



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

**BOARD OF TRUSTEES
 MIAMI UNIVERSITY
 Minutes of the Academic and Student Affairs Committee Meeting
 June 22, 2017, 8:00 a.m.
 Armstrong Student Center,
 Miami University, Oxford Campus**

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on June 22, 2017 in the Armstrong Student Center, on the Miami University, Oxford Campus. The meeting was called to order at 8:00 a.m. by Committee Chair Terry Hershey, a majority of members were present constituting a quorum. Attending with Chair Hershey were committee members; Trustees, Thomas Gunlock, Dennis Lieberman, John Pascoe, Mark Ridenour, and Robert Shroder, National Trustee Diane Perlmutter, and Student Trustee Hallie Jankura; along with non-committee members; Trustees Jagdish Bhati, David Budig, and National Trustee John Altman.

In addition to the Trustees, 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; Jerome Conley, Dean and University Librarian; Mike Curme, Dean of Students; Gwen Fears, Associate Vice President for Student Affairs; Susan Schaurer, Assistant Vice President and Director of Admission; Brent Shock, Assistant Vice President for Enrollment Management and Director of Student Financial Services; Scott Walter, Assistant Vice President for Student Affairs; Jen Franchak, Assistant Vice President for Career Services; Randi Thomas, Director of Institutional Relations; Professor Ann Armstrong, Department of Theater; Elais Tzoc, Digital Scholarship Librarian; Scott Sportsman, Director of Research and Analysis, EMSS; Clair Wagner, Director, News and Public Information; Jeff Carr, President, Graduate Student Association; and Ted Pickerill, Secretary to the Board of Trustees; as well as several others attending to observe or assist.

Public Business Session

Chair Hershey opened the public session and welcomed everyone to the meeting.

Approval of the Prior Meeting's Minutes

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

Reports

Jeff Carr, President of the Graduate Student Association was present to address any graduate student related questions, and informed the Committee that the Graduate Student Association will be meeting with Cheryl Young regarding health insurance for international students.

The Committee received written reports from the University Senate and from Associated Student Government.

The reports are included in Attachment A.

Interdisciplinary Dialogue

Provost Callahan began the discussion with a description of the Higher Learning Commission accreditation report. She stated the report will form the framework for a series of discussions/topics for the upcoming Committee meetings. In September the focus will be on diversity and inclusion.

She was asked about the 20% limit for clinical faculty, she informed the Committee that this was a policy approved by University Senate. The intention was to ensure balance between teaching and research by tenured/tenure track faculty while still meeting University teaching needs with highly qualified faculty whose primary responsibility is teaching. Having now operated for several years with a 20% limit University wide, the deans and many of the chairs have suggested that the policy should be reexamined. Provost Callahan suggested the limit might be better if it was more flexible, e.g. if it were adaptable by department/division, with some departments/divisions desiring a great proportion of clinical faculty (particularly among the professional schools), and some requiring less. She explained that she has asked the deans to work with the chairs and propose to Senate a policy for different levels by Colleges/School.

There was also discussion on integrating students, such as international students, and first-generation students. One method discussed was placing an international student into the group of SOULs each year. Student Trustee Jankura then emphasized the importance of finding accepting domestic students to room with their international classmates.

Associated materials are included as Attachment B.

Student Affairs Reports

Vice President's Report

Vice President Brownell updated the Committee with an overview of upcoming initiatives and efforts. She began with a personnel overview stating the Office of

Diversity Affairs is now fully staffed, and that Vicka Bell Robinson has been identified as the next Director of Residence Life.

She explained that Student Affairs is an opt in area, students must choose to engage, and a key to student success in this area is to recognize the needs of current students, and how they evolve.

The Committee asked many questions regarding meeting student needs, such as the size of staff, and information about Living Learning Communities. Vice President Brownell stated they are reviewing many options, such as themes, housing options, freshman only halls, mixed halls, faculty in residence, etc.

In the area of Health and Wellness she stated Student Affairs is moving forward with a more integrated and coordinated model, and with additional staffing to meet student needs. She also reviewed alcohol policies and efforts, stating education is required, but education alone is insufficient, and environmental and cultural efforts are also required, such as enforcement, and alcohol-free dorms, etc.

The Committee asked about stronger communication with parents at orientation and VP Brownell explained that parents are receiving very direct messages - do not give your underage student beer, do not take them out drinking, it is illegal to buy drinks for their friends, etc. The Division is also hosting parent webinars and distributing news articles.

It was added that the primary question to answer is “what is the value added through the residential experience?” A goal being to integrate academics, career services, etc., into the residential experience, and to make it the best, most valuable experience in the nation.

A timeline for these efforts has the changes to Health and Wellness being made by August, and to residence life by the end of the year.

Vice President Brownell's presentation is included as Attachment C.

Student Affairs Written Reports

The following written reports were provided:

- Student Affairs “Good News” – VP Student Affairs, Attachment D
- Leadership initiatives, Attachment E

Enrollment Management and Student Success Reports

Vice President's Report and Admission Update

Vice President Kabbaz introduced the topics and stated the presentation were intended to be a dialog with the Committee, and he encouraged interaction throughout.

Admission Update

Susan Schaurer, Assistant Vice President, and Director of Admission, updated the Committee, stating applications for Fall 2018 open on August first. She added that the high school expectations are now for juniors to have their college lists completed before the summer begins.

For Fall 2017, Miami saw a record number of applications, exceeding 30,000 for the first time, with an ACT average in excessive of the prior year. Applications from Ohio students were also up, a major achievement given the demographics which show declining high school graduates. Out of state, Miami matched a national trend with saw declining numbers.

The ACT average for confirming applicants has plateaued above 28, with 28.2 this year, compared to 28.4 a year ago. While the number of acceptances was greater this year, the lower expected yield and the lower ACT are likely due to shifting from merit based scholarships toward more need based assistance. To continue enrolling top students will require an increase in merit scholarships and premier high ability programs – a primary goal of the next campaign. It was asked if access to the Honors program had been increased, Provost Callahan answered that it had, 526 this year vs. 461 last year.

The topic then concluded with significant discussion on branding, premier programs, and balancing need and merit based scholarships.

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

Student Financial Aid

Assistant Vice President Brent Shock updated the Committee on student financial aid and loans. He explained there are three types of loans:

- Federal direct subsidized/unsubsidized loans, with the maximum loan amount capped
- Private bank or alternative loans with no cap
- Federal parent plus loan, which are made to the student's parents

The day's discussion was focused on student only loans, not parent plus. Mr. Shock reviewed the student debt level for all Miami campuses, and compared Miami to peer universities. He also explained that many parents take loans outside of the Federal

Parent Plus loan (which has a relatively high interest rate), such as home-equity and mortgage refinancing. Such loans are not included in the student debt totals.

It was asked, what is the default rate for Miami - it is approximately 10% across all campuses. It was also asked if Miami could refuse students loans if their level of debt was becoming excessive - by law we cannot, what is provided however, is financial education. It was asked if such education is part of orientation - it is, but the conversation is limited.

The topic concluded with a discussion of loans vs. work tradeoff, including taking an additional year to graduate, which has a significant cost.

Mr. Shock's presentation is included as Attachment G.

Career Exploration and Success

Assistant Vice President Franchak updated the Committee on career exploration and success. She stated the classic model has changed, no longer can students wait until senior year to find a job and/or career. To better serve students, the Career Center has moved to the Armstrong Student Center in the heart of the Oxford Campus.

The Committee had a great deal of discussion, addressing the needs of international students, which are challenging to meet due to the limited visas available to graduates. They also discussed the value of internships, which often provide a follow up job offer.

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

Enrollment Management and Student Success Written Reports

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

- Enrollment Management and Student Success “Good News” – VP Michael Kabbaz, Attachment I

Academic Affairs Reports

Provost Update

Provost Callahan discussed three resolutions, two were honorary degrees to be considered by the full Board of Trustees on the consent calendar, and a new Bachelor of Arts in Public Health. There were comments that the degree is of value to the healthcare industry and that Miami should also pursue developing a Master's Degree. Trustee Shroder then moved, National Trustee Perlmutter seconded, and by voice vote the Committee unanimously recommend approval by the full board of Trustees.

The Provost then presented a hiring update, stating the Clinical Faculty and Lecturers are very near the 20% limit, which continued the discussion on the need to consider variance across the academic divisions.

Provost Callahan then presented an update on the Nursing program review which is examining admission, curriculum, advising, etc. It appears that the plan will allow students to study in Oxford for two years, then complete the Nursing major through the home department on the regional campuses. Areas to address are the need for nursing advisors and to teach a small number of nursing courses in Oxford. The next step is the Implementation Committee, with a report due October 15, 2017.

eLearning was briefly discussed with the Provost relaying that Beth Rubin would be departing, and that the regional campuses have greater demand and have developed a more robust support system. 26% of regional campus credit hours are offered online. She also stated that the regional campuses now offer degrees available fully online, while Oxford does not currently have a plan to pursue fully online degrees as options.

Associated materials are included as Attachment J.

Freedom Summer App

Professor Ann Armstrong and Digital Scholarship Librarian Elais Tzoc, updated the Committee on the award-winning Freedom Summer App which recently received a 2017 Civil Rights and Social Justice Award from the National Civil Rights Conference.

Professor Armstrong provided background on the Summer of '64 and how they attempted to capture that experience through an interactive app. She stressed the importance of place - training on a campus with an Ivy League feel to travel to poverty stricken areas of Mississippi - the app uses place to layer the one reality over the other to convey a feel for the 1964 experience.

Professor Armstrong thanked the many people who worked together to create the app and the experience. They then assisted the Committee in loading the app onto their devices in preparation for their interactive experience on Western Campus later that afternoon.

Associated materials are included as Attachment K.

Academic Affairs Written Reports

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

- Academic Affairs “Good News” – Provost Phyllis Callahan, Attachment L

Adjournment and Tour

With no additional business to come before the Committee Trustee Gunlock moved, Trustee Pascoe seconded, and by unanimous voice vote, the Board adjourned to tour the new areas of the Armstrong Student Center at 11:30 a.m.



Theodore O. Pickerill II
Secretary to the Board of Trustees



Annika Fowler
 Secretary for Academic Affairs
 Associated Student Government
 fowlerak@miamioh.edu

TO: Board of Trustees Academic/Student Affairs Committee
 FROM: Annika Fowler
 DATE SUBMITTED: June 7, 2017

Ladies and Gentlemen of the Board,

My name is Annika Fowler, and it is my honor to serve as this year's Associated Student Government Secretary for Academic Affairs. I am a rising sophomore from Dublin, Ohio, double majoring in finance and political science with a minor in Spanish. I am also a member of the University Honors Program. This will be my second year serving in ASG; I served as a Student Senator last year.

As Secretary for Academic Affairs, I will chair the Academic Affairs Coalition within ASG, which will consist of Academic Student Senators and at-large student members. We will meet weekly, discussing and acting on student concerns and areas of improvement to enhance the academic experience for all students on campus. We plan to tackle several academic areas throughout the year:

- Textbook affordability, including expanding the number of textbooks available in the university library system beyond the Top 25 most popular classes
- Academic advising, including the creation of a four-year plan template for all advisors to utilize when meeting with underclassmen
- UNV 101, including tailoring to the student's course of study with the same core components across all majors
 - Developing curriculum for alcohol education and guest/student speakers
- Drop date for courses, including collecting data on when students receive their first grade back in a course and determining whether the drop date needs to be pushed back
- Mental health statement in course syllabi, working to include this in the syllabus template provided to course instructors so students are aware of the resources available to them

Additionally, I will serve on University Senate, Liberal Education Council, Academic Policy Committee, Academic Program Review Committee, Library Committee, Open Educational Resources Committee (OER), Council for Undergraduate Curriculum, and the Student Success Committee.

Outside of academics, ASG looks forward to addressing many other aspects of student life, including dining, recreation, funding student organizations, alcohol consumption, mental health, and student counseling services, among others. Internally, ASG is committed to serving the student body as best we can, and our Chief of Staff Brandon Fogel is working on measures to be instituted this school year to keep ASG Cabinet accountable to the students. Also, Secretary for Advancement and Alumni Affairs Meaghan Murtagh is planning an ASG Alumni Tailgate on September 16th for Homecoming Weekend.

I'm very excited to get to work, so please let me know if there is anything with which the Associated Student Government or I can assist. ASG and the student body genuinely appreciate all that you do for our outstanding institution. We look forward to working with you throughout the year, and thank you for your dedication to Miami University.

Love and Honor,

Annika Fowler
 Secretary for Academic Affairs


EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Andrew Reffett, Chair

Shelly Jarrett Bromberg, Chair-elect

 University Senate Website: www.miamioh.edu/senate/

June 7, 2017

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 – June 22-23, 2017 Meeting

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on April 21, 2017.

- New Business, Specials Reports and Updates delivered to University Senate:
 - **April 17, 2017:** B.A. Public Health – Renee Baernstein, College of Arts and Science
 - **April 17, 2017:** Promotion and Tenure Guidelines for Dossier Preparation
 - **April 17, 2017:** Dossier & Evaluation Guidelines for Lecturers, Clinical & Professionally Licensed Faculty
 - **April 24, 2017:** Academic Integrity – Brenda Quaye, Center for Teaching Excellence and Tim Greenlee, Farmer School of Business
 - **April 24, 2017:** ASG Update – Maggie Reilly, Associate Student Government President
 - **April 24, 2017:** Regional Policy Revisions – Tonia Hyllengren, College of Liberal Arts and Applied Science

- Minors, revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:
 - **April 17, 2017** – Revision of an Existing Minor, BUS – General Business
 - **April 17, 2017** – Revision of an Existing Minor, ISA – Business Analytics
 - **April 17, 2017** – Revision of an Existing Minor, ISA – Information Systems
 - **April 17, 2017** – Revision of an Existing Co-major, ISA/STA – Analytics
 - **April 17, 2017** – Revision of an Existing Major, GLG – Environmental Earth Science
 - **April 17, 2017** – Revision of an Existing Major, KNH – Athletic Training
 - **April 17, 2017** – Revision of an Existing Major, KNH – Public Health
 - **April 17, 2017** – Revision of an Existing Major, MGT – Management and Leadership
 - **April 17, 2017** – Revision of an Existing Major, MME – Manufacturing Engineering
 - **April 17, 2017** – Revision of an Existing Major, MME – Mechanical Engineering
 - **April 17, 2017** - Revision to Office Hours for Instructional Staff Policy – MUPIM 5.7
 - **April 17, 2017** - Revision to Transfer Students Policy – Student Handbook 1.1.C
 - **April 24, 2017** – Revision of an Existing Minor, ART – 2D Media Studies
 - **April 24, 2017** – Revision of an Existing Minor, ART – 2D Media Studies for Art majors
 - **April 24, 2017** – Revision of an Existing Minor, ART – Art and Architecture History
 - **April 24, 2017** – Revision of an Existing Minor, CJS - Criminology
 - **April 24, 2017** – Revision of an Existing Minor, ENG – Linguistics
 - **April 24, 2017** – Revision of an Existing Minor, MUS – Music Composition
 - **April 24, 2017** – New Minor, ART – Art Therapy
 - **April 24, 2017** – Revision of an Existing Major, ART – Art and Architecture History
 - **April 24, 2017** – Revision of an Existing Major, ENG – Linguistics

- **April 24, 2017** – Revision of an Existing Major, MUS – Music Education (Choral/General)
 - **April 24, 2017** – Revision of an Existing Major, MUS – Music Education (Instrumental)
 - **April 24, 2017** – Revision of an Existing Major, MUS – Music Performance (Composition))
 - **April 24, 2017** – Revision of an Existing Major, MUS – Music Performance (Instrumental))
 - **April 24, 2017** – Revision of an Existing Major, MUS – Music Performance (Voice))
 - **April 24, 2017** – Revision of an Existing Major, PSY – Psychology
 - **April 24, 2017** - Revision to Intra-Campus Relocation Policy – Student Handbook 1.1.F.2
 - **April 24, 2017** - Revision to Re-Enrollment of Former Students Policy – Student Handbook 1.1.E
- Senate Resolutions:

April 17, 2017, SR 17-06: Bachelor of Arts in Public Health

SR 17-06

April 17, 2017

Bachelor of Arts in Public Health

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Bachelor of Arts in Public Health, with a major in Public Health, College of Arts and Science;

AND FURTHERMORE, that the endorsement by University Senate of the proposed degree and major will be forwarded to the Miami University Board of Trustees for consideration;

SR 17-06 passed by voice vote

April 17, 2017, SR 17-07: Promotion and Tenure Guidelines for Dossier Preparation 2017-2018

SR17-07

April 17, 2017

Promotion and Tenure Guidelines for Dossier Preparation 2017-2018

BE IT HEREBY RESOLVED that University Senate adopts revisions as amended* to the 2017 – 2018 Promotion and Tenure Guidelines for Dossier Preparation

SR 17-07 passed by voice vote

April 17, 2017, SR 17-08: Dossier and Evaluation Guidelines for Lecturers, Clinical & Professionally Licensed Faculty 2017-2018

SR17-08

April 17, 2017

**Dossier and Evaluation Guidelines for Lecturers, Clinical & Professionally Licensed Faculty
2017-2018**

BE IT HEREBY RESOLVED that University Senate adopts revisions as amended* to the 2016-2017 Dossier and Evaluation Guidelines for Lecturers, Clinical & Professionally Licensed Faculty

SR 17-08 passed by voice vote

April 24, 2017, SR 17-09: Appointments to Standing and Advisory Committees of University Senate

SR17-09

April 24, 2017

Appointments to Standing and Advisory Committees of University Senate

BE IT HEREBY RESOLVED that University Senate confirm the 2017-2018 appointments to open seats of the standing and advisory committees of University Senate; and

BE IT FURTHERMORE RESOLVED that Senate authorizes Senate Executive Committee to confirm remaining 2017-2018 appointments to the standing and advisory committees of University Senate.

SR 17-09 passed by voice vote

cc: Provost Phyllis Callahan, Chair, University Senate
Associate Provost, Carolyn Haynes, Secretary, University Senate
Shelly Jarrett Bromberg, Chair-elect, Executive Committee of University Senate
Becky Sander, Recording Secretary, University Senate

BoT Report Template following HLC criteria

The following information is available on the Provost's website

(<http://www.miamioh.edu/about-miami/leadership/provost/accreditation/>)

Miami University is accredited by the [Higher Learning Commission](#) (HLC) of the North Central Association of Colleges and Schools. HLC accredits degree-granting post-secondary educational institutions in the North Central region of the United States. Miami's most recent accreditation review occurred in 2015. In 2011, Miami agreed to follow the "[Open Pathways](#)", accreditation approach which focuses on continuous improvement and includes electronic reporting for reaffirmation of accreditation.

