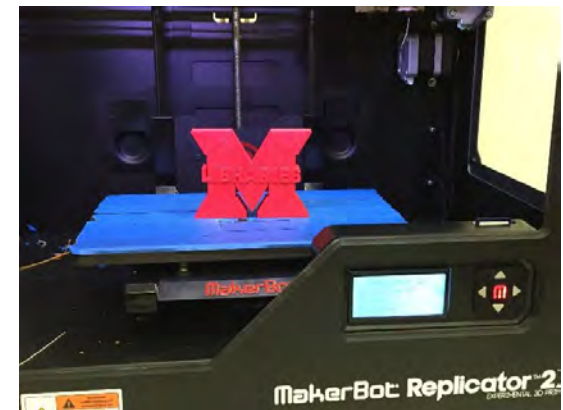
An Entrepreneurial Mindset

"The Libraries have to be the first to see the future ... to anticipate the needs of our students and faculty when it comes to research and instruction."

-President Greg Crawford

A history of being first ...

- First website at Miami University
- First to offer Wi-Fi access on campus
- First in Ohio to open access to a library multimedia lab to all students
- First to put detailed maps of our buildings into Google Maps
- First on campus to offer 3D printing services to students and faculty





Facing & Embracing Change

An Entrepreneurial Mindset

- *Reorganization/consultant*
- *Facilities masterplan/architectural consultant visits*
 - Laws Hall Phase 2
 - Consolidated Arts Library
 - King Library Phase 4
- *Alumni and donor engagement*
 - Ramping up communications efforts
 - #MoveInMiami success



Thank You.
Questions?

GOOD NEWS FROM ACADEMIC AFFAIRS

May 2016 – September 2016

Record-setting year for Miami's Fulbright English Teaching Assistantship grantees

04/12/2016 - Five Miami University students have been offered Fulbright U.S. Student Program grants for the 2016-2017 academic year. This is the highest number of Miami students to be offered Fulbright grants in a single academic year. "The increase in Miami students receiving Fulbright grants is exciting," said Karla Guinigundo, Miami's associate director of Global Initiatives and Fulbright program adviser. "It's quite a testament to the caliber of students we recruit and maintain at Miami and the amount of hard work these students put into their applications."

The Fulbright U.S. Student Program is the largest U.S. exchange program. It provides about 1,900 grants in more than 140 countries worldwide in categories such as study/research, English Teaching Assistantships and travel grants. "This year's recipients will continue to contribute to the Fulbright mission of increasing intercultural understanding between the United States and their host countries by teaching English and American culture in local schools," said Guinigundo.

Miami's newest Fulbright English Teaching Assistants are:

- Matthew Armelli,
- Rebekah Harper
- Jonathan Meyer
- Emily Paxson
- William Smeal

Miami receives fourth 2016 Beckman Scholars Institutional Award

04/19/2016 - Miami University is one of 12 institutions nationwide to receive the Arnold and Mabel Beckman Foundation's 2016 Beckman Scholars Program Institutional Award. The \$130,000 award supports undergraduate research and faculty mentoring for select students in chemistry, biochemistry and the biological sciences. Five students will be selected over three years as Beckman Scholars. They will receive \$19,300 scholarships to work with Miami faculty members on research that extends over two summers and part time during the intervening academic year.

This is Miami's fourth Beckman Scholars Program Institutional Award — the others were received for 2003-2005, 2006-2008 and 2010-2012.

Michael Crowder, chair and professor of chemistry and biochemistry, said, "The Beckman Scholarship Program Institutional Award has become a very competitive award with a success rate of 8-10 percent. We are very fortunate to have received four of these awards, and Miami is one of only a few schools to have won the award four times."

"This success is a testament to the commitment that Miami faculty place on training and working with undergraduate students and to the quality of our students," Crowder said. He was mentor to one of Miami's first Beckman Scholars, Megan Matthews and has since mentored four others.

The Beckman Scholars Program is unique in terms of program scope, content and level of scholarship awards, according to the Beckman Foundation.

Miami among top producers of Fortune 500 CEOs

06/17/2016 - Money magazine asked, "What sort of education does it take to climb to the top of America's largest companies?" The answer: The sort of well-rounded education Miami University provides. Miami made Money's Top 10 list for CEOs of Fortune 500 companies – and the magazine points out that Miami is the only school in the top 10 with two female Fortune 500 CEOs to its credit. The magazine analyzed the recently released Fortune 500 list of companies representing two-thirds of the U.S. gross domestic product.

