

**BOARD OF TRUSTEES**  
**MIAMI UNIVERSITY**  
**Minutes of the Academic and Student Affairs Committee Meeting**  
**September 14, 2017, 8:00 a.m.**  
**Marcum Conference Center, Rooms 180-6**  
**Miami University, Oxford Campus**

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on September 14, 2017 in the Marcum Conference 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 Trustees Alex Boster, and Hallie Jankura; along with non-committee members; Trustees Jagdish Bhati, David Budig, and Sandra Collins, and National Trustees Robert Coletti, and John Altman. Trustee Rod Robinson joined the meeting while in progress.

In addition to the Trustees, Phyllis Callahan, Provost and Executive Vice President for Academic Affairs; Michael Kabbaz, Senior Vice President for Enrollment Management and Student Success, and Jayne Brownell, Vice President for Student Affairs; were in attendance. Also present to address agenda items or to provide support, were: Ron Scott, Associate Vice President for Institutional Diversity; 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; Jen Franchak, Assistant Vice President for Career Services; Shelly Jarrett Bromberg, Chair, University Senate Executive Committee; Kim Ernsting, Director, Student Success Center; Mark Pontius, Director, Parent and Family Programs; Vicka Bell-Robinson, Director, Residence Life; Peggy Shaffer, Co-Director, Institute for Food; Scott Sportsman, Director of Research and Analysis, EMSS; Jeff Carr, President, Graduate Student Association; Anika Fowler, Academic Secretary, Associated Student Government; 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 Shroder moved, National Trustee Perlmutter seconded, and by unanimous voice vote, the minutes of the previous meeting were approved.

## **Reports**

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

*The reports are included in Attachment A.*

### **Interdisciplinary Dialogue** **Diversity and Inclusion**

Provost Callahan introduced the topic and began the discussion, Senior Vice President Kabbaz then presented data for all campuses. For Fall 2016, the diversity percentage for the Oxford campus was over 26%, with 13.4% international students, and 12.7% domestic diversity. Of the domestic students, slightly more than half are multi-racial, which has grown from approximately one third to over half from 2012 to 2016. It was emphasized that specific percentages are not the goal for diversity, but to achieve a critical mass of diversity from many areas, racial, economic, and others.

Trustee Altman, inquired about economic diversity, and it was stated that it had increased from last year through an additional more than \$1M being made available for need-based scholarships. On the Regional Campuses, many of the students are economically diverse, with 50% being Pell eligible.

Key to Miami's recruitment and enrollment is a strategic approach, which includes programs and partnerships, such as Bridges, and the recently formalized partnership with Cincinnati Public Schools. Some other additional efforts and aspects include; the Miami Tuition Promise, Miami Access Initiative, International Student Scholarships, Summer Scholars, and Miami Tribe Relations.

Vice President Brownell then highlighted the efforts after enrollment, to welcome students to campus. Welcome Week is designed to be fun, but that is not its purpose, it is to orient students to Miami, and to provide opportunities to meet new people, and help them socially transition. For many students, the social transition is actually more difficult than the academic. Made at Miami is one program the helps students from less represented groups. Also, Student Affairs seeks input and feedback from students to adjust and improve their efforts.

The Committee asked several questions and there was discussion throughout the presentation. It was asked if majority students are encouraged to engage and interact with less represented groups; yes, it is promoted through Living Learning Communities. It was asked if there were similar mentorship efforts. Again, through LLCs, particularly a new I Am Miami LLC which is designed to create domestic/international student connections.

Provost Callahan explained that Miami's curriculum has a focus on diversity. Miami has a strong study abroad program, ranking first among public doctoral

universities for participation. There are domestic opportunities as well, such as the urban cohort and Over the Rhine. Socially, there are efforts to better convey the value of diversity, and faculty are encouraged to assign students to group projects, rather than allowing self-selection.

It was noted that as important as enrolling a diverse student body, is retaining and graduating those students.

The faculty profile was also reviewed showing an increase in diverse composition from 17% in 2012, to 21.2% in 2016.