Open Pathways consists of two key components:

1. [Assurance Process](#) which requires the continuous accumulation of electronically stored information and data coupled with the creation of an Assurance Argument that makes the case that the institution meets the Criteria for Accreditation and the federal requirements; and
2. [Improvement Process](#) which is Quality Initiative the institution undertakes as something it wants to do and culminates in a Results Visit by peer reviewers.

The timeline for the Open Pathways process involves multiple action steps across a ten-year period. The next major step will occur in 2018-2019 when Miami will submit multiple written materials (assurance argument, federal compliance report, etc) for electronic review.

For September Meeting Report to Academic and Student Affairs Committee of Board of Trustees:

Diversity and Inclusion

- The institution understands the relationship between its mission and the diversity of society (HLC Core Component 1.C). Miami:
 - Attracts and retains a diverse community of students, faculty, staff, and administrators.
 - Creates an environment where our people live, learn, and work cooperatively with those of widely varied backgrounds, beliefs, abilities, and lifestyles, moving beyond boundaries to welcome, seek, and understand diverse peoples and perspectives.
 - Achieves cultural competency among members of the Miami community by immersing them in domestically and globally relevant learning experiences.
 - **Expands, virtually and physically, Miami's global involvement.**

For December Meeting Report to Academic and Student Affairs Committee of Board of Trustees:

Student Success and Support

- A. Student Success and Support: The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs (4.C - Core Component 4.C)
1. Defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
 2. Institution collects and analyzes information on student retention, persistence, and completion of its programs.
 3. Institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
 4. **Institution's processes and methodologies for collecting and analyzing** information on student retention, persistence, and completion of programs reflect good practice.

For February Meeting Report to Academic and Student Affairs Committee of Board of Trustees:

Public and Community Engagement

- A. **The institution's mission demonstrates commitment** to the public good, i.e. public and community engagement (HLC Core Component 1.D). Miami has made its commitment to the public integral to its academic and fiscal planning by:
1. Partnering with educational and other public- and private-sector institutions to co-design academic and outreach programs that enhance access to and support of quality higher education.
 2. Increasing lifelong learning opportunities, engagement, and giving from alumni, parents, and friends.
 3. **Growing Miami's sponsored research, grants,** intellectual property, internships, and co-curricular learning opportunities by helping corporate, governmental, and non-profit entities thrive through solutions-oriented partnerships.
 4. **Advancing Ohio's economic development and prosperity by providing talent** and expertise that helps shape policy and improves quality of life.
- B. Communication to internal and external audiences (HLC Core Component 2.B).
1. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships .
- B. Enriched educational environment (HLC Core Component 3.E)
1. **Co-curricular programs are suited to the institution's mission and contribute to** the educational experience of its students.
 2. Research, community engagement, service learning, religious or spiritual purpose, and economic development.

For April Meeting Report to Academic and Student Affairs Committee of the Board of Trustees:

University Degrees, Programs and Services

- A. **The institution's degree programs are appropriate to higher education (HLC Core Component 3.A.)**
1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded (Curriculum Report).
 2. New degrees and majors undergo a rigorous, multi-tiered internal review and approval process forwarded to the Ohio Department of Higher Education (ODHE)
- B. The institution provides support for student learning and effective teaching; student support services are suited to the needs of its student populations (HLC Core Component 3.D).
1. Learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
 2. Academic advising suited to its programs and the needs of its students.
 3. Infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the **institution's offerings**).
 4. Office of the Dean of Students works to offer comprehensive resources to support **students' intellectual growth and personal development**, and provides support for **students' safety as well as academic and personal well-being**, including assisting students through crises or difficult circumstances.
- C. Teaching and Learning: Evaluation and Improvement (HLC Core Component 4).
1. Quality of educational programs, learning environments, and support services are evaluated for their effectiveness for student learning through processes designed to promote continuous improvement, e.g. through program review, specialized accreditation, e.g. AACSB, ABET, etc.,

For June Meeting Report to Academic and Student Affairs Committee of Board of Trustees:

University Staffing and Planning

- A. Staffing and Planning: Instructional and administrative staffing and quality of faculty and staff (HLC Core Component 2.E)
1. **The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.**
 2. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
 3. Students are offered guidance in the ethical use of information resources.
 4. The institution has and enforces policies on academic honesty and integrity
- B. The institution has the faculty and staff needed for effective, high-quality programs and student services (HLC Core Component 3.C).
1. Faculty composition Report
 2. Compensation Report

Student Affairs Planning

Jayne Brownell

Vice President for Student Affairs





1

Planning Overview

2

Retreat highlights

3

Keeling review

Visioning and Planning

Vision to practice to vision

- » Began with a retreat focused on the “why” of our work
 - » What value does Student Affairs bring to the student experience?
 - » What vision of student life are we aiming for?



Retreat highlights

The “why” of student affairs

- » Facilitate student learning and development- personal, professional, relational, and ethical dimensions
- » Encourage students to apply their learning in multiple contexts and situations- a learning lab to apply classroom concepts, often over an extended period of time
- » Mentor, coach, teach, counsel, challenge, support, and cheer on students around the clock, and develop student leaders to fill those same roles for their peers; holistic approach

Retreat highlights

Vision for the student experience in our residential environment

- » Welcoming and inclusive environment with a strongly connected academic community; less distinction between “academic” and “nonacademic,” “work” and “play”
- » Sense of belonging for all students- thriving, not surviving
- » Engagement with community and different perspectives to become responsible citizens of a global society
- » A safe place for students to experiment, fail, readjust
- » A immersive experience that students cannot “opt out” of

Retreat highlights

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Requirements for innovation

- » Adapt to the needs of the current generation of students
- » Rethinking how Student Affairs does its work- reduce siloing, restructure offices, consider 24/7 needs, sunset programs to make room for new opportunities
- » Mining internal knowledge and expertise
- » Deeper collaboration with Academic Affairs
 - » Incentivizing faculty collaboration
 - » Better communication about our mission, goals, and work
- » Clarification of roles with EMSS to partner on common goals

Visioning and Planning

Step Two- Review current practice

- » Policy
- » Resources
- » Academics
- » Compliance
- » Technology
- » Inclusion
- » Community
- » Evidence
- » Students



Visioning and Planning

Step Three- Reaching our vision

- » Summer into fall- examine our current practice with an eye to the future and determine how we need to change to get to our vision
 - » Programs and services
 - » Structure and staffing
 - » Metrics and measurement
 - » Facilities
 - » Partnerships
 - » Resources



Health and Wellness Review

Keeling and Associates

- April visit; currently discussing preliminary findings
- Need to bring Student Health, Student Counseling, and Student Wellness into closer coordination
- Recommendations on staffing, organization, services, and programs
- Related to our alcohol efforts, recommend a shift in focus from individual education to environmental and cultural strategies





Questions?

Student Affairs Good News June 2017

Spring Highlights (through May 31)

Armstrong Student Center

- The Armstrong Student Center East Wing is open for Orientation. Cafe Lux and Brick & Ivy Supplies and Technology are open for new students and their families to enjoy. The Center for Career Exploration and Success and Armstrong Student Center administrative staff moved into their new office suites in late May.
- In 2017-2018, Armstrong Student Center hosted 2,005 events. This is a 24% increase over the previous year. 74% of these events were hosted by student organizations. Reservations for 2017-2018 opened on April 1st and, with eight new meeting rooms and the Joslin Student Senate now available, there are already 1610 reservations, 800 of which are in east wing spaces. This summer, the Fritz Pavilion is reserved for a wedding reception every available weekend for a total of 10 weddings.
- Events in Armstrong Student Center in 2017-2018 brought in \$450,000 in catering revenue for HDRBS. ASC Event revenue for this fiscal year is projected to be over \$125,000.
- ASC welcomes two new staff members in June, one of which is a new position with addition of the East Wing, and one is replacing a departing staff member. Shayna Sandbank will start as a new Program Coordinator and Scott Harrington will be the new Assistant Director for Event Production.

Harry T. Wilks Leadership Institute

- End of Year Programming Highlights:
 - 83 programs delivered; 2467 participants
 - 1002 StrengthsQuest workshop participants
 - Doubled U-Lead, a pre-semester leadership retreat, to 50 participants
 - Hosted the Southern Ohio Region of the Collegiate Leadership Competition
- The Wilks Leadership Certificate Program awarded 56 certificates this spring. Of note, the entire women's Field Hockey team completed the program. This is potentially a model for increased student-athlete engagement across campus in meaningful leadership development activities.
- The Wilks Leadership Institute hosted its annual Leadership Lecture. This year's speaker was Mr. Edward Davis, the 40th Police Commissioner of the City of Boston. He presented a talk entitled, "Policing in America: The Changing Landscape of Our Cities & Law Enforcement's Role in Protecting our Communities." He also talked in detail about leadership demonstrated during the response to the Boston Marathon Bombing.
- ***Sigma Alpha Pi: The National Society for Leadership and Success:*** After working with the National Headquarters to focus more on engaging invited members of the organization, the change of invitations and community building events yielded 70 members eligible for induction compared to 29 in 2015-2016.

Multicultural Affairs

- This year for the Lavender Graduation ceremony we had the highest number of students since the beginning of the event to participate at 21.
- We had 51 students participate in the Horizon Graduation ceremony.
- The Office of Diversity Affairs is now fully staffed, with the 3 new members joining the team in June.

Myaamia Tribe Relations

- Daryl Baldwin was the 2017 May commencement keynote speaker. Daryl also received an Honorary Doctorate of Humane Letters. He is the second Myaamia person to receive an Honorary degree from Miami. The first was Chief Floyd Leonard at the May 2005 commencement.

- Six Myaamia seniors, all women, graduated in May, 2017. Their families and the Myaamia Center staff were invited by the President's Office to watch the commencement ceremonies from the box suites at the top of Yager Stadium. This brings the total number of Myaamia graduates to 70.
- Seven incoming first year students will be arriving in fall 2017. We are still waiting to hear whether a transfer student will also enter this fall.
- Nine Myaamia students will be counselors at the Myaamia summer youth camps held in either Miami, OK or Fort Wayne, IN.

Off-Campus Outreach & Communication

- Sent second annual Off Campus Living Survey to all junior students who live off campus in April/May. Survey had a 16.51% response rate, with 88.5% completion rate (over 16.08% and 85.93% last year, respectively).
- Successfully coordinated 18 developmental conversation meetings with off-campus residents of houses that had received two or more noise and litter citations over the spring semester. Referred residents of seven houses to the Office of Ethics and Student Conflict Resolution as part of the Good Neighbor Policy.
- The login-only "Roommate Finder" section of the Off-Campus Housing Service was successfully launched May 4, 2017 through Off-Campus Partners LLC. The Roommate Finder allows students to post profiles and contact each other to inquire about being roommates. In its first three weeks, more than 100 students have created profiles.

Orientation and Transition Programs

- **Summer orientation** kicked off on Wednesday, May 31, with the first of sixteen summer sessions for the class of 2021. As of June 2, 94% of confirmed domestic students had registered for a summer orientation session; which is 2% down from last year at this time. We expect approximately 3,500 first-year students and 5,000 family members will summer orientation; the remaining new students (typically less than 100) attend August orientation, just before the start of fall semester.
- **Transfer one-day orientation** kicked off on Friday, May 19, with the first of ten summer sessions for incoming transfer students and their families. New transfer students are required to attend a Transfer one-day, or to attend August orientation.
- **The Orientation and Transition mobile app** is helping new students and families navigate orientation with schedules, maps, and other helpful program information; so far, the guide has been downloaded 1,441 times – an increase of 27% over last year. New this year – students are taking program surveys in the app rather than responding to a post-orientation email survey.
- **Welcome Weekend and First Fifty Days** is our new design for transition programming at the start of the fall semester. We'll expand from 12 days of Welcome Week programming to more than fifty days (seven weeks) of programs to support students during their transition to the university. Academic and student life offices and organizations are currently submitting programs for the calendar, which will appear on the Orientation and Transition mobile app.

Parent and Family Programs

Parent & Family Programs coordinated the 2017 Student Service Leadership Awards:

- 23 Miami seniors were recognized with the President's Distinguished Service Award for service that demonstrates the spirit of being a citizen leader of uncommon quality. A selection committee of faculty and staff from the Hamilton, Middletown, and Oxford campuses reviewed the nomination materials of over 50 students to determine this year's recipients.
- 460 seniors received the Senior Service Leadership Award, which broadly recognizes Miami students who have demonstrated meritorious service in the areas of Campus Life, Community Service, Employee Service, and Intellectual & Cultural Leadership.

- Over 350 student employees across all class years were recognized with the Employee Service Leadership Award who contributed to the fabric of Miami University through outstanding effort and accomplishments in their role as a student employee.

Residence Life

- The Residence Hall Association's annual RedHawk Hunt, a 12 hour scavenger hunt, was held this spring and had over 250 students – comprising 22 teams – participating. While students enjoyed their hunt around campus to find clues, they also participated in service projects ranging from donations of blankets to Project Linus to making dog toys which were donated to the Animal Adoption Foundation in Hamilton.
- In the spring an "Adulting 101 Fair", coordinated by ORL's Initiatives for 2nd Year Students Committee and in conjunction with the Office of Off Campus Outreach and Communication, the First Miami University Student Credit Union, and student groups, was held in the Armstrong Student Center. It was comprised of 12 stations to provide students information on topics ranging from meal planning, to money management, to sewing skills, to understanding leases. Over 100 students and community members participated.
- In April, ORL again surveyed students about their experience living on campus. Here are some results:
 - 2,046 students responded to questions asking them to comment about their capacities from the beginning of the academic year to the time of the survey "as it relates to living in residence halls on campus".
 - i. Regarding their confidence in being successful at Miami, students reported a 15% increase
 - ii. Regarding their curiosity about their fields of study, students reported an 8% increase
 - iii. Regarding their comfort/feeling of belonging, students reported a 24% increase
 - iv. Regarding their connections with others, students reported a 31% increase
 - 1,231 first year students and 707 upper class students responded to questions asked of each cohort regarding goals of the residential curriculum, with the introduction "as a result of living in the residence halls/on-campus apartments" from the beginning of the year to the time of the survey.
 - i. First year students reported a 45% increase in their ability to identify and use academic resources, a 27% increase in their frequency of interaction with people "different from me", and a 29% increase in the degree to which they thought about their strengths and areas for improvement.
 - ii. Upper class students reported a 12% increase in assessing and refining their academic goals, an 8% increase in the degree to which they actively created an inclusive community, and an 11% increase in their frequency to reflect on their life experiences
 - iii. Aggregately, there was a 16% increase in the degree to which they understood how their individual actions and decisions impacted their residential community.

Rinella Learning Center

- We tutored a total of 1492 students during the 2016-17 academic year. This is 316 more students than last year.
- We engaged a total of 2018 students in supplemental instruction for the 2016-17 academic year. This is 692 more students than last year.
- Controlling for students using both services, the Rinella Learning Center served 2968 students through tutoring and supplemental instruction for a total of 19,193 appointments/contacts with students. Overall, our services in this area has increased 52% in the last year.
- The RLC Testing Center proctored 744 individual exams during spring finals week.

Student Activities and Cliff Alexander Fraternity and Sorority Life and Leadership

- Miami Activities and Programming (MAP) hosted a variety of successful end of the year Late Night Miami events. More than 2,500 students attended Spring Fest, and the DNCE Concert had over 1,000

attendees. We are currently working on our fall calendar of events and will continue to offer Late Night Programs on Thursday, Friday and Saturday evenings through the upcoming fall semester.

- The Interfraternity Council's newly initiated Enhanced Member Experience Plan is having an impact on the fraternity community. With more advance planning and by requiring all fraternities to have their new member programming planned ahead and approved, we saw a significant decrease in the number of hazing reports received this year. Overall the spring semester for fraternities was much improved.
- Our Pi Beta Phi past chapter president, Hannah Rosinski, was named top chapter president in the country for Pi Beta Phi National Women's Fraternity.
- JS Bragg, Assistant Director of Student Activities, received a grant to develop a new table top games course for EDL. This course will launch in the fall and will focus on leaders developing through involvement and interaction with games.
- 300 Students attended the National Pan-Hellenic Council Step Show.
- The Annual Student Organization Engagement and Leadership Awards recognized 30 student and Greek organizations for their leadership and commitment to campus life at Miami.

Student Counseling Service

- More than 1,000 students took time from studying for finals to de-stress by participating in Dog Days/Horse Therapy at Finals, a two-day, pet therapy-based study break produced by the Student Counseling Service (SCS) staff at the Shriver Center with 22 dogs and two mini-horses.
- A total of 1,276 clinical service appointments were provided by SCS staff in the month of April, a record for any one month ever at SCS. The record was driven mostly by a record high number of group counseling appointments, the most efficient use of professional staff time available, and marks achievement of a goal for the department to increase utilization of group counseling modalities.
- SCS was supported in hiring a part-time temporary counselor to help to reduce the wait time for individual counseling. The counselor worked from March 27 through the end of semester, enabling the SCS to eliminate the wait time for individual counseling by the beginning of May.
- SCS staff and the Suicide Prevention Team produced the campus-wide Stress Less Day on April 6 to teach and encourage healthy stress management and resiliency skills. More than 500 students participated.

Student Wellness

- The Oxford-Miami Town Gown Initiatives Team was selected to participate in the Environmental Prevention Assessment and Planning Pilot sponsored by the Drug Free Action Alliance, Ohio College Initiative. The program's goal is to "assist campuses and their host communities reduce alcohol misuse among students by developing and enhancing environmental prevention efforts."
- We ended the 2016-2017 academic year with more than 350 individuals in the Miami community taking the new online It's On Us pledge to end sexual violence at Miami.
- HAWKS Peer Health Educators initiated an alumni award in honor of Tommy Koopman, Jr., the first president of HAWKS (2003-2006), for a graduating senior HAWK displaying passion and persistence. Our first honoree Cassandra Worner.
- A graduating HAWK, Jennifer Kelleher, received the President's Distinguished Service Award. And HAWKS were recognized with SEAL (student Engagement and Leadership) Awards for Outstanding Student Organization (HAWKS Peer Health Educators), Outstanding Program ("Step Up" Bystander Intervention), and Rising Star (junior Alexa Ross, HAWKS President Elect)

Women's Center

- The Women's Center organized an anime-themed movie marathon highlighting female characters and a launch party for contributors to *The Femellectual*. Women's Center staff also presented workshops on women and leadership for an academic class (FSW 312) and on identity in the workplace for the annual SATSS conference. Total attendance: 120

- The Women's Center partnered with several campus and community offices to co-sponsor six campus events: three HIV testing days; a performance by nationally recognized spoken word artists 'Guante' and Wilson Okello as part of It's On Us Week; a "Food, Faith, and Family Traditions" community gathering with the American and Muslim Women's Collaboration; and the We Run 5K Walk/Run to raise awareness of lymphedema. While the 5K was cancelled due to weather, \$1000 was raised for lymphedema research. Total attendance/participation: 117

Collaborative efforts

- BACCHUS Miami chapter and the Talawanda High School Youth Initiative Team (YITS) partnered to launch a "sticker shock" campaign with local businesses. The sticker shock campaign uses stickers that remind patrons that buying alcohol for minors is illegal. The stickers are placed on alcohol packaging at local retail outlets.