They created a list of the top 10 schools with the most alumni in the Fortune 500's top seat, ordering the list by the number of undergraduate degrees each school confers. The editors found elite schools in the mix, but also liberal arts schools and public universities. Miami is both — a public, liberal arts university.

The editors write, "You might be surprised that just as many Fortune 500 CEOs went to this small Midwestern liberal arts school as such big-name schools as MIT, Yale, and Vanderbilt. But Miami U's alumni and current students aren't. They say the university offers a rigorous liberal arts curriculum that prepares its students for all kinds of challenges. Miami is also the only school in the top 10 with more than one female CEO to its credit."

GOOD NEWS FROM ACADEMIC AFFAIRS

May 2016 – September 2016

Money lists these Miami graduates who lead Fortune 500 companies:

- David C. Dvorak, [Zimmer Biomet Holdings](#)
- Lynn J. Good, [Duke Energy](#)
- Kimberly S. Lubel, [CST Brands](#)
- James T. Ryan, [W.W. Grainger](#)

Beyond Fortune 500 companies, Miami boasts corporate and agency leaders both with business and non-business degrees.

A sampling of Farmer School of Business grads who are corporate leaders:

- Mitch Barns - Nielsen
- David Dauch - American Axle
- Scott Farmer - Cintas
- Michelle Imler - JPMorgan Chase
- Brian Niccol –Taco Bell
- Jeff Osterfeld - Penn Station East Coast Subs
- Scott White - New Avon

A sampling of CEOs, COOs and VPs from Miami's College of Arts and Science:

- Adam Bain, COO of Twitter, majored in English: journalism
- Marne Levine, Instagram COO, majored in communication and political science
- Scott Glaser, VP-CFO at Lane Bryant, majored in economics and French
- Dana Paris, CMO of Vogue International, majored in psychology
- David Dafoe, president and CEO of Flavorman, majored in zoology
- Rebecca Messina, senior VP of marketing at Coca-Cola, majored in Spanish and minored in Italian

Miami's emphasis on a liberal education provides a broadened context for exploring social, academic, political and professional choices. It is designed to help students understand and creatively transform human culture and society. Students learn to ask questions, examine assumptions, exchange views with others and become better global citizens.

Miami's Scripps Gerontology Center awarded \$1.4 million grant

06/23/2016 - Miami University's [Scripps Gerontology Center](#) is the recipient of a \$1.4 million grant from the U.S. Department of Education. The money will be used to research older learners and their ability to complete college programs.

"Our research focus is community college students ages 40-64," said Phyllis Cummins, senior research scholar at Scripps. "The age group is an important component of Ohio's labor force and an under-studied group in terms of education and labor market outcomes."

Cummins is primary researcher of the project, Mapping Barriers to Community College Completion among Older Learners: Identifying Malleable Factors to Improve Student Outcomes. She said middle-aged and older workers represent a substantial segment of the labor force, and their primary vehicle to improved employment prospects is education. More than 15 percent of students at Ohio's 23 community colleges are older learners.

"The overarching goal of the project is to identify factors that are easily influenced to improve the educational and labor market outcomes for older students in community colleges," said Cummins. The factors researchers will examine are the institution in general, the classroom, the educator and student levels.

"A better-educated workforce is essential to filling high-demand jobs in Ohio and to keeping the state competitive in a global economy," said Chancellor John Carey of the Ohio Department of Higher Education. "Improving employment opportunities for our citizens who continue to work at older ages is an important aspect of Ohio's economic health." The 3-year grant, which started July 1, will use data collected by the Ohio departments of Education and Jobs and Family Services and is funded by the Institute of Education Sciences, the independent and non-partisan statistics, research and evaluation arm of the U.S. Department of Education.

GOOD NEWS FROM ACADEMIC AFFAIRS

May 2016 – September 2016

Miami's online RN-BSN nursing program ranks among best in country

Miami University's RN-BSN online nursing completion program is one of the best in the country, according to a new ranking by College Choice. The [online publication](#) lists Miami's program No. 13 in a list of the Top 50, describing it as "extremely flexible." College Choice editors commend the coursework electives, which "... guide a nurse through understanding the administrative challenges of working in the health care industry." The editors also noted the electives "strengthen that nurse's skills to come up with solutions that could benefit their workplace."