The value of ACT scores was also discussed, and it was noted that ACT scores are not the best predictor of college success, rather high school G.P.A was a better indicator, both nationally and at Miami. And, indeed. Miami does employ a holistic approach, often admitting students with a challenging curriculum and high school grades, but with below average scores. Given the significant growth of applications from students of color over the last five plus years, the ACT is not the limiting factor to admitting diverse students, the focus needs to be upon yield given the intense competition for these students. Central to this is a resource question both in terms of the needed support services and scholarship support Miami can offer.

*Associated materials are included as Attachment B.*

## **Student Affairs Reports**

### **Vice President's Report**

Vice President Brownell updated the Committee with an overview of the upcoming academic year, stating:

We are well into another new year, and we've had a very good and exciting start in Student Affairs. You have a written report about Welcome Weekend, formerly called Welcome Week, and some of the changes made this year. As we reviewed the results of our new student transition survey, it was clear that we needed to send a clearer message that adjustment to college doesn't happen all at once, so we changed our language to talk about the importance of the first 50 days. We hope that helps normalize that transition is a process, and that students have many opportunities to help them find their place at Miami. One example of that is the way we treat MegaFair. This is an event held the first week of class where over 400 students organizations set up tables on central quad to recruit new members. It's a huge event, and we divide up the space so that similar orgs are located near each other—but even me going through, not looking for a org to join, finds it pretty overwhelming. I can't imagine what it's like as a new student. So, we are keeping MegaFair, but following it up with smaller organization showcases every Wednesday for 8 weeks, with each week highlighting a different theme, such as cultural clubs, fine arts clubs, or sports clubs. We hope that these smaller fairs will attract people

who need a more approachable setting, or who still need to find a connection a few weeks into the term.

As we look ahead to this year, you already know many of the issues that we'll be paying attention to. We've already seen many students who have made some poor choices related to alcohol this year, and will continue to work on reducing high-risk alcohol use. Betsy DeVos promised changes to the policies that guide colleges' processes related to Title IX, so that is something we'll need to watch closely. And we look forward to adding new staff in Student Counseling and Student Health Services, and the impact that will have on our students. One area we haven't talked much about before that we expect this term is an uptick in student activism. This was the hot topic at my national student affairs conferences last year, but we hadn't seen much activity here. But following the events of the summer, I expect that will change. We already had one rally here the first week of class, when two students organized a rally against white supremacy. The students were fantastic, and were appreciative of our help in working with them to create as safe an event as possible. However, we were nervous as they put the event out on social media, not knowing who from outside our community might show up. This could be a challenge for us this year, but we are revisiting our plans and policies, and have identified a trained group of staff in Student Affairs that we could call on to help manage these events.

We look forward to a good and busy year ahead!

### **Student Surveys**

Dean of Students Mike Curme, provided an overview of student surveys.

Before enrolling, Alcohol.edu is administered. He explained that in addition to gathering information, it also serves as an educational tool. Additionally, it is readministered after enrollment.

The Haven online program also serves to educate students, in the critical area of sexual and interpersonal violence. Haven is also taken before enrollment, with the results being used at Orientation, and with readministration after enrollment.

Additional surveys, such as the Climate Survey coming in the Fall, will help determine how welcome/included/comfortable students feel at Miami. It will help identify gaps and provide suggestions to address them.

First year, first time students take the Transition survey, to help determine adjustment and their sense of belonging. Results are used to assign faculty and staff to follow up directly with students. The assessment of Miami's living and learning communities, and residence halls is that overall, students are very satisfied, but look to also grow a better sense of community.

The new UNV101 course employs surveys, pre and post enrollment, for students in the course and of students not enrolled. The surveys help measure the course's success, finding that those in UNV101 experience significant gains, compared to those not taking UNV 101.

The senior survey helps get to placement. The Higher Education Research Institute (HERI) surveys allow comparisons to national norms. An annual student survey addresses questions required by the Ohio Department of Higher Education, with the ability of the university to add local questions. Often, however, the response rate to the surveys is low. Focused efforts on specific surveys can increase the response rate and this year the rate was 27% for the annual student survey.