Staff Achievements

- Kathy Jicinsky (Assistant Director of the Wilks Leadership Institute) and Dr. Gwen Fears (Associate Dean of Students) presented an educational session titled "Integrating Critical Reflection and Individualized Development Within Assessment: Creating and Utilizing Learning Agreements" at the 2017 University of Cincinnati Division of Student Affairs Assessment and Impact Conference on May 18.
- Rhonda Jackson chairs the 1809 LGBT Alumni Board and has been elected to another two-year term. Under Rhonda's leadership, the Board presented four scholarships at the annual Lavender Graduation ceremony, which featured the largest graduating class in the event's history.
- The Women's Center's SAHE practicum student Maria Cambone submitted a proposal to the Department of Global Initiatives to bring the Intergroup Dialogue method for discussing diversity issues to Miami in 2017-18.
- In May, 10 undergraduate student residence hall leaders attended NACURH's (National Association of College and University Residence Halls) annual conference, held this year at Purdue University. Alisha Boykin, one of Miami's delegates, did two conference presentations, while two others, Zach Roebel and Erika Jeffers, were both inducted into the regional [CAACURH – Central Atlantic Affiliate of College and University Residence Halls] Alumni Association, and Erika was one of two regional students awarded the NACURH Diamond Award for distinguished service.
- 20 RAs achieved 4.0 grade point averages for spring semester, and the overall average grade point average for all RAs was 3.32.
- Hannah Kempf, RA in Porter Hall, was awarded a Goldwater Scholarship.
- Three ORL staff members had their writing published in the May/June edition of ACUHO-I's Talking Stick, the association's magazine. Erin Slater, Graduate Resident Director, Minnich Hall, and Vicka Bell-Robinson, Associate Director of Residence Life, co-authored an article titled "Outside the Bubble", while Erik Sorensen, Assistant Director of Residence life, was a co-author of a segment of "Pride in Their Work".
- Lincoln Walburn, Armstrong Student Center Associate Director, has been selected by the Association of College Unions-International to serve on the Campus Shooting Dialogue Team.
- Director, Christie Zwahlen, presented at "[Listening to the City: Engagement, Exploration + Intervention Through Sound.](#)" The conference, hosted at the Massachusetts Institute of Technology (MIT) by the National Endowment for the Arts, L.A. Listens, and MIT's Community Innovators Lab, explored sound as a creative mode of inquiry, a tool for democratic engagement, and a means for social change. Zwahlen presented with former colleague on "Listening to and Through Need: Asset-Based Community Development Through a Historical Soundwalk Project."

Prepared by Eric Buller, EdD
Director, Wilks Leadership Institute

The National Association for Colleges and Employers (NACE) *Job Outlook 2016* report lists the following as the most desirable attributes on a candidate's resume (listed with percentage of respondents listing each attribute:

- | | |
|-----------------------------------|-------|
| 1. Leadership | 80.1% |
| 2. Ability to work in a team | 78.9% |
| 3. Communication skills (written) | 70.2% |
| 4. Problem-solving skills | 70.2% |
| 5. Communication skills (verbal) | 68.9% |

The report goes on to list strong work ethic, initiative, analytical/quantitative skills, flexibility/adaptability, technical skills, interpersonal skills (relates well to others), computer skills, detail-orientation, organizational ability, friendly/outgoing personality, strategic planning skills, creativity, tactfulness and entrepreneurial skills/risk-taker.

Additionally, the Job Outlook Report lists the top influence factors on an employer's decision to hire one candidate over another. At the top of the list (using a 5 point scale) is academic major with a factor of 4.0 with "having held a leadership position" immediately following at 3.9 (in 2015, the two factors were tied at 3.9 apiece).

The development of leadership in Miami students is at the core of the mission and vision of Miami University. In his September 2016 blog entry, President Crawford states, "the aim of the liberal arts education remains the same – to equip individuals for full participation in society as free, responsible, engaged citizens and human beings." It is easy to see leadership embedded within that description. During his inauguration address, President Crawford told us "Miami is committed to preparing broadly proficient thought- and service-leaders who are positioned to advance humanity" and provided outstanding examples such as Daryl Baldwin, the Lockheed Martin Leadership Institute, the Miami Humanities Center, the JANUS Forum, the Bridges and Summer Scholars program as well as the new Arts Management co-major.

Last year we reported on the three primary leadership development agencies at Miami: the Harry T. Wilks Leadership Institute, the Lockheed Martin Leadership Institute and the William Isaac and Michael Oxley Center for Business Leadership, as well as several academic leadership programs. Please see the following focused update on the Wilks Leadership Institute and its emerging leadership development initiatives.

Harry T. Wilks Leadership Institute, Division of Student Affairs

The mission of the Harry T. Wilks Leadership Institute is to develop ethical and transformational leadership in Miami University students to ensure graduates are prepared and inspired to serve and lead beyond the university.

In AY 16-17, the Institute offered 83 separate programs. These included academic leadership courses, workshops, speaker events, a leadership conference, leadership retreats and support to leadership-oriented living learning communities. 2,467 students and staff participated in these 83 leadership development events. The Institute staff also provided expertise and support to several campus departments and collaborated on many curricular and co-curricular offerings.

In AY 15-16, the Institute piloted a new co-curricular Leadership Certificate Program (LCP). This program is designed to expose participants to leadership development offerings across campus and also encourage them to examine their own personal leadership beliefs. Components of the LCP include the attendance at several workshops, lectures and dialogue activities with leadership, diversity and inclusion, career exploration and service at the core. Additionally, participants read a leadership book, conduct a leader interview and either practice or observe leadership in a student organization of their choice. The students also take the StrengthsFinder Assessment and examine their top five strengths. All of these requirements are immediately followed by a written reflection in which they identify what they learned or experienced and how it relates to or potentially reshapes their beliefs about leadership. The capstone requirement of this year-long exploration is the articulation, in writing, of a one to two page leadership philosophy statement. The students are then challenged to continue this exploration during the remainder of their time at Miami and to practice and refine their leadership philosophy. We believe this prepares them for continuing development and growth and we offer resources to continue their leadership journey. In the first year, during the pilot program, we had 8 students that completed the certificate requirements. This past year, with increased guidance and communication to participants as well as a full commitment to the initiative by the Institute, 56 students earned the certificate. Through a series of focus group interviews and a participant survey, we identified potential improvements to the program as well as ways to expand to a greater audience.

The success in this year's certificate program identified the potential for an expanded offering to a very specific part of the campus community. In general, varsity student-athletes have difficulty participating in a year-long program like the LCP due to rigorous practice, competition and travel requirements. At the request of the Miami Field Hockey coaching staff, we collaborated on a one-semester version of the certificate program and enrolled all 22 returning athletes. With emphasis from their coaching staff and a commitment to requirement flexibility by the Institute, every athlete was able to earn the certificate and is now in possession of their own leadership philosophy statement. We now plan to determine how we might retain enough flexibility in the program to offer to other varsity sports programs, at different times during the year, and complement/support the leadership development activities of each coaching staff.

A second outcome from a successful implementation of the Leadership Certificate Program is a proposed expansion to allow students to examine leadership in the context of their choosing. In collaboration with several Student Affairs offices, we are already re-designing the program into a two-part exploration. The first semester is a leadership-centric examination of different perspectives and theories similar to the current LCP. All participants will complete this core, or common, exploration and it will continue to be managed by the Wilks Leadership Institute. The second semester is a deeper examination in one of several tracks that provides the specific context desired by the student and is managed by the particular office that best represents that context. For example, if a student desires to continue a broad based exploration of different leadership theories, they would choose a Leadership track. However, other students may be more interested in examining leadership through a service lens and choose a Servant Leadership track or those inclined to examining leadership through activism might choose a Social Action track. It is easy to envision future tracks that might support specific student populations, e.g. fraternity/sorority members, international students, or specific residential living learning communities and each of these would have both common and unique learning outcomes. The capstone experience for all remains similar in that they will articulate a leadership philosophy statement but it will be influenced by and represent a specific context that the student is most passionate about.

Another initiative the Wilks Leadership Institute is considering is the introduction of leadership coaching for students. The International Coaching Federation (ICF) describes coaching as “partnering with individuals in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.” An Academic Impressions report describes coaching as “one form of support for leaders who move through transitions in uncharted waters with no clear map.” This statement certainly describes the undergraduate campus engagement experience for many. Though it can be resource intensive, we are examining how we might provide coaching for select campus leaders to both maximize their development but also make them part of the solution set for campus initiatives or issues. The Doerr Institute for New Leaders at Rice University has fully implemented professional leadership coaching for students and uses exclusively International Coaching Federation certified coaches. This includes the use of Peer Leader Developers who are trained to the standard of the ICF core competencies. This is the emerging trend in campus leadership development and deserves examination as to effectiveness and feasibility.

In summary, the Wilks Leadership Institute serves as the central hub for leadership development within the Division of Student Affairs and offers our expertise to agencies across campus towards the cultivation of a culture of intentional leadership development. We continue to seek out opportunities to work with our campus partners in this most essential of missions and positively impact the holistic development of Miami students and prepare them to lead beyond the university.



ADMISSION UPDATE

Board of Trustees Meeting

June 22, 2017

Susan K. Schaurer

Assistant Vice President and Director of Admission
Enrollment Management & Student Success



MIAMI UNIVERSITY



Key Enrollment Goals

Fall 2017

First-Year Objectives

- » Increase applications for admission to exceed 31,000
- » Enroll a cohort of 3,700 first-year students
- » Increase non-resident enrollment
 - » Increase domestic non-resident enrollment
 - » Maintain international non-resident enrollment of 275
- » Increase diversity
 - » Racial/ethnic
 - » Socioeconomic
 - » College-going status
- » Maintain quality
- » Manage divisional enrollment targets

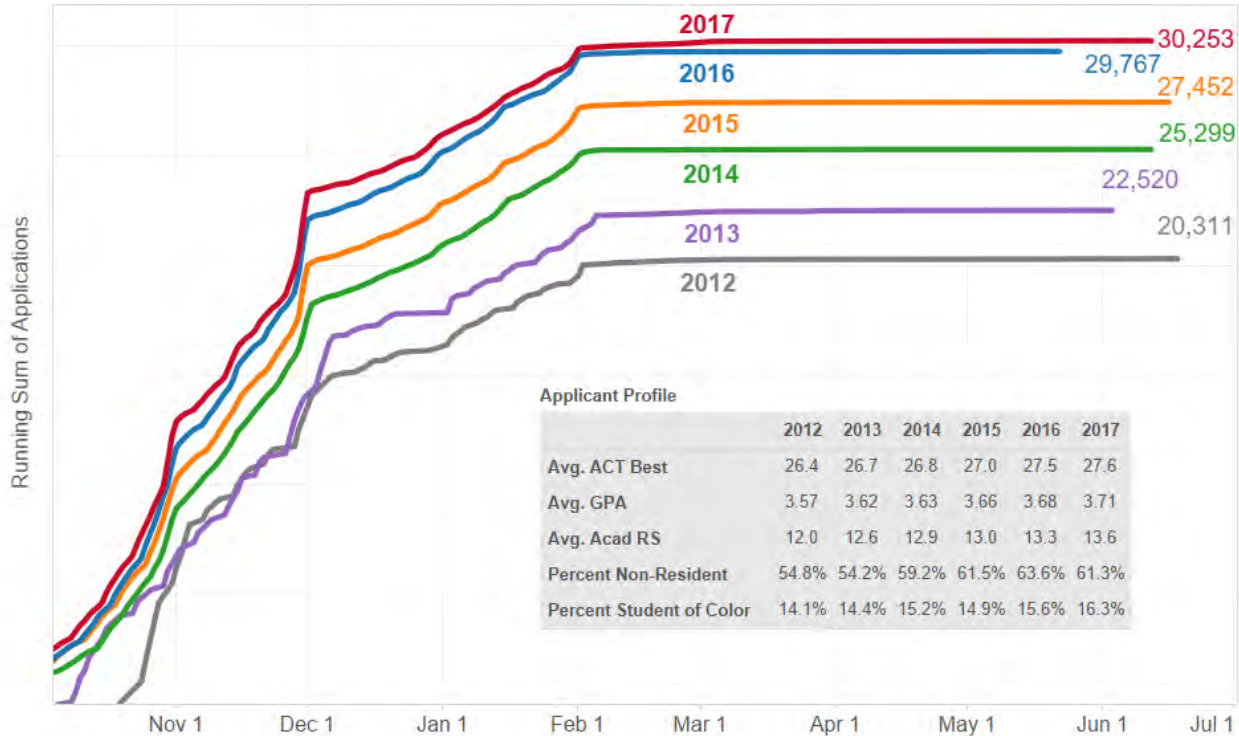
Other Enrollment Objectives

- » Maintain ACE Program enrollment of 275
- » Maintain transfer enrollment of 225
- » Meet Net Tuition Revenue targets



Applications and Key Indicator History

Data as of 6.20.2017



Applicant Profile

	2012	2013	2014	2015	2016	2017
Avg. ACT Best	26.4	26.7	26.8	27.0	27.5	27.6
Avg. GPA	3.57	3.62	3.63	3.66	3.68	3.71
Avg. Acad RS	12.0	12.6	12.9	13.0	13.3	13.6
Percent Non-Resident	54.8%	54.2%	59.2%	61.5%	63.6%	61.3%
Percent Student of Color	14.1%	14.4%	15.2%	14.9%	15.6%	16.3%

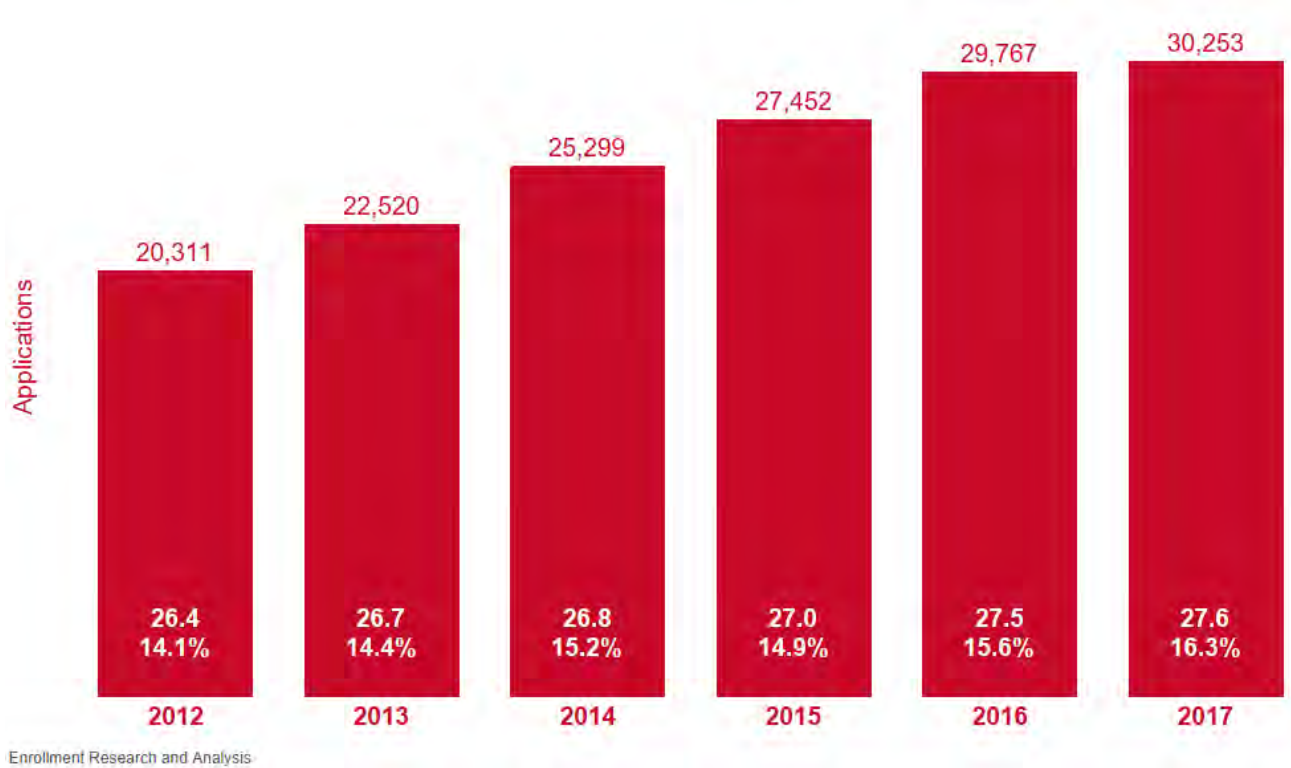


Enrollment Research and Analysis

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Application Trends

Data as of 6.20.2017



Fall 2017 Applications

Key Indicators

	Applications	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	22,520	26.7	3.62	12.6	54.2%	14.4%
2014	25,299	26.8	3.63	12.9	59.2%	15.2%
2015	27,452	27.0	3.66	13.0	61.5%	14.9%
2016	29,767	27.5	3.68	13.3	63.6%	15.6%
2017	30,253	27.6	3.71	13.6	61.3%	16.3%



Data as of 6.20.2017

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Fall 2017 Applications by Residency

	2015	2016	2017	Δ 2015 to 2017	Δ 2016 to 2017
Non-Resident	16,884	18,924	18,533	9.8%	-2.1%
Domestic Non-Resident	12,311	14,022	13,832	12.4%	-1.4%
International	4,573	4,902	4,701	2.8%	-4.1%
Ohio Resident	10,568	10,843	11,720	10.9%	8.1%
Grand Total	27,452	29,767	30,253	10.2%	1.6%