Among the several nursing programs offered at Miami [Regionals' department of nursing](#), the online RN-BSN completion program provides registered nurses the ability to manage their studies along with their family and professional responsibilities. All 12 nursing courses required to complete the bachelor of science in nursing degree are available entirely online.

Miami's BSN program, also available only at the Hamilton and Middletown campuses, prepares graduates for leadership and management roles, including school nurse, research associate and occupational health nurse, among other career paths.

The department of nursing also offers a pre-licensure, full-time, four-year curriculum at its Hamilton and Middletown campuses. Although Miami does not yet offer a master's degree in nursing, students with a bachelor's of science in nursing often become nurse practitioners, clinical nurse specialists, educators, researchers and administrators. Miami's program is accredited through the Commission on Collegiate Nursing Education.

Miami professor named 2016 American Chemical Society (ACS) Fellow

07/21/2016 - The American Chemical Society has named Ellen Yeziarski, professor of [chemistry and biochemistry](#), a 2016 ACS Fellow. She is one of 57 distinguished scientists in this year's class who have demonstrated outstanding accomplishments in chemistry and important contributions to ACS.

Yeziarski is recognized for conducting groundbreaking research that improved instruction and student learning as a direct result of Target Inquiry, a visionary professional development model for high school chemistry students. For her contribution to the ACS community, she is credited with creating premier professional development programs and funding mechanisms for secondary and university chemistry teachers through the Division of Chemical Education, the ACS Education Office and ACS-Hach Programs.

Yeziarski and the other ACS Fellows was honored during an Aug. 22 ceremony at the society's national meeting and exposition in Philadelphia. The ACS, based in Washington, D.C., is the world's largest scientific society. Yeziarski previously taught at Grand Valley State University before joining Miami in 2010. She also taught high school for seven years and earned her doctorate from Arizona State University in 2003.

Her research aims to improve conceptual understanding in chemistry by characterizing the dynamics of teaching chemistry and teacher change at the high school and college levels. She directs [Target Inquiry at Miami University \(TIMU\)](#), a nationally recognized research initiative and high school chemistry professional development program funded by the National Science Foundation.

Rick Page receives NSF CAREER grant for research on the "fascinating process" of protein quality control

Jul 14, 2016 - [Rick Page](#), assistant professor of chemistry and biochemistry at Miami University, has been recognized as one of the nation's top young faculty in his field by the National Science Foundation (NSF) with the award of a CAREER grant from the NSF Faculty Early Career Development Program.

The NSF CAREER grant is one of the organization's most prestigious awards in support of junior faculty who "exemplify the role of teacher-scholars through outstanding research, excellent education and the integration of education and research within the context of the mission of their organizations."

Page is only the sixth scientist at Miami to be awarded a CAREER grant. He will receive more than \$920,000 of research funding over five years for his research program on the biological regulation of quality control in proteins.

His CAREER project includes an integrated education objective that aims to increase retention of underrepresented students in STEM (science, technology, engineering and math) through direct outreach at

GOOD NEWS FROM ACADEMIC AFFAIRS

May 2016 – September 2016

the high school and undergraduate levels. “Advancing education is at the core of our efforts at Miami and is integrated throughout the grant,” Page said. He seeks to “provide experiential learning opportunities for undergraduate students with the goal of enriching their hands-on knowledge of biochemistry and biophysics.” His core research focuses on the molecular interactions and mechanisms that govern protein quality control carried out by a complex of two proteins: CHIP and Hsp70.

Other Miami scientists who have received NSF CAREER grants include:

- Rachel Morgan-Kiss, associate professor of microbiology, 2011.
- Hong Wang, associate professor of chemistry and biochemistry, 2011.
- John Karro, associate professor of computer science and software engineering, 2010 (no longer at Miami).
- Mike Brudzinski, professor of geology, 2009.
- Janet Burge, associate professor of computer science and software engineering, 2009 (no longer at Miami).

2016 OHIOANA Award Winners Announced

7/18/2016 - Columbus, OH (July 18, 2016) —The Ohioana Library has announced the recipients of the 2016 Ohioana Book Awards.

The awards, established in 1942, honor Ohio authors in Fiction, Nonfiction, Poetry, Juvenile Literature, and Middle Grade/Young Adult Literature. The final category, About Ohio or an Ohioan, may also include books by non-Ohio authors. The Ohioana Awards are among the oldest and longest-established state literary prizes in the nation.