### **Student Affairs Written Reports**

The following written reports were provided:

- Student Affairs "Good News," Attachment C
- Office of Diversity Affairs Report, Attachment D
- Orientation and New School Year Activities, Attachment E
- Student Housing Occupancy Update, Attachment F

### **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 on enrollment. Ms. Schaurer stated that the Admission Office employs a holistic view. Reiterating that the ACT score is not the sole factor, and that Miami has admitted students with an ACT below 20, but with strong high school performance.

She discussed the RedHawk grant for Ohio's neediest families, which provides an additional up to \$4,000 per year. This year, roughly \$1.2 M was added, increasing the value and also the number distributed.

In the newest class are 280 students who attended the Bridges program. Over 50% of enrolling African American students attended Bridges. Last year four Bridges sessions were held, three for Ohio students, and one for out of state students. 97% of all attendees eventually applied to Miami. The program helps combat misperceptions about Miami regarding a lack of diversity. She also added that the program is now near its maximum capacity, and increasing beyond this size could diminish the quality of the experience.

There was a question about the number of countries represented within the newest class and how that had fallen from the prior year. Ms. Schaurer explained that international enrollment is up, but that there were a few countries represented last year with one or two students, which have no enrollees this year.

Also discussed by the Committee was the profile for the next enrolling class, Fall 2019. With the consensus being that academic quality should be maintained, and that the progress made on diversity should not be allowed to diminish.

*Ms. Schaurer's presentation is included as Attachment G.*

### **Center for Career Exploration and Success**

Assistant Vice President Franchak updated the Committee on career exploration and success. She emphasized the importance of success opportunities for students, and stated that additional resources could particularly help with students pursuing a career through indirect major, such as Creative Arts majors, international students, and students of color.

She reviewed associated next steps for enhanced service, including staff, faculty support, personalized career curriculum, and needed software to support the career community. The cost per student for these enhanced services is currently being discussed at \$50 to \$75 per semester, but the final request to the Board of Trustees is still under review.

The consensus of the Committee was that this enhanced service would be valuable and contribute to the likelihood of success following graduation.

Ms. Franchak also relayed that the student reaction to the new space in Armstrong Student Center has been very positive, and that student visits have greatly increased.

There was discussion as to whether recruiters should be charged, with some suggesting a philanthropic approach which could perhaps enhance opportunities for student development.

*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”, Attachment I

## Academic Affairs Reports

### **Provost Update**

Provost Callahan introduced Dr. Peggy Schafer, Director for the Institute for Food.

#### **Institute for Food.**

Peggy Schafer discussed the Institute for Food, a Provost Interdisciplinary Innovation project designed to engage the Miami University community around issues of food, health, and sustainable agriculture. Its mission is to foster healthy food, healthy eating, healthy communities, and a healthy planet. During academic year 2016-2017, 170 students who enrolled in eight different courses, from four university colleges, were directly involved in experiential learning at the Institute. 17 students participated in undergraduate research through the Institute, and plans are now underway to create a Food Systems and Food Studies Co-major.

The program is built on existing programs and courses to create a working business and curriculum with experiential opportunities, and community and institutional partnerships. She emphasized the program is not about training farmers, but to engage students on food, health, sustainability and policy issues.

*Associated materials are included as Attachment J.*

### **Academic Affairs Written Reports**

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

- Academic Affairs “Good News”, Attachment K
- International Education and Study Abroad, Attachment L

### **Forward Agenda**

There were no comments regarding the forward agenda.

*The Forward Agenda is included as Attachment M.*

### Adjournment and Tour

Prior to adjournment, Trustee Gunlock provided the Committee with information on the requirements for Ohio high school graduation, along with the performance of Ohio high school students on the ACT exam.

With no additional business to come before the Committee Trustee Lieberman moved, Trustee Ridenour seconded, and by unanimous voice vote, the Board adjourned at 11:45 a.m.

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

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: September 4, 2017

Ladies and Gentlemen of the Board,

ASG is thrilled to be back on campus! Over the summer, members of the Executive Cabinet worked hard at home to prepare for the year ahead. The first few weeks on campus have proved busy for ASG. We began the school year with a productive three-day Cabinet Retreat, which included talking with administrators and setting goals for ourselves. We heard from President and Dr. Crawford, Provost Callahan, CJ Witherspoon, Kip Alishio, Dr. John Ward, Jayne Brownell, and Dr. Eric Buller. ASG participated in the #MoveInMiami campaign, raising funds for Student Counseling Service to help educate, promote, and assist students in seeking appropriate mental health resources and care.