Data as of 6.20.2017

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Fall 2017 Applications

by Division

	2015	2016	2017	Δ 2015 to 2017	Δ 2016 to 2017
CAS	11,134	12,368	12,805	15.0%	3.5%
FSB	8,772	9,181	8,992	2.5%	-2.1%
CEC	3,796	4,250	4,277	12.7%	0.6%
EHS	2,669	2,793	2,947	10.4%	5.5%
CCA	1,081	1,175	1,232	14.0%	4.9%
Grand Total	27,452	29,767	30,253	10.2%	1.6%



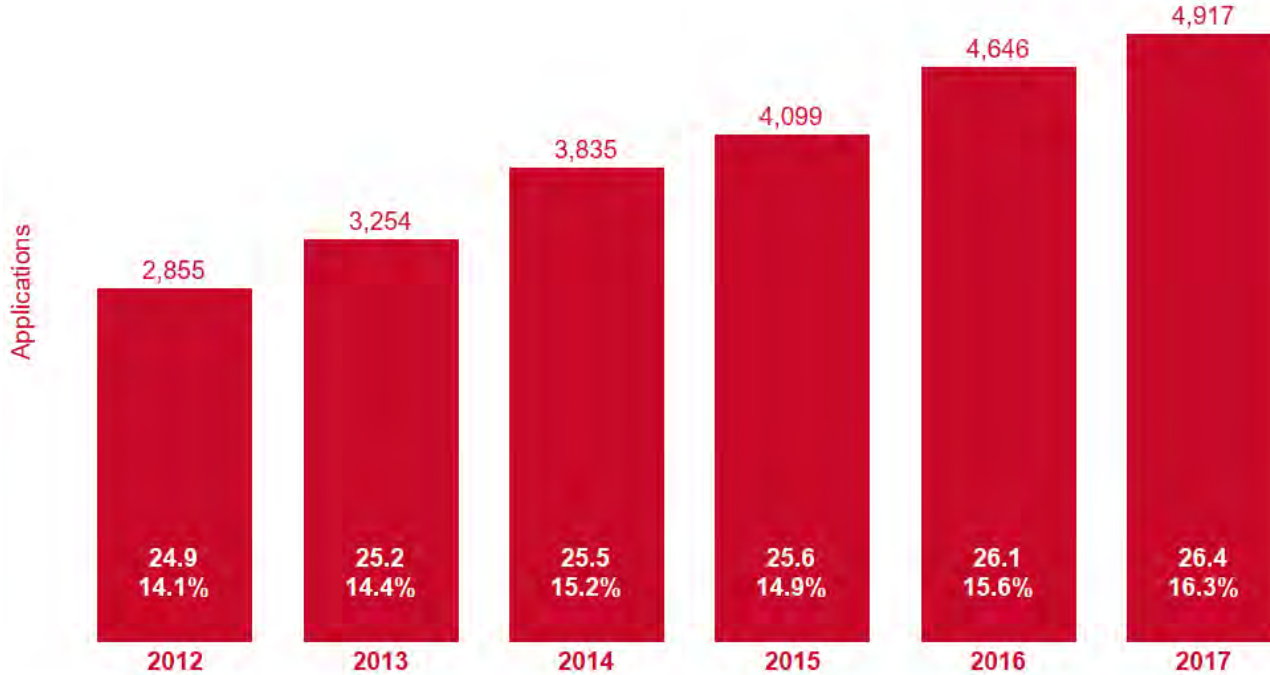
Data as of 6.20.2017

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Application Trends

Students of Color

Data as of 6.20.2017



Enrollment Research and Analysis



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Fall 2017 Applications

Students of Color

	Applications	ACT Best	GPA	Curriculum Strength	Non-Resident
2013	3,254	25.2	3.53	12.4	44.1%
2014	3,835	25.5	3.52	12.7	49.1%
2015	4,097	25.7	3.58	13.0	51.3%
2016	4,646	26.1	3.59	13.6	52.9%
2017	4,917	26.4	3.61	14.1	50.8%



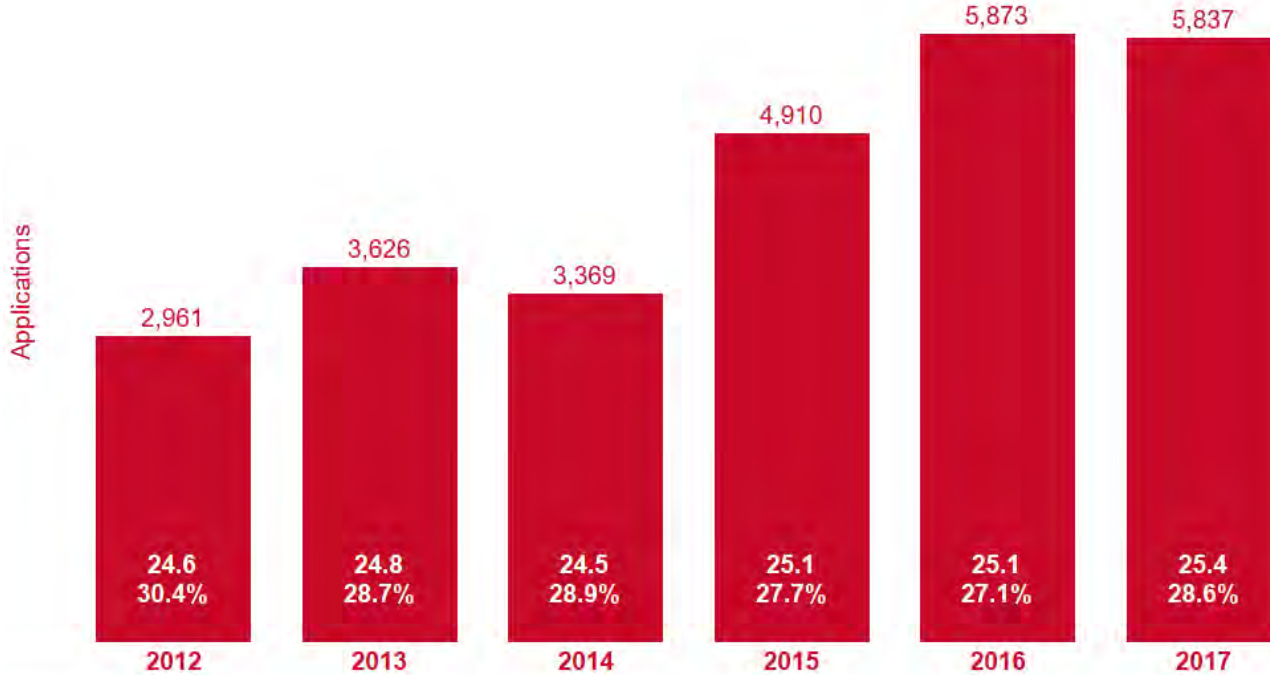
Data as of 6.20.2017

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Application Trends

First Generation

Data as of 6.20.2017



Enrollment Research and Analysis



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Fall 2017 Applications

First Generation

	Applications	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	3,626	24.8	3.53	11.2	40.2%	28.7%
2014	3,369	24.5	3.48	11.7	57.5%	28.9%
2015	4,910	25.1	3.54	11.8	57.4%	27.7%
2016	5,873	25.1	3.53	11.9	56.9%	27.1%
2017	5,837	25.4	3.53	12.3	53.0%	28.6%

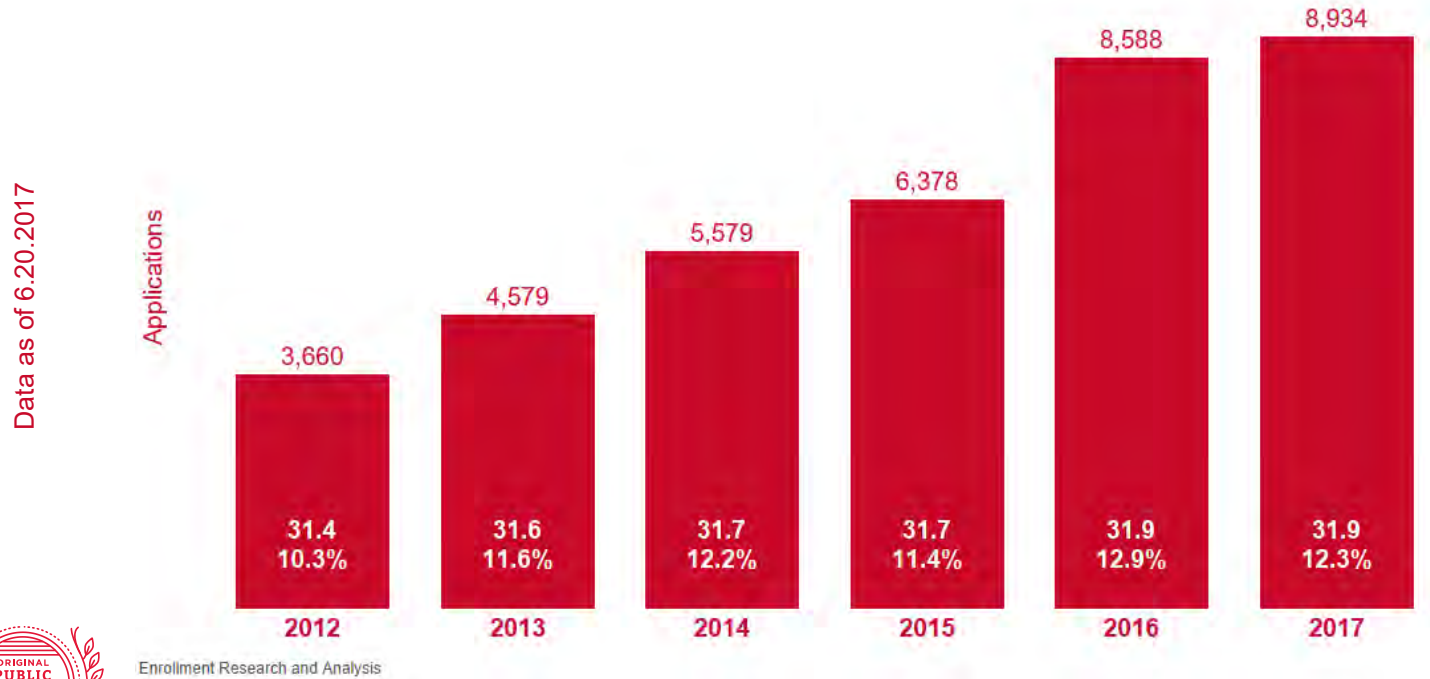


Data as of 6.20.2017

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Application Trends

ACT 30+



Fall 2017 Applications

ACT 30+

	Applications	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	4,579	31.6	3.97	16.6	53.7%	11.6%
2014	5,579	31.7	4.00	16.6	58.4%	12.2%
2015	6,378	31.7	4.00	16.7	60.2%	11.4%
2016	8,588	31.9	4.02	16.8	63.4%	12.9%
2017	8,934	31.9	4.03	16.9	61.7%	12.3%

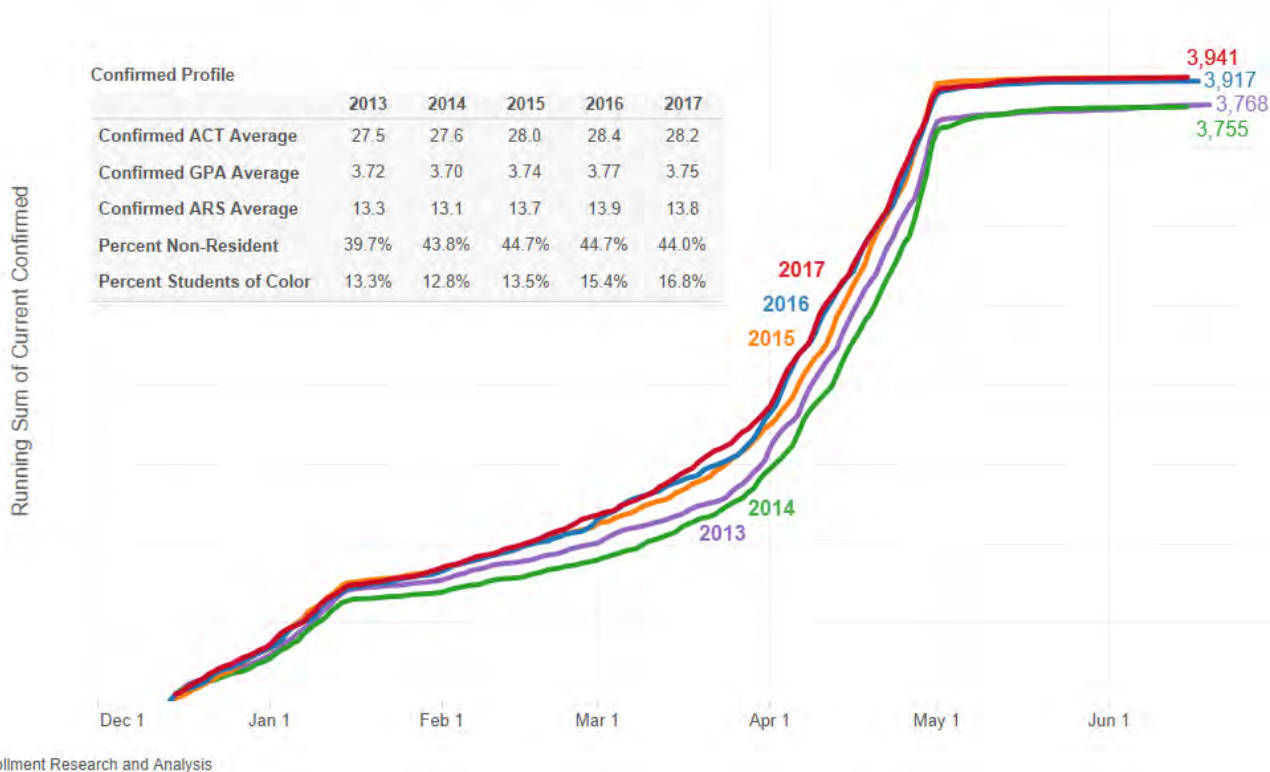


Data as of 6.20.2017

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Confirmations and Key Indicator History

Data as of 6.20.2017



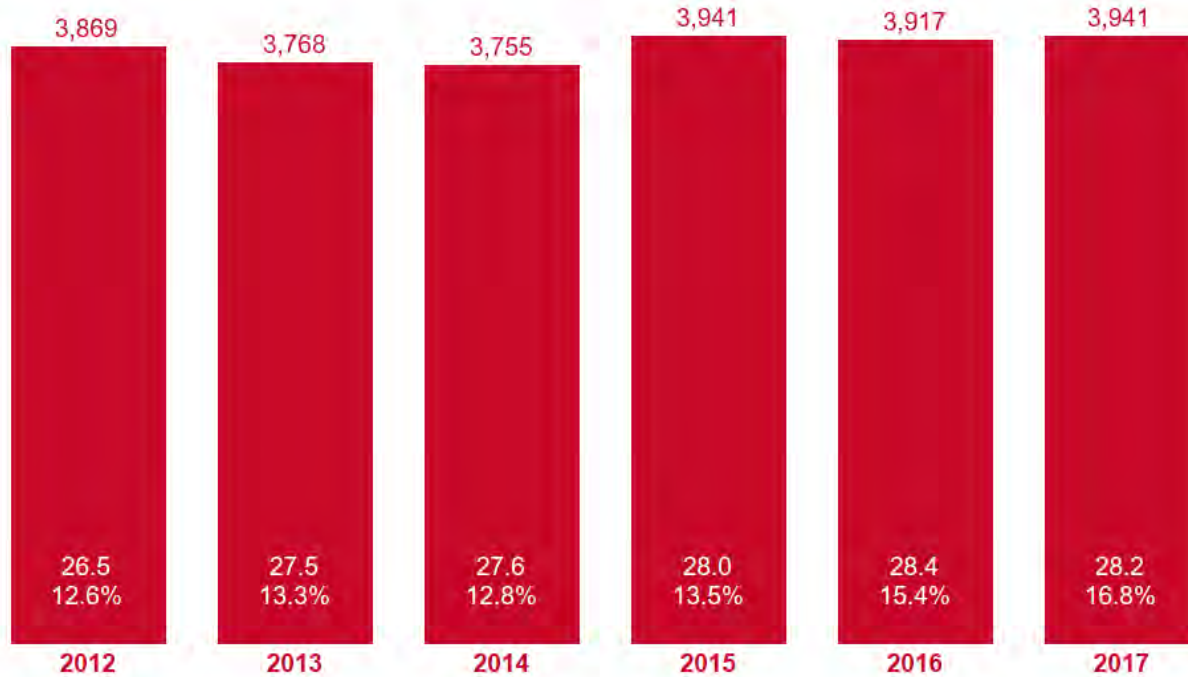
Enrollment Research and Analysis

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Confirmation Trends

Data as of 6.20.2017

Current Confirmed



Enrollment Research and Analysis



MiamiOH.edu

Fall 2017 Confirmations

Current Confirms

	Confirmations	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	3,768	27.5	3.72	13.3	39.7%	13.3%
2014	3,755	27.6	3.70	13.1	43.8%	12.8%
2015	3,941	28.0	3.74	13.7	44.7%	13.5%
2016	3,917	28.4	3.77	13.9	44.7%	15.4%
2017	3,941	28.2	3.75	13.8	44.0%	16.8%