“From the nearly 300 books that were eligible for this year’s awards, thirty finalists in six categories were selected by jurors,” said David Weaver, Executive Director of the Ohioana Library. “To make this short list is itself recognition of excellence and selecting a winner is a challenge. The books and authors chosen as 2016’s honorees are truly stellar.”

Among the seven (7) recipients named was Wil Haygood (Nonfiction) is currently the Boadway Distinguished Scholar-in- Residence in the department of media, journalism, and film at Miami University, Ohio for *Showdown: Thurgood Marshall and the Supreme Court Nomination That Changed America*. Knopf, 2015. For nearly three decades he was a journalist, serving as a national and foreign correspondent at The Boston Globe, where he was a Pulitzer Prize finalist, and then at The Washington Post, where he wrote the story “A Butler Well Served by This Election,” which became the basis for the award-winning motion picture *The Butler*, directed by Lee Daniels. Haywood’s book *The Butler: A Witness to History* has been translated into a dozen foreign languages. For his work on *Showdown*, Haygood was awarded a John Simon Guggenheim Memorial Foundation Fellowship and a National Endowment for the Humanities Fellowship. His biographies of Adam Clayton Powell Jr., Sammy Davis Jr., and Sugar Ray Robinson have all garnered wide acclaim. Haygood is a native of Ohio’s capital city, and won his first Ohioana Award in 1998 for his memoir, *The Haygoods of Columbus: A Love Story*.

Miami Faculty Shine New Light on daVinci at Cincinnati Museum Center Exhibit

08/11/2016 – A panel of faculty members are from Miami’s departments of global and intercultural studies, humanities and creative arts and Interdisciplinary and communication studies. “The Mona Lisa Legacy: Her Power and Influence in Contemporary Visual Culture” will feature three interpretations of history’s most famous painting and its contemporary echoes in visual arts, material and popular cultures.

- **Jana Evans Braziel** (global and intercultural studies) will examine the ways modern artists like Marcel Duchamp, Andy Warhol and Jean-Michel Basquiat recycled the image of the Mona Lisa.
- **Lori Parks** (humanities and creative arts) will discuss how contemporary artists explore issues of gender, beauty, body and identity through a reinterpretation of the portrait.
- **Caryn Neumann** (interdisciplinary and communication studies) will dive into the Mona Lisa’s prevalence in American popular culture, including as a representation of Little Italy, shorthand for art, and in comics, movies and even LEGO exhibits.

GOOD NEWS FROM ACADEMIC AFFAIRS May 2016 – September 2016

“Da Vinci – The Genius” features 17 themed galleries with over 200 pieces, including more than 70 life-size inventions, educational animations of his most notable works and an eye-opening, in-depth analysis of history’s most famous painting, the Mona Lisa. Guests can push, pull, crank and interact with many of these pieces for a hands-on understanding of the science behind the genius.

Miami’s Myaamia Center receives NSF grant for “Breath of Life” project

Aug 18, 2016 - The [Myaamia Center](#) at Miami University has been awarded a \$182,406 grant by the National Science Foundation (NSF) for the “National Breath of Life Archival Institute for Indigenous Languages” project. The funding is part of the Documenting Endangered Languages program, a joint effort between the NSF and the National Endowment for the Humanities (NEH), which is designed to support projects that protect and preserve endangered languages.

This is the [second time](#) the Myaamia Center has received NSF funding for the project. Breath of Life is designed to train researchers from indigenous communities in the methods of archives-based linguistic and ethnographic research. This research is critical to the advancement of knowledge about indigenous languages and cultures and to their revitalization.

Daryl Baldwin, director of the Myaamia Center, is principal investigator. Co-principal investigators are Leanne Hinton, professor emerita of linguistics at the University of California at Berkeley, and Gabriela Pérez Báez, curator of linguistics and director of the Recovering Voices initiative, National Museum of Natural History, Smithsonian Institution.

Co-hosted by the Smithsonian’s National Anthropological Archives, the National Museum of the American Indian and the Library of Congress, the 2017 National BoL workshop will run from May 29 to June 9 and introduce linguistics and the language sciences. Participants are grouped by their heritage language, with each group assigned an academically trained linguist for one-on-one mentoring in the analysis of archival materials in that language. Ultimately, these efforts by citizen scientists will increase their linguistic understanding of their languages to support reclamation and further investigation of the languages.