Our Secretary for Off-Campus Affairs, Sean Perme, coordinated a successful Walkabout effort with Jen O'Brien, Director of Off-Campus Outreach and Communication, during the first week of school. With the help of volunteers, the Walkabout provided students with resources and information to live successfully off-campus, along with Insomnia cookies.

At Mega Fair, we advertised our On-Campus Senator elections taking place September 4-5<sup>th</sup>. After these elections, our Senate will be complete, as Academic and Off-Campus Senators were elected last spring. Our Speaker of the Senate, Cole Hankins, is excited to lead the first-ever Senate session in the Joslin Senate Chamber on Tuesday, September 5<sup>th</sup>. Senators and members of the Executive Cabinet will work together this year to address a vast variety of issues including: mental health awareness, diversity and inclusion training, alcohol consumption, funding student organizations, and textbooks in the libraries. Secretary of Finance, Caroline Weimer, and Secretary of the Treasury, Madeline Zinkl, will work together to manage more than \$1.2 million in funds this year. Of this amount, around \$650,000 is allocated to over 500 student organizations, about \$250,000 is allocated to Miami Activities and Programming, and about \$350,000 is allocated to club sports.

Additionally, ASG will host the second annual Mental Health Forum on Thursday, September 7<sup>th</sup> in Hall Auditorium. Featured speakers include Vinny Guadagnino, mental health advocate and reality TV personality, and Dr. John Ward, SCS Associate Director for Clinical Services. The event is sponsored by ASG, Student Counseling Service, IFC, Panhellenic Council, RHA, DAC, MAP, and Miami Athletics.

On Thursday, September 14<sup>th</sup>, ASG will host the State of the School Address, and Student Body President, Maggie Callaghan, will update the student body on our goals for the year.

ASG is looking forward to a festive Homecoming Weekend, celebrating the grand opening of the Joslin Senate Chamber with a brunch and ribbon-cutting, coordinated by Secretary for Advancement & Alumni Affairs, Meaghan Murtagh. Later that evening on Saturday, September 16<sup>th</sup>, ASG will tailgate with past ASG alumni and the Joslin family before kickoff against Cincinnati. Go RedHawks!

Throughout the year, I look forward to presenting this committee with legislation passed by Student Senate as well as Cabinet Reports on the status of initiatives taken up by ASG. As always, thank you for your dedication to Miami University and the student body. Please let me know if I can be of assistance.

Love and Honor,

Annika Fowler  
 Secretary for Academic Affairs

**Report to the Board of Trustees**  
**Academic and Student Affairs Committee**  
**Prepared by the Graduate Student Association**

September 14, 2017

The new Graduate Student Association leadership team, consisting of President Jeff Carr, Vice President Angela Glotfelter, Vice President Caitlin Martin, Academic Affairs Chair Kathleen Coffey, and Social Chair Caleb Chappell, met several times over the summer to outline our leadership goals for the year. The following are our goals as a leadership team:

- o **Transparency** - Increasing transparency as to what the GSA does and what role it plays;
- o **Collaboration** - Developing a collaborative community by getting people on committees and involved with professional development opportunities;
- o **Accessibility** - Revising the form of our meetings (more interaction between members and leadership) to make them more accessible;
- o **Inclusivity** – Increasing connections across the GSA and other graduate student organizations across campus, such as the GSCA;
- o **Fiscal Sustainability** – Having more fiscal responsibility and foresight about the budget.

The GSA leadership team has spent a great deal of time working on inclusivity, especially collaborating the Graduate Students of Color Association. In May, our vice presidents attended the final GSCA meeting of the year and learned that both graduate students of color and international graduate students frequently feel as if they do not have a voice on campus. In response, the GSA leadership has explored ways to empower our fellow graduate students who do not feel adequately-represented. For instance, we have collaborated with the new GSCA leadership team to serve on university committees. Kiaya White, president of the GSCA, has joined Jeff Carr as a graduate student representative on the Graduate Council. The GSA is currently looking for an international graduate student to fill the third seat. In addition, we have worked with the GSCA to fill seats on the Council for Diversity and Inclusion. We believe that these are steps in the right direction.