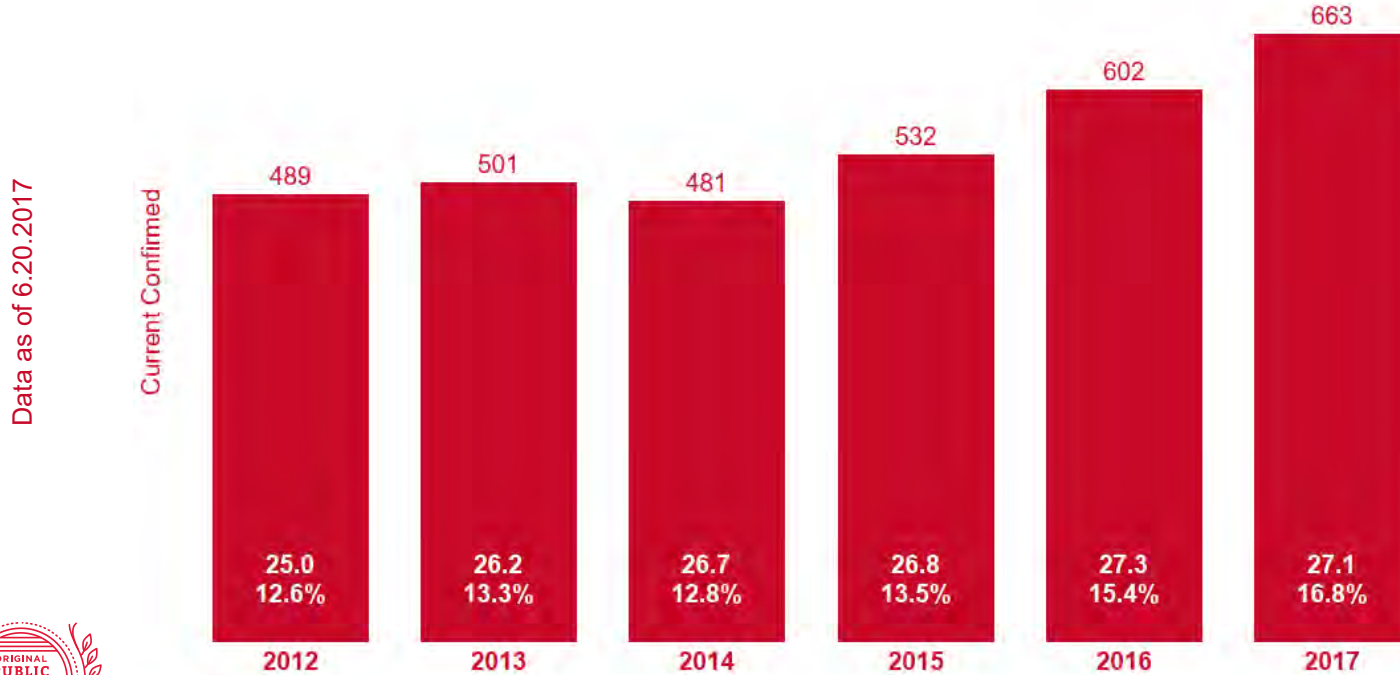


Data as of 6.20.2017

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Confirmation Trends

Students of Color



Enrollment Research and Analysis

MiamiOH.edu

Fall 2017 Confirmations

Students of Color

	Confirmations	ACT Best	GPA	Curriculum Strength	Non-Resident
2013	501	26.2	3.62	13.1	36.1%
2014	481	26.7	3.64	13.6	35.3%
2015	532	26.8	3.66	13.2	35.7%
2016	602	27.3	3.70	13.8	32.7%
2017	663	27.1	3.70	14.0	35.1%



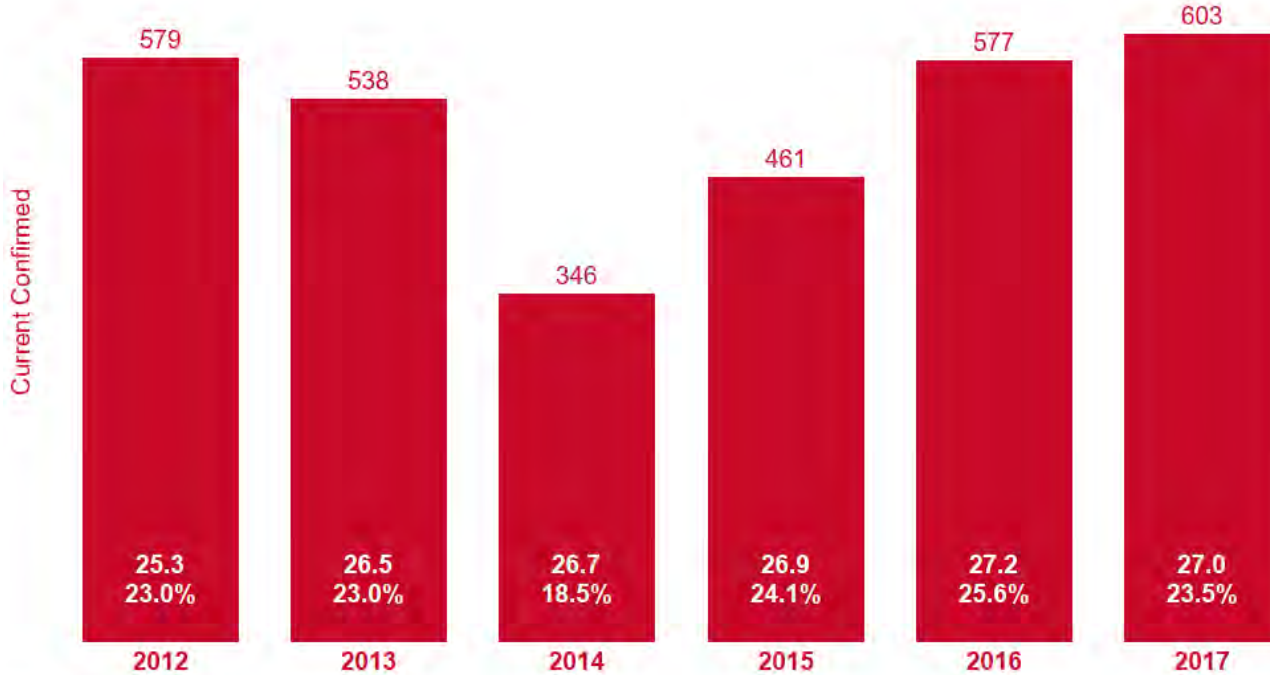
Data as of 6.20.2017

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Confirmation Trends

First Generation

Data as of 6.20.2017



Enrollment Research and Analysis



MiamiOH.edu

Fall 2017 Confirmations

First Generation

	Confirmations	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	538	26.5	3.68	12.8	24.7%	23.0%
2014	346	26.7	3.65	12.5	34.1%	18.5%
2015	461	26.9	3.68	13.1	39.0%	24.1%
2016	577	27.2	3.73	13.2	32.1%	25.6%
2017	603	27.0	3.67	13.1	40.1%	23.5%



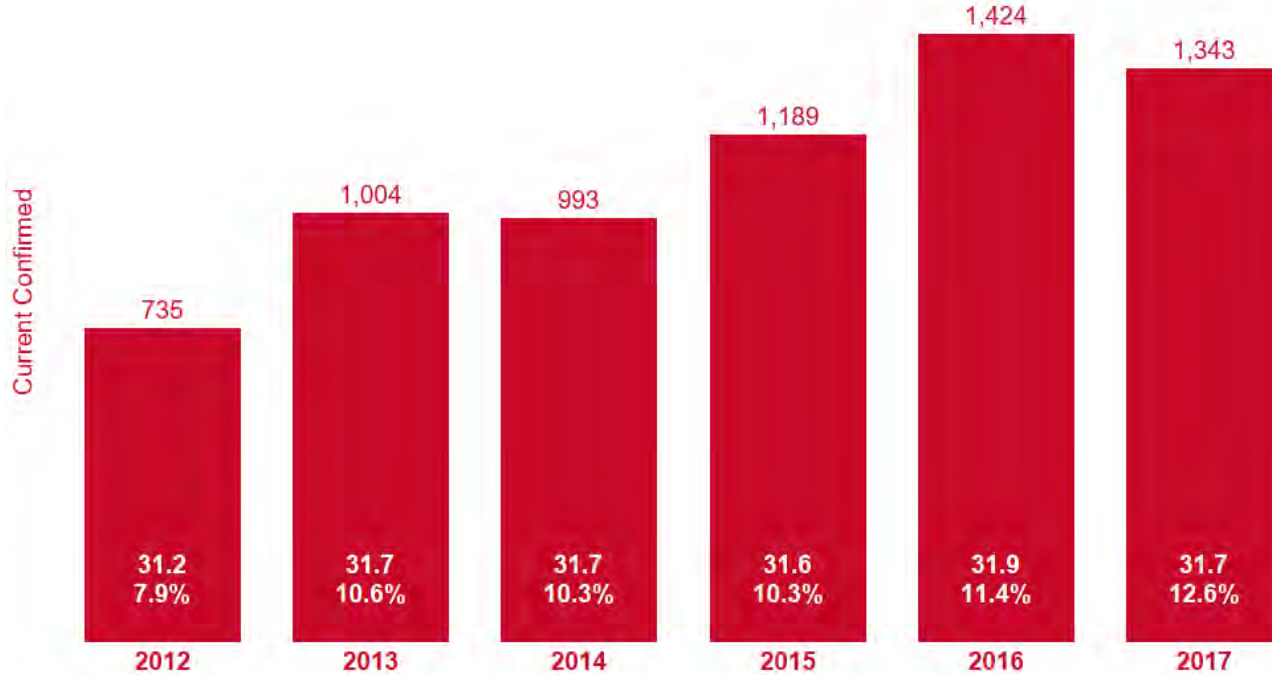
Data as of 6.20.2017

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Confirmation Trends

ACT 30+

Data as of 6.20.2017



Enrollment Research and Analysis



MiamiOH.edu

Fall 2017 Confirmations

ACT 30+

	Confirmations	ACT Best	GPA	Curriculum Strength	Non-Resident	Students of Color
2013	1,004	31.7	3.99	16.7	44.9%	10.6%
2014	993	31.7	3.99	16.2	43.6%	10.3%
2015	1,189	31.6	3.99	16.5	47.1%	10.3%
2016	1,424	31.9	3.98	16.3	47.1%	11.4%
2017	1,343	31.7	3.98	16.3	42.3%	12.6%



Data as of 6.20.2017

MiamiOH.edu

First-Year Key Metrics

2017 vs. 2016

ACT Best: 28.2 vs. 28.4

Honors: 526 vs. 461

GPA: 3.75 vs. 3.77

Academic Scholars: 184 vs. 249

Curriculum Strength: 13.8 vs. 13.9

Bridges: 281 vs. 279

Non-Resident: 44.0% vs. 44.7%

Summer Scholars: 125 vs. 122

International: 9.2% vs. 8.4%

Alumni Connection: 30.8% vs. 30.5%

Domestic Diversity: 16.8% vs. 15.4%

Countries: 22 vs. 30

Pell Eligible: 446 vs. 416

States: 43 vs. 43

First Generation: 603 vs. 577

High Schools: 1,465 vs. 1,420



Data as of 6.20.2017

MiamiOH.edu

Fall 2017 Projected First-Year Enrollment

October 15

Total Pre-Melt Confirmations: 4,045

Current Active Confirmations: 3,941

Resident: 2,207 (vs. 2,168)

Non-Resident: 1,375 (vs. 1,427)

International: 367 (vs. 332)

Expected first-year class range on October 15, 2017:

6.2% melt: 3,794

6.5% melt: 3,782

6.8% melt: 3,770

Note: Fall 2016 melt was 6.2%; growth in international enrollment will likely increase Fall 2017 final melt.



Data as of 6.20.2017

MiamiOH.edu

Other Enrollment Goals

Fall 2017

Oxford Pathways Program

- Spring 2018 enrollment goal is 40 first-year Oxford students
- 42 confirmed students or a 29% YTD decrease versus Fall 2016

Spring Admit Program

- 222 students offered Spring 2018 enrollment
- 0 students confirmed for the program

American Culture and English (ACE) Program

- Fall 2017 enrollment goal is 275 students
- 267 confirmed students or a 12% YTD decrease versus Fall 2016

Transfers

- Fall 2017 enrollment goal is 225 students
- 161 confirmed students or a 20% YTD decrease versus Fall 2016

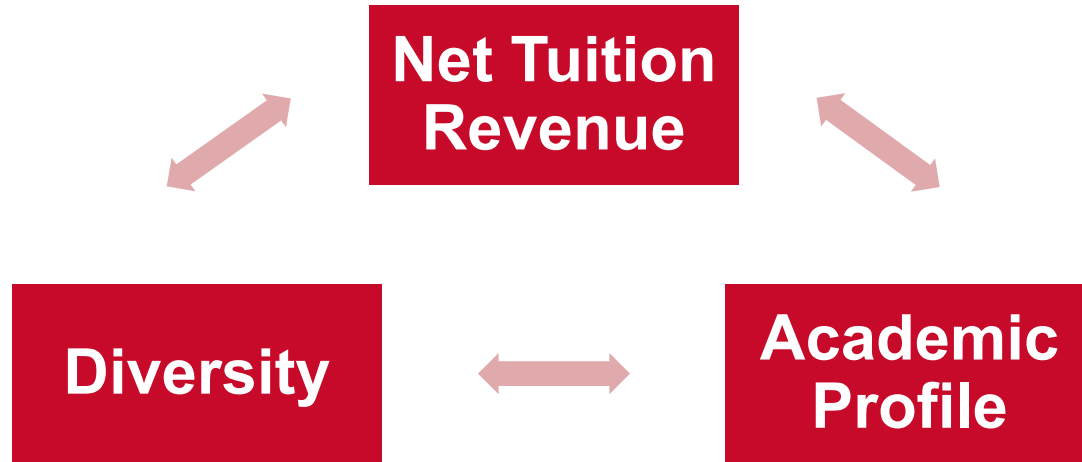


Data as of 6.20.2017

MiamiOH.edu

Enrollment Planning

Balancing Competing Priorities



Enrollment Planning

Fall 2018 and Beyond

	2013	2014	2015	2016	2017	2018	2019	2020
First-Year Total	3,644	3,641	3,806	3,798	3,941			
ACT Average	27.5	27.6	28.0	28.5	28.2			
Domestic Diversity	13.2%	13.0%	13.7%	15.6%	16.8%			
Non-Resident	39.2%	43.3%	44.1%	44.0%	44.0%			
International	173	251	295	284	363			
ACE	105	219	299	274	267			



Fall 2017 data as of 6.20.2017; all other data are final.

MiamiOH.edu

Enrollment Planning Discussion

Fall 2018 and Beyond

- What is the size and composition of Miami's Fall 2020 cohort? How does that translate into the enrollment priorities and fiscal realities for Fall 2018?
- How do we continue to advance (or even maintain) diversity and academic profile without an increased investment from the E&G budget for scholarship programs?
- What investments are we willing to make to continue to build Miami's national and global brand and advance its market position?
- Does Miami still aspire to meet the ambitious graduation rates outlined in the Miami 2020 plan and what investments are we willing to make to meet them?





QUESTIONS?





LOAN DEBT UPDATE

Board of Trustees Meeting

June 22, 2017

Brent Shock

Assistant Vice President & Director of Student Financial Services
Enrollment Management & Student Success



MIAMI UNIVERSITY



Competition Set Loan Debt

2015 - 2016 Graduates

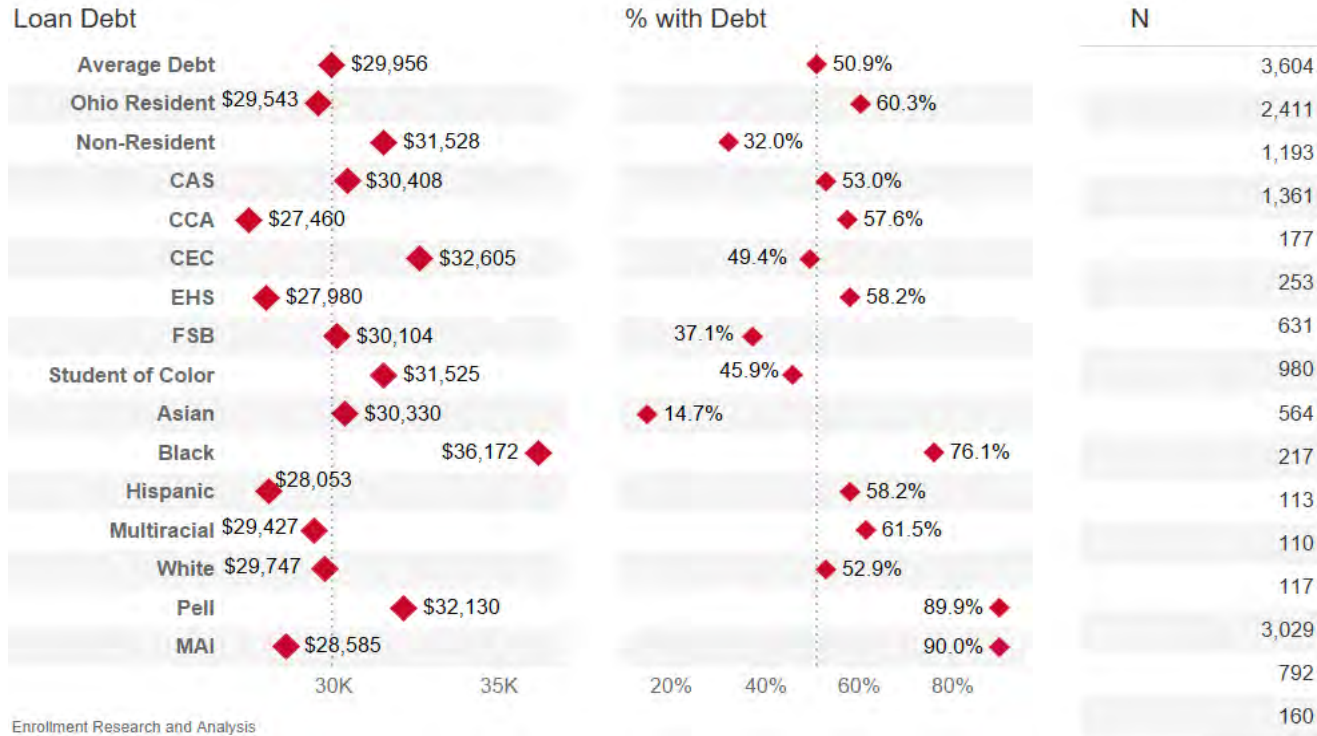
	2014-2015		2015-2016		
	Avg Debt	% With Debt	Avg Debt	% With Debt	Change
University of Dayton	\$35,740	62%	\$37,571	61%	5.12%
Pennsylvania State University	\$35,972	56%	\$37,213	54%	3.45%
Ohio State University	\$27,400	55%	\$27,930	54%	1.93%
Indiana University	\$27,681	48%	\$28,039	44%	1.29%
Miami University	\$30,015	53%	\$29,956	51%	-0.20%
Purdue University	\$27,711	48%	\$27,530	46%	-0.65%
Ohio University	\$28,083	66%	\$27,880	67%	-0.72%
University of Illinois	\$25,448	50%	\$25,222	47%	-0.89%
University of Michigan	\$26,034	44%	\$25,712	44%	-1.24%



Source: Common Data Set; institutional websites.