The National BoL will train citizen scientists from some 15 language communities, bringing the cumulative number of languages investigated in these national workshops to more than 70. The Breath of Life archival model has been successful in engaging Native American citizen scientists to work with archival language documentation in repositories in California, Oklahoma and Washington, D.C.

“Thanks to the support of the NSF-DEL program and our partnerships with the [Smithsonian’s Recovering Voices and the National Breath of Life Committee](#), we are able to offer this unique opportunity for selected participants to research new archival resources and receive specialized training that supports their community’s language research needs,” Baldwin said.

BOT Student Affairs/Academic Affairs													
Agenda Item	FY2017						FY2018						
	Sep	Dec	Feb	Apr	Jun	Retreat	Sep	Dec	Feb	Apr	Jun	Retreat	
Public Business Session - Announcements													
Chair	x	x	x	x	x		x	x	x	x	x		
Student Trustees	x	x	x	x	x		x	x	x	x	x		
ASG Updates	x	x	x	x	x		x	x	x	x	x		
Graduate Student Update	x	x	x	x	x		x	x	x	x	x		
University Senate Updates - Executive Committee Chair	x	x	x	x	x		x	x	x	x	x		
Student Affairs Reports - Vice President for Student Affairs													
Presentations and Reports:													
VP Update - As Necessary	x	x	x	x	x		x	x	x	x	x		
Student Counseling and Mental Health (every two years)			x										
Rinella Learning Center and Student Disability Services (every two years)									x				
Student Engagement and Service (every two years)				x									
Community Relations	x									x			
Serving Diverse populations	x						x						
Fraternity/Sorority/Greek Affairs		x						x					
Student Wellness					x						x		
Sexual Assault Prevention			x						x				
Annual Report on Initiatives and 2020						x						x	
Written Report Only:													
Student Affairs "Good News"	x	x	x	x	x		x	x	x	x	x		
Program Review/Assessment					x							x	
Campus Safety Data (Office of Ethics and Student Conflict Resolution)	x						x						
Student Housing Occupancy Update (HOME Office Update)	x		x				x		x				
Integrity (Joint with Academic Affairs)				x						x			
Miami Tribe/Myaamia Center (joint with Academic Affairs)				x						x			
Leadership Initiatives					x						x		
Orientation and New School Year Activities		x						x					
Living Learning Communities			x						x				
Student Activities and Programming	x						x						
Enrollment Management and Student Success - VP for EMSS													
Presentations and Reports:													
VP Update - As Necessary	x	x	x	x	x		x	x	x	x	x		
Enrollment/Scholarships/Admissions Update	x	x	x	x	x		x	x	x	x	x		
Career Services and Placement				x						x			
Student Debt					x						x		
Student Success/Retention Update		x						x					
Winter Term Update (EMSS, with assistance from Academic Affairs)			x						x				
Annual Report on Initiatives and 2020						x						x	
Written Report Only:													
EMSS "Good News"	x	x	x	x	x		x	x	x	x	x		
Year end 2020 Scorecard	x						x					x	
Academic Affairs Reports - Provost													
Presentations and Reports:													
Provost Update, to include faculty update, as applicable	x	x	x	x	x		x	x	x	x	x		
Academic Advising		x						x					
E-learning					x						x		
Winter Term Update (EMSS, with assistance from Academic Affairs)			x						x				
Annual Report on Initiatives and 2020						x						x	
Written Report Only:													
Academic Affairs "Good News"	x	x	x	x	x		x	x	x	x	x		
International Education and Study Abroad		x						x					
Honors Program			x						x				
Integrity (Joint with Student Affairs)				x						x			
Miami Tribe/Myaamia Center (joint with Academic Affairs)					x						x		
Accreditation Updates (as applicable)													
Academic Dean's/Program Director's Reports - All (except MUDEC) typically include a tour													
College of Liberal Arts and Applied Sciences							x						
College of Engineering and Computing								x					
College of Arts and Science										x			
Research/Graduate School (to include Partnerships, Contracts and Grants)											x		
Libraries	x												
College of Education, Health & Society		x											
College of Creative Arts				x									
Farmer School of Business					x								
Luxembourg Campus (Add as appropriate, based on Dean's travel schedule)													
Other Areas													
Presentations and Report:													
Diversity Update							x						
Forward agenda	x	x	x	x	x		x	x	x	x	x		
Executive Sessions													
Appropriate topics, as required	x	x	x	x	x		x	x	x	x	x		