Another issue that has come up repeatedly with graduate students is health insurance. The GSA leadership learned a great deal about our insurance this summer in separate meetings with Cheryl Young and Dean Jim Oris. Since there is a great deal of confusion among graduate students about what our health insurance covers and how it compares to other plans, we will invite them and anyone else who can shed light on the subject to speak at future GSA meetings. We hope to improve communication on this subject so that graduate students will be more aware.

Finally, we plan to explore more opportunities for professional development for graduate students and schedule social events for increased interaction among graduate students of all disciplines. We have a welcome [back] picnic scheduled for September 9 at Western Lodge, and we are also in the process of planning events for Graduate Student Appreciation Week, which is held at the end of October/beginning of November.

We are excited about this academic year and hope to serve our fellow graduate students well.

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Shelly Jarrett Bromberg, Chair

Terri Barr, Chair-elect

University Senate Website: [www.miamioh.edu/senate/](http://www.miamioh.edu/senate/)

September 14, 2017

To: Board of Trustees, Academic and Student Affairs Committee  
 From: Shelly Jarrett Bromberg, Chair, Executive Committee of University Senate  
 RE: University Senate Report to Board of Trustees – September 14, 2017 Meeting

## Executive Committee of University Senate membership:

- Shelly Jarrett Bromberg, (Spanish and Portuguese), Chair
- Terri Barr, (Marketing), Chair-elect
- Helaine Alessio (Kinesiology and Health), at-large member
- Maggie Callaghan (Student Body President), undergraduate
- Caitlin Martin, graduate student
- Phyllis Callahan, Provost, Chair of University Senate
- Jeffrey Wanko, (Associate Provost), Secretary of University Senate
- Becky Sander (Executive Assistant for Admin Services), Recording Secretary

Dates University Schedule is scheduled to meet during the 2017-2018 academic year:

<b>2017</b>	<b>2018</b>
<b>August 28</b>	<b>January 29</b>
<b>September 11</b>	<b>February 12</b>
<b>September 25</b>	<b>February 26</b>
<b>October 9</b>	<b>March 12</b>
<b>October 23</b>	<b>April 2</b>
<b>November 6</b>	<b>April 9</b>
<b>November 20</b>	<b>April 16</b>
<b>December 4</b>	<b>April 23</b>
	<b>April 30 (tentative)</b>

At the final meeting of the 2016-2017 academic year, Senate confirmed appointments to standing and advisory committees of Senate and authorized Executive Committee to confirm additional nominations made through the summer and into the fall. The standing committees of Senate have broad responsibilities and conduct the continuing and regular business of the Senate; the advisory committees are charged with the responsibility to advise appropriate administrators and to report to University Senate on the state of the institution in the policy area for which the committee is responsible. The business of Senate is managed by the Executive committee. Special reports will be scheduled throughout the year to inform Senate of items of importance to the University.

The following are items of business Executive Committee anticipates that Senate will discuss during the 2017-2018 academic year:

- New degrees
- Academic Integrity Policy

cc: Provost Phyllis Callahan, Chair, University Senate  
 Shelly Jarrett Bromberg, Chair, Executive Committee of University Senate  
 Jeffrey Wanko, Secretary, University Senate  
 Becky Sander, Recording Secretary, University Senate

## Diversity & Inclusion at Miami University ASA Integrated Report - Board of Trustees September 14, 2017

INTRODUCTION: **Miami University's mission, [values statement](#) and strategic plan, the [Miami 2020 Plan](#), all explicitly underscore the significance of diversity and inclusion as critical imperatives for institutional success. The [mission statement](#) emphasizes the need “to cultivate an environment where diversity and difference are appreciated and respected,” while the second foundational goal in the *Miami 2020 Plan* focuses on four specific diversity-related objectives, each with measurable metrics:**

1. Attract and retain a diverse community of students, faculty, staff, and administrators.
2. Create an environment where our students 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.
3. Achieve cultural competency among members of the Miami community by immersing them in domestically and globally relevant learning experiences.
4. **Expand, virtually and physically, Miami's global involvement.**

All divisions of the University developed plans that include specific strategies for meeting these objectives. Progress reports are developed and reviewed annually. The Provost, Deans and Vice Presidents present findings annually to the Board of Trustees.