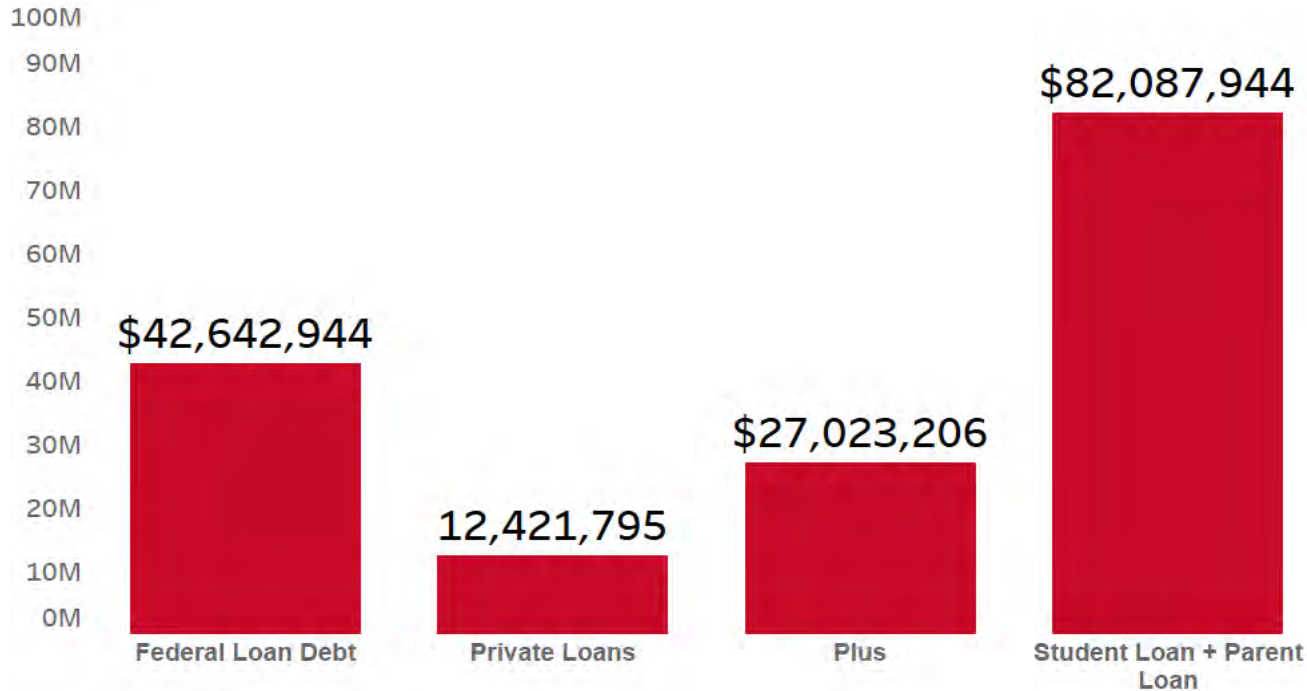
MiamiOH.edu

2016 Miami Student Loan Debt



2016 Miami Student Loan Debt

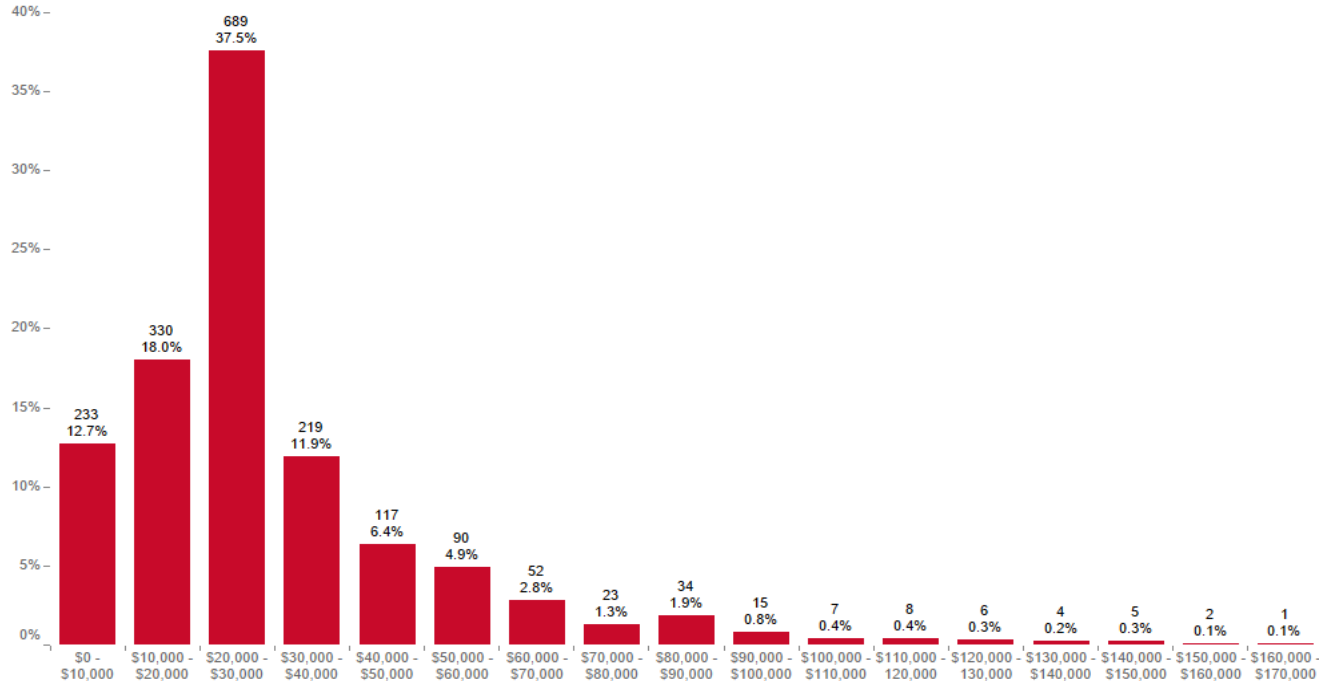
Total Borrowed



Enrollment Research and Analysis

MiamiOH.edu

2016 Miami Student Loan Debt Distribution of Borrowers

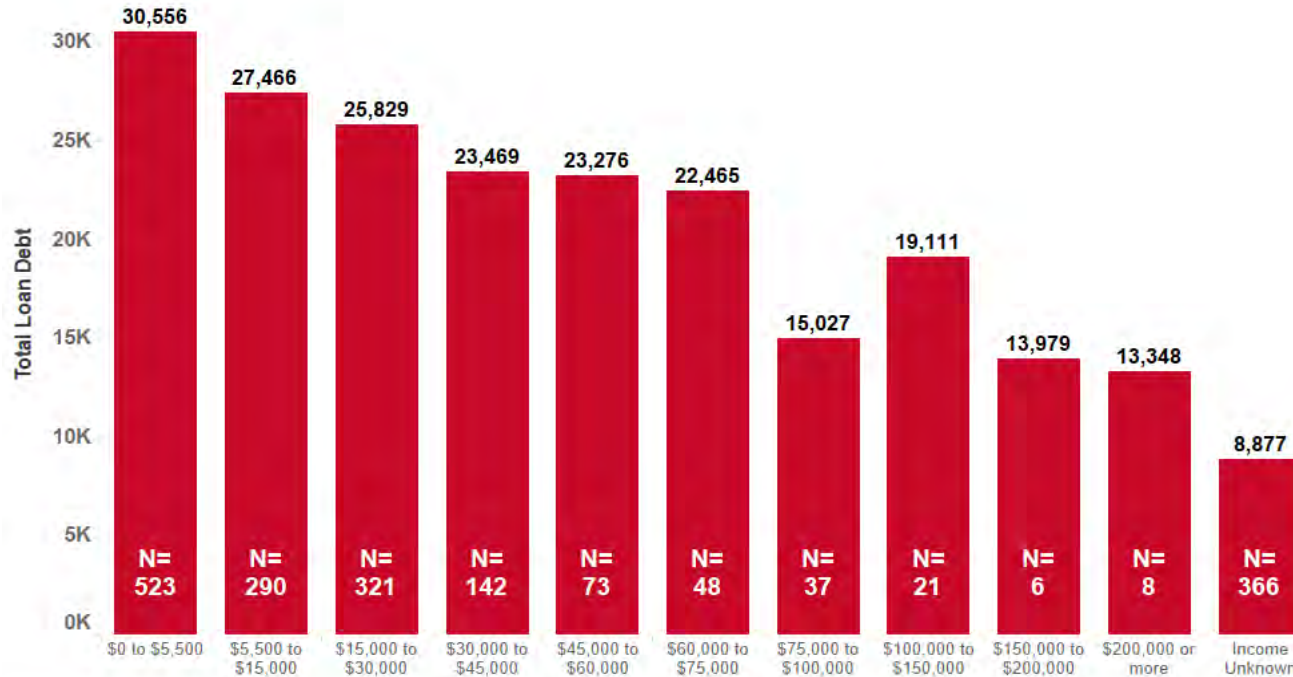


Enrollment Research and Analysis

MiamiOH.edu

2016 Miami Student Loan Debt

Student Loans by EFC



Enrollment Research and Analysis

MiamiOH.edu



CAREER EXPLORATION & SUCCESS UPDATE

Board of Trustees Meeting

June 22, 2017

Jen Franchak

Assistant Vice President

Enrollment Management & Student Success



Graduate Employment Outcomes



Source: Institutional Research, New Alumni Success Project (2015) – DISCLAIMER

MiamiOH.edu

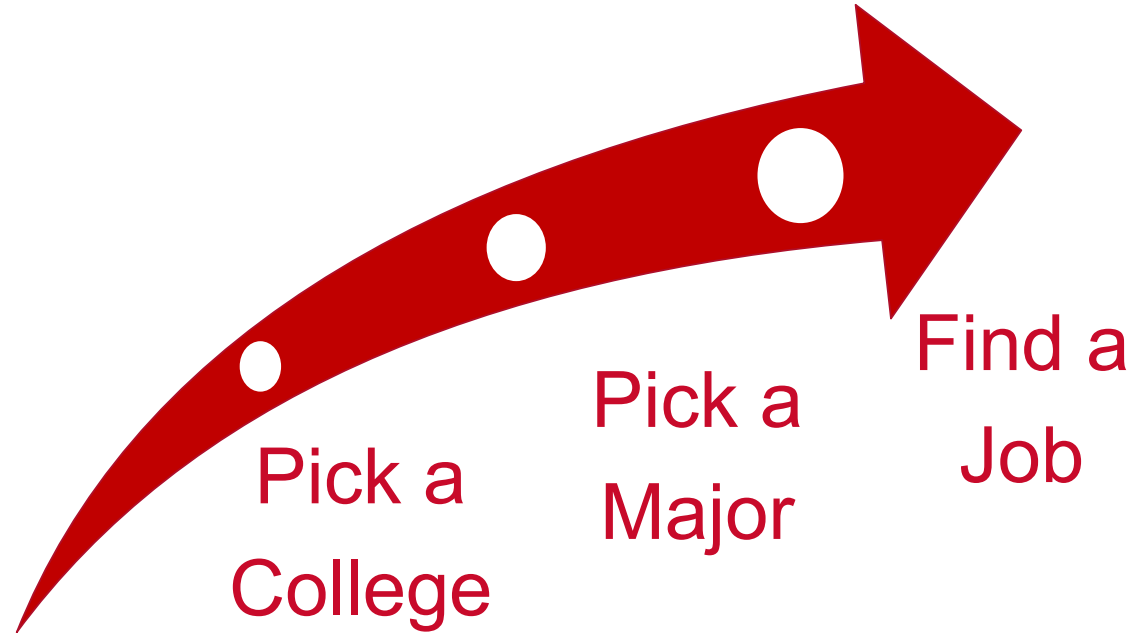
Trends in Career Development

Employer Relations

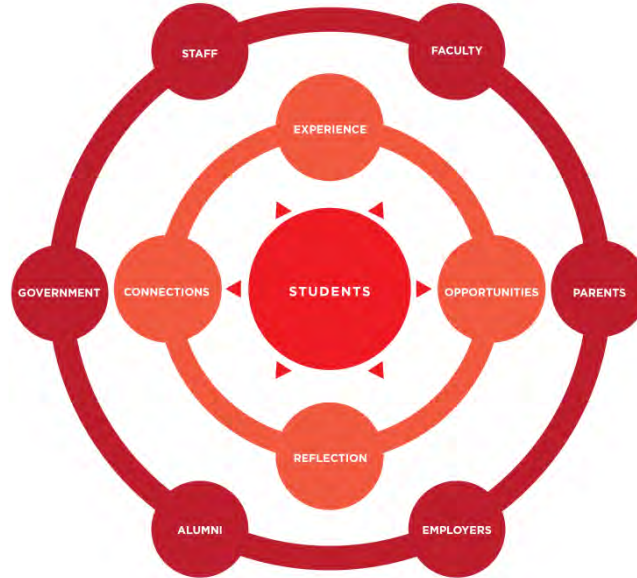
- » Identifying talent earlier
- » Expanding internship & leadership programs
- » Narrowing focus on key schools



The Old College to Career Path



Our Approach: A Career Community



THE CAREER COMMUNITY

On the Move

Exciting Changes for Miami's Career Community





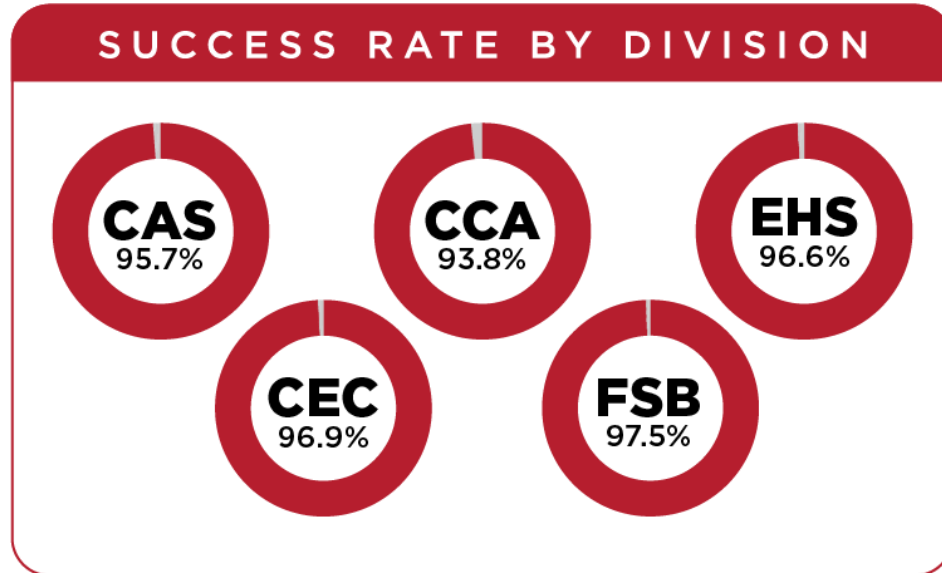
Career Center Strategies – FY18

Underserved Student Populations



Graduate Employment Outcomes

FIRST DESTINATION DATA



Source: Institutional Research, New Alumni Success Project (2015)

MiamiOH.edu



Career Center Strategies – FY18

Academic Programs without
Direct Career Pathway &
Competitive Careers



Career Center Strategies – FY18

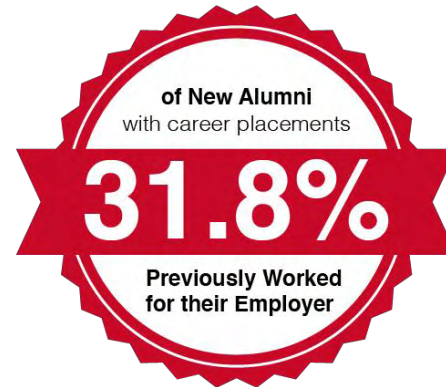
Expanded Career Exploration





Career Center Strategies – FY18

Expanded Experiential Learning





Career Center Strategies – FY18

Expanded Employer Outreach In Key Regions



Graduate Employment Outcomes

2016-2017



Fun Recruitment Facts

Employers Love to HireMiamiOH

- » Over 700 organizations at our 4 career fairs
- » Over 4,500 interviews conducted on-campus
- » Over 6,000 job/internship postings



2015-2016 Oxford Bachelor's Degree Grads



Salaries of Alumni Who Accepted a Job Offer

66.3%
had salaries between
\$30,000-\$69,999



Source: Institutional Research, New Alumni Success Project (2015)

MiamiOH.edu



55.8%

2015–2016 Oxford Bachelor's Degree Grads
Received More Than One Job Offer

Compared to 53.2% from 2014–2015 Grads



Source: Institutional Research, New Alumni Success Project (2015)

MiamiOH.edu

Discussion Questions

1. How do we continue to promote the value of the Miami Experience to prospective and current students?
2. Does the value of the Miami Experience, educational and employment outcomes post-graduation, and starting salaries outweigh average loan debt for our students? How much is too much?
3. What other factors should we help our constituents consider when balancing ROI with debt?





QUESTIONS?



MIAMI UNIVERSITY





June 2017
EMSS WRITTEN REPORT
Michael S. Kabbaz, Vice President

Admission

Key updates included in the presentation.

Center for Career Exploration and Success

Faculty Work Group on Student Career Development: With support from the Ohio Means Internships and Co-ops grant, a group of 15 faculty in the College of Arts and Science convened in May for a half-day workshop aimed at facilitating career development dialogue and sharing of best practices for engaging students. The group will meet again early fall to discuss and create a career event or initiative in their respective departments. Four faculty that were members of previous HumanitiesWorks group aided in facilitating the best practices discussions, building on their work with that group, which was also supported by the OMIC grant.

Diversity Initiatives: The Center for Career Exploration & Success offered several new diversity programs this year which were launched as a result of our goal to better support underserved students.

Inaugural Food for Thought: Conversations with Employers - Spring lunch and learn series connecting students of color to employers wishing to recruit a diverse workforce. Employers included CEB, **Cintas, and Kohl's**. In total, 25 students attended the lunches and networked with employers.

Inaugural Webinar - **Students attended a spring webinar discussing hair, attire, and what it means to be “professional” in the workplace** with alumnus, Duane L. Young with the Nevada Department of Health and Human Services.

Inaugural Etiquette Dinner - CCES partnered with the Office of Diversity Affairs to sponsor an etiquette dinner for 35 students. Attendees enjoyed dinner, etiquette practice, and a student fashion show displaying examples of both business professional and business casual attire.

Killian Career Academy (2nd Year) - Miami Alumnus Gary Killian sponsored a four-day trip for students of color, low-income students, and first generation students to network in Chicago, IL. The program garnered 44 applicants and a total of 16 students participated in the trip. Program events included various organization visits, a communication workshop, and an alumni networking dinner. Students also visited cultural sites in Chicago including the Lincoln Park Zoo, had a Chicago-style dining experience with deep dish pizza, and took in a Second City show.

Ohio Means Internships & Co-ops (OMIC) Grants: CCES provided tuition assistance to 11 students participating in the Altman Program (Entrepreneurship) this summer. Ten of those students were non-business majors. The OMIC 2.0 grant is wrapping up this summer with two more partial internship wage reimbursements to employers, which gives Miami a grand total of 154 internship and co-op partial wage reimbursements paid to employers through the OMIC 2.0 grant. The OMIC 2.5 grant is also wrapping up this summer with two more partial internship wage reimbursements to employers, which gives Miami a grand total of 21 internship and co-op partial wage reimbursements paid to employers through the OMIC 2.5 grant.

The OMIC 3.0 grant has been utilized to develop 14 new internships with Minority Business Accelerators through the Cincinnati Regional Chamber for this summer. Currently, six of these internships have been filled with Miami students and the companies will be reimbursed by the OMIC 3.0 grant for part of the internship wages. CCES also partnered with the Cincinnati Digital Innovation Center to reimburse three additional employers for Miami interns. stARTMiamiOH is a summer initiative through CCES to use grant funds to reimburse Cincinnati non-profits in the arts for part of the Miami intern wages. There are five non-profits participating this summer.

As of today, through all of these grants, CCES has helped fund 200 internships and co-ops for Miami students through OMIC grants.

CCES on the Move: After months of planning, on May 17, the Center for Career Exploration & Success moved into its new office space at 0045 Armstrong Student Center. The **central location will position the Center's** services to be more seamlessly integrated within the student experience, increase in-person engagement with students and faculty, and provide new opportunities for expanded branding of and partnership with employers.

Enrollment Communication

A new [website](#) for the Office of the University Registrar was launched this spring. In collaboration with University Communications & Marketing, the website was designed as a resource for faculty, staff, and other internal constituents, providing information on a variety of university policies and procedures including curriculum management, classroom scheduling, grading, and course timeblocks.

Over the course of the past year, proactive efforts have been made towards the ongoing goal to increase the inclusion of the Division of Enrollment Management & Student Success and its leadership in higher education sources and influential regional and national newspapers. These critical efforts, [chronicled on the EMSS website](#), further build brand recognition and establish Miami as a state and national leader and expert in the areas of enrollment management and student success. Over the last year, these efforts have resulted in many appearances by EMSS leadership in regional publications such as *The Columbus Dispatch* and *The Dayton Daily News*, and in prominent national publications such as *Insight into Diversity*, *The Chronicle of Higher Education*, *The Evollution*, and *The New York Times*.

Enrollment Operations

With the conclusion of the majority of application processing and reporting, **Enrollment Operations' efforts** now shift to the validation of high school diplomas and the verification of all year-end grades for the enrolling first-year cohort. Any students who are found to have not completed their senior year to the same degree of academic accomplishment that warranted their offer of admission are referred to the Office of Admission for attention and an identified course of action.

Planning for the Fall 2018 application cycle is underway. Enrollment Operations is actively planning for a new self-reported transcript option available for students completing the Common Application for Fall 2018 and for Miami's launch of an additional application platform, [The Coalition Application](#).

One Stop for Student Success Services

For summer orientation, the One Stop, Bursar, and Student Financial Assistance offices are working closely with the Office of Orientation and Transition Programs to make staff available for one-on-one counseling in new and more efficient ways. Key staff have been positioned in locations that are central to families and are providing significant counseling regarding financial aid and bill payment in a place and time that are most convenient for students and families. In addition, the formal presentation has been expanded and moved to a mid-evening timeframe so that students and families can together learn about Miami's **administrative resources**.

Research and Analysis

If the early fall, the Illume User group identified a group of 106 sophomores whose likelihood of persisting was low. The list was shared with divisional advisors and the Office of Residence Life, asking that they reach out to ask generally how the student was doing that semester and if they had any concerns academically or socially, with the intent to follow-up with those students expressing concerns. Of the 106 students, 82% were registered for Spring 2017 and 72% have registered for the upcoming fall semester. Every student in the group had a predicted persistence rate below 70%, with many having predicted rates far below that number. Another small campaign near the end of the spring semester sent a message of encouragement to about 300 students who the Illume platform identified as not likely to return. The message did not have a call to action, but 66% of these students are currently registered for the fall or are in the act of graduating; several students sent replies thanking Miami for the message.

Over 360 faculty and staff advisors have been trained in the EAB *Campus* platform and over 16,000 advising appointment reports and notes have been recorded in the system. This university-wide student advising system will be the central repository for all student-related notes, and several other support offices have been brought into the tool including: International Students and Scholars Services, Study Abroad, ACE, Honors, Athletics, NROTC, FSB Global Programs, Regional Tutoring and Learning Support, the Pre-Law Center, and the Student Success Center. Coming enhancements to the platform will speed the rollout of the *Campus* platform to other support units including the Oxford tutoring center and the Office of Residence Life.

Miami also participated in the Ohio Analytics Collaborative held at BGSU. The collaborative brings together Ohio EAB Student Success Collaborative (SSC) platform users. The day allowed those gathered to share insights and lessons learned across the broad topical areas of implementation, training, post-implementation, **and data collection. Miami University's** Division of Enrollment Management and Student Success will host the annual meeting next spring.

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

Student Financial Assistance

Key updates included in the presentation.

Bursar

The University has transitioned to a new payment services provider and as part of that transition, students had to re-register their banking information for refund purposes. Over the last few months, working in conjunction with Treasury Services, the Office of the Bursar completed that update and enhanced its current refunding communication plan. This communication plan illuminates the benefits of direct deposit over manual checks and will reduce costs to the University, as well as save time for students and families.

Student Success Center

The Student Success Center has completed its second year of operation and the second year of connecting with students planning to withdraw from Miami (during the semester) and not return to Miami (at the end of the semester). The top seven reasons for leaving as indicated by the 334 students from whom exit interview data was collected for the 2016-17 academic year are as follows:

- Miss home and family (20.7%)
- Miami did not offer the academic program that I am interested in (11.7%)
- Financial difficulty (11.4%)
- Uncertain about my academic and/or career goals (11.4%)
- Health issues (10.2%)
- Few people with interests or backgrounds similar to mine (9.9%)
- Campus values differ from mine (9.9%)

University Registrar

As of the first day of the term, May 16, enrollment for Summer 2017 was very healthy. Across the entire University, 7,166 students were registered for 12,293 course sections, resulting in 38,096 credit hours. These data represent an increase of nearly 5% in student headcount and 1% increase in credit hours compared to last year. Nearly 50% of the credit hours are entirely online courses, and close to 15% represent study abroad or study away courses.

May 2017 degree candidates numbered 4,168. The breakdown for those candidates is as follows: 16 doctoral, 462 masters, and 3,690 undergraduate. **As the students' degrees are certified, they will receive their diploma and a complimentary transcript.**

June 23, 2017
Academic and Student Affairs

RESOLUTION R2017-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the awarding of an honorary degree of Doctor of Laws (LL.D.) to:

Patricia Breen Lang

Patricia Breen Lang is a 1959 and 1964 Miami University alumna who embodies the qualities espoused in the Code of Love and Honor. Patricia has dedicated her life to the education and betterment of others, especially those without the power and privilege to raise and support themselves. She has counseled troubled youth, aided in the intellectual advancement of university students, stood with Southern civil rights leaders, and continues to be both a servant and leader in her community. The award of this degree celebrates and recognizes Patricia Breen Lang's noble service to the community, caring support of others and her magnanimous leadership.



DEPARTMENT OF MUSIC

PRESSER HALL - ROOM 109
501 S. PATTERSON AVENUE
OXFORD OH 45056-3407
513-529-3014
513-529-3027 FAX

May 31, 2017

Dr. Phyllis Callahan
Provost
209 Roudebush Hall
Miami University
Oxford, Ohio 45056

Dear Dr. Callahan,

It is with the most distinct pleasure that the Committee on Awards and Recognition nominates Patricia Breen Lang for an Honorary Degree at Miami University at the Doctoral Hooding Ceremony in August 2017. Patricia is a 1959 and 1964 Miami University alumna who embodies the qualities espoused in the Code of Love and Honor: I am Miami. She is a woman who gives back to her family, her community and to Miami University.

Patricia has dedicated her life to the education and betterment of others, especially people without the power and privilege to raise and support themselves. As evidenced by her biography and letters of support, Patricia's original goal was to earn a doctorate, but her life circumstances led her down a different path; one that led her to more directly empower others. She has counseled troubled youth, aided the intellectual advancement of university students stood with Southern civil rights leaders, flourished in two careers, traveled the world and continues to be both a servant and leader in her community.

Patricia grew up in Hamilton, Ohio, in a family that did not believe girls should receive an education. However, she was always curious and eager to learn, and was an excellent student. Her goal early in life was to become a teacher. When she was a teenager, she announced her intentions to go to college, which resulted in physical and emotional abuse by her mother and stepfather. An understanding and sympathetic pastor took her in and helped her submit an application for admission to Miami University in early 1955.

Patricia was thrilled to gain acceptance and begin her college career (the first ever – male or female – in her extended family). Patricia encountered many personal and financial difficulties as a college student, but she persevered, eventually earning her Masters degree in education in 1964. Patricia had a full career as an educator and counselor, working tirelessly to encourage girls and young women to get both an undergraduate and graduate education. Later in life, she and her husband started a property management company and a software company. Both companies were successful and they now lead comfortable, but simple lives.

Patricia says, "It was at Miami University, especially in graduate school, that I learned to believe in myself, that I could achieve anything I set out to achieve, I could succeed at

anything into which I put forth effort, and that there is nothing I need to fear.”

Mrs. Lang came back to Miami University to serve as a judge at the Graduate Research Forum 5 years ago.

Associate Provost and Dean of Graduate School Jim Oris states:

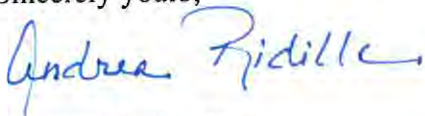
“She relished the intellectual stimulation and simply blew me away with the level of research she did on each presentation she was assigned to review. She studied molecular biology, physics, gerontology, psychology, architecture, and education literature ahead of the forum. By the time she arrived on campus, she had practically memorized the abstracts of not only her presentations to judge, but also a large number of other, myriad topics she found interesting.”

Patricia is involved in service and education at all levels personally and in the community. She rides her bike for charity over 3,000 miles per year. She writes a regular column in a community magazine. She donates her time and talent in the community on girls' education and literacy. She respects the Earth! She is committed to environmental sustainability, all while living a life of example. For instance, she is a community leader in loggerhead turtle restoration, and she maintains a water-free yard (in a golf course community!). She also has found a way to recycle or reuse resources in an intense way – for the past 10 years, she has emptied her kitchen garbage bin only once per year.

In gratitude for all that Miami University has brought to her life, Patricia has bequeathed a substantial gift to support the education and professional development of female graduate students at Miami University. She is devoted to Miami University, proud of what it has done for her life and proud of what it continues to do for the lives of its students.

Please accept our wholehearted recommendation of Patricia Breen Lang for an Honorary Doctorate at Miami University.

Sincerely yours,



Andrea Ridilla, Chair
Awards and Recognition Committee



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

June 23, 2017
Academic and Student Affairs

RESOLUTION R2017-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the awarding of an honorary degree of Doctor of Humane Letters (L.H.D.) to:

Lilavati Bansal

Lilavati Bansal's writings have been recognized and prized during her lifetime. In the last two decades alone she has written 25 books, and at age 99, she is still writing. She has produced a prodigious amount of literature, including folk songs from North India, writings related to sayings, adages and maxims, poems for children, and works celebrating the achievements of prominent women and of India's common occupations. Through her poetry and writings, she has contributed significantly to the understanding of contemporary India. The award of this degree celebrates and recognizes the lifelong work and achievement of Lilavati Bansal, who has earned the title Amajee ("mother") among Greater Cincinnati's Indian community.



DEPARTMENT OF MUSIC

PRESSER HALL - ROOM 109
 501 S. PATTERSON AVENUE
 OXFORD OH 45056-3407
 513-529-3014
 513-529-3027 FAX

June 8, 2017

Dr. Phyllis Callahan
 Provost
 209 Roudebush Hall
 Miami University
 Oxford, Ohio 45056

Dear Dr. Callahan,

It is with the most distinct pleasure that the Committee on Awards and Recognition nominates Lilavati Bansal for an Honorary Degree at Miami University. Lilavati's writings have been recognized and prized during her lifetime in her culture. In the last two decades alone she has written 25 books and, at 99 years of age she is still writing.

Born in India at a time when a vast majority of women received little or no education at all and despite a lack of formal high school education, Lilivati found the time to learn. Faced with the extraordinary burden of running a household, she even taught herself the Urdu language, rich in literary tradition and known for its romantic poetry.

Lilavati has produced a prodigious amount of literature including folk songs from North India set to music; feminist literature highlighting the achievements of prominent women; a compilation of literary traditions related to sayings, adages and maxims; poems for young children; and a book on puzzles and riddles. In addition she wrote a collection of poems highlighting and glorifying a number of common occupations, something rare to Indian literature.

Dr. Shashi Lalvani, Professor and Chair in the Department of Chemical, Paper and Biomedical Engineering at Miami University states:

Her poems are set in two styles: Dohas and Ghazals. Wheil, a Doha is a couplet composed in Matrika (i.e. "beat") meter, a Ghazal that reflects strong Arabian influence contains rhyming couplets and a refrain, each line with the same meter. Since acquiring a knowledge of Urdu, her more contemporary work (Phool Chaman Ke) displays a strong and interesting synthesis of Hindi and the latter [Urdu] language. She is at best when expressing her personal emotions and feelings in her notable work entitled, Dhalati hui Dhoop.

Lalita Satyal, an alumna of Miami University and instructor in the Department of German, Russian, Asian and Middle Eastern Languages at Miami University writes:

I have read the resumé of Mrs. Bansal and to say that I am really impressed would be an understatement. I have read some Hindi

literature written by her and as a professor of Hindi myself, I can really vouch for her writings...at the age of 99 her focus is still on social service. I would be hard pressed to find a person of her energy and zest."

Dr. Viraj P Singh, Professor of Sociology and former Associate Chancellor of the University of Pittsburgh, strongly supports bestowing an honorary degree on Lilavati. Dr. Singh noted that Lilavati has been honored by several publishers has contributed significantly to the understanding of contemporary India through her poetry and writings. He explained how her poetry forums brought many people together celebrating India's history, culture and religious traditions.

Dr. Sudesh M. Dugal, Professor Emeritus in the Department of Business Informatics at Northern Kentucky University, describes beautifully, what an important member of the Indian community in the Cincinnati area that Lilavati has been:

Because of her quest for education, literary knowledge and the honors received, she is known as Amajee (means "mother") among the large group of Indian people living in the Greater Cincinnati area.

Please accept our wholehearted recommendation of Lilavati Bansal for an Honorary Doctorate at Miami University.

Sincerely,



Andrea Ridilla, Chair
Awards and Recognition Committee



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

June 23, 2017
Academic and Student Affairs

RESOLUTION R2017-xx

WHEREAS, University Senate on April 17, 2017 passed SR 17-06, proposing a degree, Bachelor of Arts in Public Health, with a major in Public Health.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Bachelor of Arts in Public Health, with a major in Public Health, College of Arts and Science and College of Education, Health and Society.

Graduation Data

as of 6 June

- **3,732** students - May graduation
- **3,302** Bachelor's (including 193 from CLAAS)
- **246** Master's
- **16** Doctoral

Remaining were Associates (including 96 from CLAAS)

AY 2016-17: **4,872**

Fall, 2016 = 1021

Winter, 2017 = 119



MIAMI UNIVERSITY

Hiring update

as of 14 June

NEW HIRES

- **55 Tenure/Tenure Track** [46 in Oxford; 9 in CLAAS]
 - 11 Failed
 - 4 cancelled
- **8 LCPL**; 1 in progress
 - 1 failed

SEARCHES approved for 2017-18

- **44 Tenure/Tenure Track** [38 in Oxford; 6 in CLAAS]
- **2 LCPL** (20% rule)



Nursing Program – Summary Committee* Report

CHARGE & RECOMMENDATIONS

1. **Admission** – Admit 40 students in Oxford - Fall, 2018
2. **Curriculum** - Offerings in Oxford vs Regionals
3. **Advising**
 - a) Liaison
 - b) House Nursing advisor on Oxford Campus

NEXT STEPS – Implementation Committee – Report due 15 October 2017

***Committee:** Christa Branson, Tonia Hyllengren, Jennifer Rode, Susan Schaurer, Megan Spanel, Brooke Flinders (Chair), Robert Shroder (Consultant)



E-Learning Summary

	2015-16		2016-17 (as of 6/15/17)	
	Oxford	Regional	Oxford	Regional
Total Credit Hours	560,075	124,393	578,264	120,883
Online Credit Hours	30,392	25,005	38,687	31,935
Non - Online Credit Hours	529,683	99,388	539,577	88,948
Online/Total Ratio	5%	20%	7%	26%

Oxford: Summer / Winter Term

Regionals: 9 Fully Online Programs



MIAMI UNIVERSITY

ANIMATING THE ARCHIVE

The Freedom Summer App at **Miami University, Oxford, OH**

NEH Digital Humanities Start Up Project

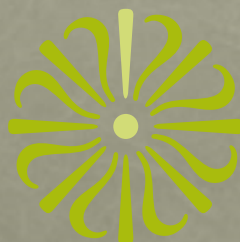
fsapp.lib.miamioh.edu

Ann Elizabeth Armstrong, PhD

Associate Professor of Theatre

Elias Tzoc

Digital Librarian, Center for Digital Scholarship King Library



NATIONAL ENDOWMENT FOR THE

Humanities



OHIO TO MISSISSIPPI





Consultants and Collaborators:

Museum Curators:

Bob Wicks, Miami University Art Museum
Jacqueline Dace, Mississippi Civil Rights Museum
Richard Cooper, National Underground Railroad Museum

Game Designers/Interactive Media:

Bob De Schutter, AIMS/EHS Miami University
Lindsay Grace, American University
David Gagnon, University of Wisconsin Madison/ARIS
Eric Hodgson, AIMS Miami University

Civil Rights Movement scholars:

Nishani Frazier, Miami University
Barbara Ransby, University of Illinois-Chicago
Zoharah Simmons, University of Florida/SNCC
Charles Cobb, Duke University/SNCC

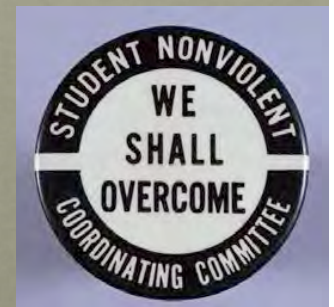
Educators:

Stephanie Aerni, Talawanda High School

Miami University Computer Science Engineering
Miami University Center for Digital Scholarship, King Library
Miami University Art Museum
Miami University Office of Community Engagement and Service



Augmented Reality Interactive
Storytelling: arisingames.org



scene 1: welcome to orientation

Welcome 1 why are yc Break Peabody: Bob Mose Ask Quest AN URGE! Ask Quest Reactions End of Firs scene 1a: Walk Let's get s About traif Donald Activist A

scene 3: Nonviolence Training

James For nonviolenc nonviolenc Crowd yell Crowd viol NV end scene 3a: Reverend

scene 2: voter registration

Alumnae White Mar Taking the Mississipp scene 2: li Registrar's Sign at Re sc

Walk

Mary 2Scared V Letter to P Letter from Parent's P This way... scene 2: v Mrs. Fanni Phone Cal Phyllis Ho

scene 1a: Random Encounters

Donald scene 2: v Activist At Alumnae Mr. Miller 2Oxford S Mrs. Fanni Between s Phyllis Ho

scene 2a:

Mr. Watson

Start

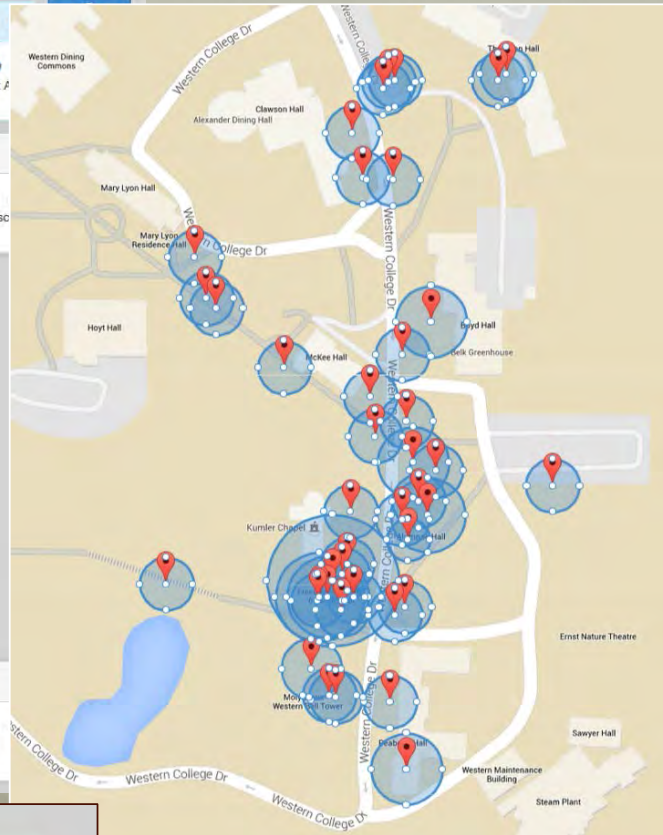
What do you think happened to the three men? Do you agree with Matt, Keith or Cathy?

scene 3a:

Keith

The Bus to Mississippi

The Bus to The bus is Bob Mose Speak to e Your Activ Sing! The Bus Finale



↓ Keith

The project hasn't even started yet and the violence has already begun.

↓ Continue

The session is breaking up and there's a flurry of activity. How do you react to this announcement?

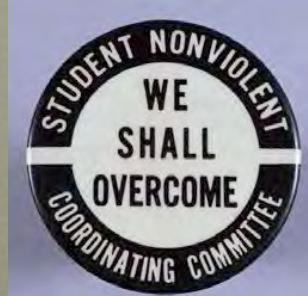
↓ Give Bail Money

Thanks! I know it's not easy but thanks for making the commitment.
Let's head to Kumlir Chapel now.

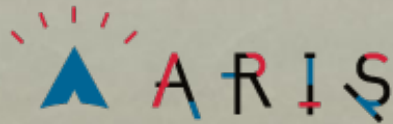
Exit

↓ Do Not Give Bail Money

Listen, we can call Mr. Miller and arrange a sponsor for your bail money if you would like to continue. But, if you have had second thoughts about going, you will have a chance to change your mind.
Give me what you have in your inventory so that we can go hear what Bob Moses is saying in his final address.



ARIS INFO/STATS



Mobile Learning Lab
UW-Madison (2007)

A user-friendly, open-source platform for creating & playing digital stories/games/tours. Using GPS and QR Codes, players experience a hybrid world of virtual interactive characters, items, and media.

ARIS works by combining:

- **Client**, an iOS app to play & collect data
- **Editor**, a web based authoring tool
- **Server**, a space where the game contents lives

Collaboration

<https://groups.google.com/d/forum/arisgames>

<https://github.com/ARISGames>

- ARISjs (HTML5)
- ARIS Android client

Annual ARIS Summit
GLS Conference

Macro stats
56,000 Players
20,000 games
14,000 authors

FREEDOM SUMMER APP

Concept

- Role Playing as a Freedom Summer Volunteer: what would you do?
- Branching Narrative/Activist Attributes
- Goals:
 - Learn about yourself as an activist
 - Engage resistance/Take risks
 - Build relationships
 - Respond nonviolently
 - Bail money to get on the Bus

Game Path

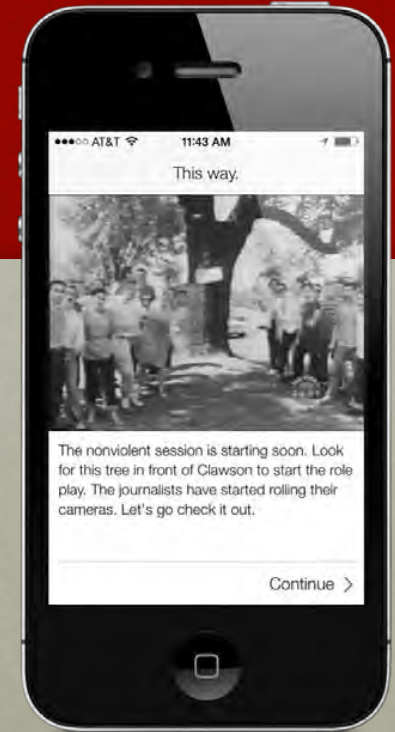


USE OF NOTE BOOK

- **Write** your congressman: “we need federal protection”
- **Call** your parents
- **Correct** the journalists distorted headline
- **Explain** “why you should vote?” and comment on other player’s reasons
- **Sing** a Freedom Song
- **Justify** “Why are you going to Mississippi?”

MEDIA AND SITE

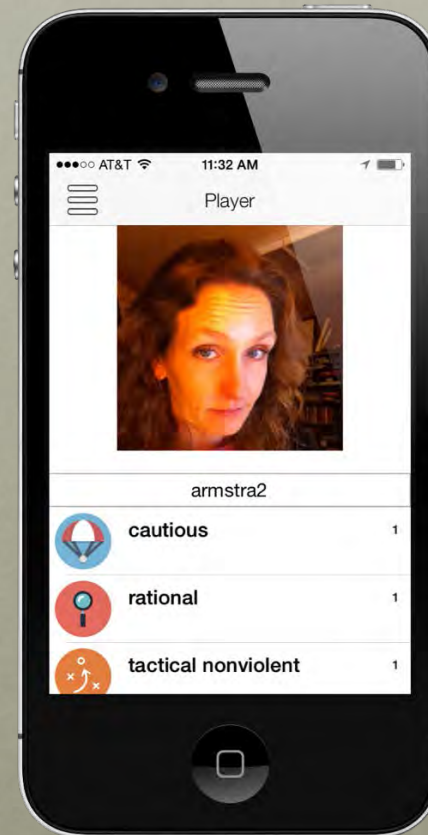
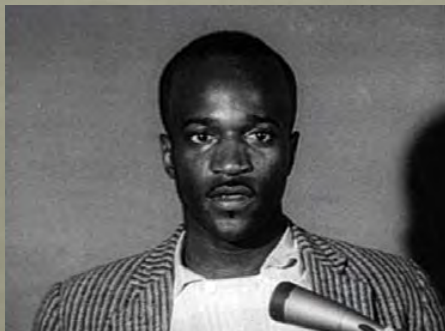
- Architectural and landscape detail
- “It happened here, right where you are standing”
- Find the tree that looks like this.....
- Looking in to the device vs. Looking out to the landscape (Alan Peacock)





ACTIVIST ATTRIBUTES

- fearless/cautious
- Nonviolent/tactical nonviolence
- Personal relationships/ideological
- Rational/spiritual



PLAY TEST RESPONSES

- “I had no idea it was so violent...”
- “I had no idea they faced so much resistance...”
- “I got a good feeling for what really happened...”
- “I thought I knew what I would do, but I don’t. Making choices was harder than I thought...”
- “If this happened HERE, then what am I doing here that is *as* important and *as* worthwhile....”
- “I lived in that dorm and I never knew...”

fsapp.lib.miamioh.edu

Facebook: The Freedom Summer Interactive Learning Experience

Center for Digital Scholarship @ King Library

Miami University Art Museum

Questions for discussion:

- Suggestions for a curriculum for both before and after the experience?
- Notes and comments: how to maintain them and use in this curriculum?
- Collaborative mechanics: Could groups (or world) be used to emphasize themes? Could this deepen social engagement?
- Singing: real or virtual choir? How can we engage human behavior and technology to raise our voice in solidarity?
- Possibilities for audio to underscore events and create immersion?
- Could this game be transferred to another site? Would the narrative continue to maintain it's power and connection?
- Could the game be transferred into a desktop product in unity?

Libraries research award honors four undergraduates

04.20.2017 - Recognizing that great student research goes hand in hand with knowledgeable use of library resources, the Miami University Libraries have announced four honorees for the 2017 Libraries Award for Undergraduate Research Excellence (LAURE).

“We are very pleased with the quality of the more than a dozen entries submitted for the award,” said Jody Perkins, digital scholarship librarian and chair of the LAURE selection committee. “While the winning entries represent a true cross section of the types of research taking place across campus, the common thread is how each of these students deepened their research experience through the extra time and effort they invested in using the University Libraries.”

The four honorees are as follows:

- Hannah Woods
- Daniel McClurkin
- Emily Moroz
- Tasmeen (Shiny) Weerakoon

“As research becomes an increasingly prominent part of Miami’s undergraduate experience, the University Libraries want to be very intentional in supporting student researchers,” said Jerome Conley, dean and university librarian. “Not only do we want to offer the expertise, scholarly resources and technology for all students to pursue their academic interests, but we also want to highlight select students as examples of how tapping into library resources can help produce exceptional research outcomes.”

The annual award, co-sponsored by the Libraries Student Advisory Council, offers both scholarly recognition and cash prizes. First place earns \$1,000, second place receives \$500, and honorable mentions receive \$100 each. **The award, which started last year, builds on a renewed University Libraries’ research focus that began with the office of research for undergraduates (ORU) moving to King Library in 2014.**

Leland Spencer receives Early Career Research Award

04.27.2017 - Leland G. Spencer, assistant professor of interdisciplinary and communication studies, received the Janice Hocker Rushing Early Career Research Award from the Southern States Communication Association.

The award recognizes pre-tenure communication faculty who have demonstrated exceptional scholarly ability through research and publication early in their academic careers. Spencer received the award at the association's annual convention award luncheon.

Spencer also is an affiliate faculty member in the media, journalism, and film department and women's, gender, and sexuality studies program at **Miami’s Hamilton campus. His research focuses on the rhetoric of religion, gender and sexuality.**

He is the author of *Women Bishops and Rhetorics of Shalom: A Whole Peace*, co-editor of *Transgender Communication Studies: Histories, Trends, and Trajectories*, and author of more than a dozen scholarly articles in peer-reviewed journals.

Spencer earned a graduate certificate in women's studies from the University of Georgia, a master’s in communication from the University of Cincinnati, and a bachelor’s in communication studies from Mount Union College

12 promoted to senior lecturer or senior clinical faculty

05.01.2017 - Provost Phyllis Callahan approved the promotion of 12 lecturers and clinical faculty members at Miami University to senior lecturers and clinical faculty members, effective July 1, 2017.

- [Christopher Beer](#), senior lecturer of physics
- [Meredith Erb](#), senior lecturer of chemistry and biochemistry
- [Donna Evans](#), senior lecturer of computer and information technology
- [Thomas Flanigan](#), senior lecturer of English/languages, literatures and writing
- [Elizabeth Hoover](#), senior lecturer of music
- [Yasmin Jessa](#), senior lecturer of chemistry and biochemistry
- [Molly Kelly](#), senior clinical faculty of educational psychology
- [Suzanne Klatt](#), senior clinical faculty of family science and social work
- [Stephen Lytle](#), senior lecturer of music
- [Sam Morris](#), senior clinical faculty of kinesiology and health
- [Caryn Neumann](#), senior lecturer of interdisciplinary and communication studies
- [Dean Smith](#), senior clinical faculty of kinesiology and health

Brian Kirkmeyer and Norm Krumpe recognized for excellence in academic advising

05.21.2017 - [Brian Kirkmeyer](#), the Karen Buchwald Wright (KBW) senior assistant dean for student success in the College of Engineering and Computing (CEC), and [Norm Krumpe](#), senior lecturer and chief departmental adviser of computer science and software engineering, are the two recipients of the 2017 [Provost's Excellence in Academic Advising Award](#).

The award recognizes those who spend a significant portion of their time providing exemplary direct delivery of academic advising services to undergraduate students and have exhibited exceptional leadership in advancing academic advising at Miami.

Kirkmeyer and Krumpe were recognized at a reception on April 26. Also recognized were nine faculty and staff who achieved Master Advisor Certification:

- Emily Akil, academic adviser, Farmer School of Business.
- Beth Dietz, professor of psychology and social behavioral sciences, Middletown campus
- Laurel Gilbert, academic adviser for regional student services, Middletown campus
- Natalie Meyer, academic adviser, Farmer School of Business
- Meghan Morris, academic adviser, Farmer School of Business
- Caryn Neumann, senior lecturer of interdisciplinary and communication studies, Middletown campus
- Marcia Smith, academic adviser, Farmer School of Business
- Leland Spencer, assistant professor and chief departmental adviser of interdisciplinary and communication studies, Hamilton campus
- Chanelle White, assistant director of academic advising, Farmer School of Business

More than 90 faculty and staff who reached Level A and Level B advising status were also recognized.

Miami University students awarded Fulbright English Teaching Assistantship Grants

05.18.2017 - Several Miami University students have been selected to receive [Fulbright U.S. Student Program](#) grants for the 2018-2019 academic year. The largest U.S. exchange program, the Fulbright U.S. Student Program provides about 1,900 grants in each application cycle. This year, more than 10,000 students nationwide applied for grants.

Of the 26 Miami students who applied, two were named alternates, and four were offered grants. The following students were offered 2017-2018 Fulbright English Teaching Assistant grants:

- Eric Moenich, an integrated English language arts education, French education and French triple major. He will be teaching in France.
- Khalid Osman, a business major who graduated in December 2016. He will be teaching in Indonesia.
- Jennifer Tassaró, a speech pathology and audiology and Spanish double major and Latin American studies minor. She will be teaching in Mexico.
- Graham von Carlowitz, an international studies and German double major and linguistics minor. He will be teaching in Germany.

Kirsten Fowler and Madeline Tatum were selected as alternates to the program.

“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 **Karla Guinigundo, Miami’s associate director of Global Initiatives and Fulbright program adviser.**

Since 2000, more than 50 Miami students have won Fulbright awards to research or teach overseas.

The deadline to apply for the 2018-2019 Fulbright U.S. Student Program is Sept. 15. Students who would like to apply should contact the study abroad office or visit the [Fulbright-Miami page](#).

Graduate student in psychology awarded teaching excellence award

05.22.2017 - Paige Lloyd, a doctoral student in the psychology department at Miami University, has been awarded the 2017 Wilbert J. McKeachie Teaching Excellence Award from the Society for the Teaching of Psychology (STP). Earlier this spring, Lloyd received a \$15,000 Scholar Award from the P.E.O. Sisterhood, a philanthropic educational organization.

Each year, the society (Division 2 of the American Psychological Association) recognizes outstanding teachers in psychology.

Lloyd’s award, which comes with \$1,500 and a plaque, recognizes excellence in teaching at the graduate level. It is based on the following criteria: demonstrated influence in interesting students in the field of psychology, development of effective teaching methods and/or teaching materials, outstanding performance as a classroom teacher, and concerns with professional identity as a teacher of psychology.

Miami University - Sanya University Cultural Center Launched

05.30.2017 - Miami University - Sanya University Cultural Center was launched in Sanya, China in May 2017. The new **center will serve as “a catalyst for sustainable academic collaboration” between the two** universities, which have built a strong partnership over the last eight years, said **Karla Guinigundo, director of global partnerships for Miami’s office of Global Initiatives.**

Global Initiatives will administer the center in close collaboration with Sanya, a private university in the southern province of Hainan, located on an island in the South China Sea. Sanya offers 60 undergraduate majors to nearly 20,000 students and is ranked in the top five among 700 private universities in China, Guinigundo said.

Co-principal investigators Thomas Misco and Aimin Wang, along with Guinigundo, applied for and received a \$98,662 grant in September from the U.S. Department of State and the U.S. Embassy in Beijing that will help fund the new center over the next two years. It will occupy a 753-square-foot space **inside Sanya’s new library.** The building was designed by President Lu, **who’s** visit to Miami in 2008 initiated the partnership.

Miami faculty will conduct 15 live-streamed lectures from the Oxford campus in 2017 and 2018 on topics **pertaining to American culture and society**. **Misco and Wang, senior faculty members in Miami's College of Education, Health and Society**, are leading the effort.

Wang, a Chinese native, is a professor of educational psychology who travels to China regularly for teaching and conference presentations. Misco, professor of social studies education and the Naus Family Endowed Faculty Scholar in the department of teacher education launched the **Center's opening** with an in-person lecture at Sanya titled, "Problems and potentialities of democratic citizenship education in the **United States**."

Misco said he and Wang will be inviting Miami faculty from different divisions and departments to participate in the live-streamed lectures, offering their expertise on various topics including class, race, religion, gender and sexuality.

"Rather than taking a traditional approach in terms of promoting the United States in the sense of 'Here are all the great things we do,' it takes a more critical perspective and argues 'Here are the things we struggle with,'" he said.

Print and other culturally relevant materials related to each lecture topic will be purchased for the center to be available to Sanya students and faculty as well as K-12 educators and community members in Hainan Province.