To ensure that these values are instilled in all Miami students, in 2013, the University's values statement was recast into a more student-friendly version, the “Code of Love and Honor.” At each convocation ceremony since then, students are given a wallet size copy of the code and recite it with their faculty and peers. This code is reiterated on the [University website](#), Miami gear, and at other key events, including commencement and [presidential messages](#). Used to assert our traditions and define the culture to which we aspire and who we are as Miamians, the code stresses the importance of respecting “the dignity, rights, and property of others and their right to hold and express disparate beliefs,” demonstrating “personal responsibility,” welcoming “a diversity of people, ideas, and experiences,” and “supporting and caring for fellow Miamians.”

One reason the Code figures so prominently in key events is that at Miami, diversity and academic excellence are viewed as inextricably entwined. Cultivating a diverse campus climate enhances student learning because it galvanizes rich curricular and co-curricular programs and helps students to understand and consider multiple perspectives, appreciate common values and accept cultural differences that arise in a diverse U.S. and global society.

To ensure greater success in terms of diversity, Dr. Ron Scott serves as Associate Vice President for Institutional Diversity and the University has established a [Council on Diversity and Inclusion](#) (CODI), who reports to Senate and whose aims are to advance diversity and inclusion at Miami. Each academic division features a committee and/or administrators whose charge is to set and oversee division-specific diversity and international goals. In 2013, the University created a new assistant provost position who has responsibility for overseeing all international support services and global initiatives. That position is held by Cheryl Young. During that same year, Deputy Title IX Coordinators were appointed on the Oxford and regional campuses. Ms. **Kenya Ash, Director of the Office of Equity and Equal Opportunity serves as the University's**

Title IX coordinator; Ms. Rebecca Getson is the Sexual Assault Response Coordinator and the **University's Deputy Title IX Coordinator for matters related to sexual violence**; Dr. Bennyce Hamilton is the Regional Director of Diversity and Multicultural Services and is the University's Title IX Coordinator of matters related to regional student sexual violence; Ms. Jennifer Gilbert, Associate Athletic Director and Director of NCAA Compliance is the Title IX Deputy Coordinator for matters related to equality of treatment and opportunity in Intercollegiate athletics. Among other tasks, the coordinators train all supervisors on Title IX regulations and train faculty and staff on issues relating to discrimination and harassment.

**RECRUITMENT & ENROLLMENT: Over the past decade, Miami's Oxford campus has made steady strides to increase the number of diverse domestic students in the incoming class (from 8.2% in the first year class in 2006 to 16.9% in 2017), and has experienced a pronounced increase in the number of international students (from less than 1% of incoming students in 2006 to 8.4% in 2017).** Regional campuses have experienced similar trends with respect to international enrollment growth during the same period. The increase in student recruitment and enrollment translates into an overall increase in diversity in the student population at Miami. In 2012, Miami reported 12.2% (n=2857 of 23,390 total) of our total student population across all campuses (undergraduate and graduate) were domestically diverse. In 2016, Miami reported domestic diversity at 13.4% (n=3275 of 24,505 total). During that same period, international student enrollment increased from 4.8% (n=1,112 of 23,390) in 2012 to 11.2% (n=2,753 of 24,505 total) in 2016. Among Oxford undergraduates, domestic diversity increased from 11.6% in 2012 to 12.7% in 2016, and the international student population grew from 5.6% in 2012 to 13.4% in 2016.

This progress is a result of strategic domestic and international recruitment and retention efforts, including:

- [Strategic Recruitment](#) which focuses on embedded admission staff members who live and work in locations throughout the United States and abroad, in addition to hosting targeted on-campus and off-campus recruitment events and programs geared to enhance diversity (ethnic/racial, socioeconomic, college-going, etc.);
- [Miami Tuition Promise](#) which holds tuition and fees constant over the four years of a first-time, full-time student's undergraduate experience, thus enabling students and families to plan financially for a college education;
- [Miami Access Initiative](#) which is a grants and scholarships program for Ohio residents designed to help make Miami University accessible to new first-year academically competitive students who have total family income that is equal to or less than \$35,000, in addition to need-based scholarships targeted to Ohio students to broaden socioeconomic enrollment.
- [International Student Scholarships](#) which are renewable merit-based scholarships (\$2,000-\$16,000 per year) for outstanding international applicants;
- [The Summer Scholars Program](#) which began in summer 2014 and provides an intense, two-week, early college experience for academically-talented rising high school juniors and seniors from Ohio and around the U.S. focused on enhancing socioeconomic and racial/ethnic diversity;
- [Bridges](#) which is a visit program geared towards high-achieving, diverse high school seniors who are interested in learning more about the educational opportunities available at Miami University.

- [Miami Tribe Relations](#) which conducts outreach in the Myaamia community to encourage applications from students from the Miami Tribe, and then continues to work closely with those students and families through the application and transition process.

COLLEGE TRANSITION: To promote a welcoming learning and living environment and a successful first year of college, Miami offers multiple forms of support for its first-year students of all backgrounds and identities:

- [New Student Orientation](#) and Welcome Weekend which includes welcome sessions for Miami Access and military students, one-on-one advising, social gatherings, service opportunities, small group diversity discussions, and sessions on community standards for all students. International Orientation, which takes place in August, is coordinated by International Students and Scholars Services (ISSS) and is supported by offices across the university.
- [Summer Reading Program](#) & Convocation in which students hear addresses from the President, a keynote speaker, and the Oxford mayor as well as engage in a discussion of a summer reading book with a faculty or staff member and peers. Summer Reading books have historically explored cultural and diversity issues.
- [MADE@Miami](#) program is a three-day experience sponsored by the Office of Diversity Affairs and is open to all entering first-year undergraduate students, including students of color and students receiving Miami Access Initiative scholarships. Students receive mentoring from faculty and staff, learn about resources for academic success, and meet peers from diverse backgrounds.
- [Louis Stokes Alliance for Minority Participation](#) (LSAMP) Early Arrival Program which is funded by a collaborative grant from the National Science Foundation to increase the number of underrepresented STEM students. It includes programming, housing and meals for students (US citizens or permanent residents) who plan to pursue a STEM degree and who come from an ethnic group underrepresented in the sciences (African American, Native American, Hispanic, Native Alaskan or Pacific Islander). It has grown from 17 students in 2014 to over 40 students today.
- [Miami, My Place](#) is a newly created specialized program for students who are the first in **their family to earn a bachelor's degree, and includes early arrival, reception with the President, overnight fall retreat, career development, and academic success coaching.**
- [Bridges Scholars Program](#) which offers Bridges Program alumni a pre-semester kickoff event as well as networking and leadership opportunities throughout their first year, in addition to a group community service project.
- [UNV 101](#) is a first-year transition course which enrolls over 80% of entering first year students and facilitates students' transition to college by introducing key information and skills needed to succeed and by offering opportunities to connect with faculty staff, and other students. Included in the course are activities, readings and videos designed to promote a welcoming living and learning environment at Miami and to enhance **students' intercultural understanding.**
- Diversity themed [living learning communities](#) in the residence halls offer first-year students a chance to live with like-minded peers and engage in programs related their LLC theme throughout the year. Some examples include social justice scholars, international house, gender inclusive housing, and women in STEM fields.

ACADEMIC PROGRAMS 7 SUPPORT SERVICES: Once students have transitioned into college, Miami features a wide array of diversity-related offices and centers which offer programs and services focused on diversity and internationalization, including:

- [Miami University Dolibois European Center \(MUDEC\)](#) which is housed in a 15<sup>th</sup> century château in Differdange, Luxembourg and offers approximately 120 students each semester a combination of academic study, engagement in the local community, and various faculty-guided and independent travel opportunities. All students live in a European homestay arrangement; courses are focused on Europe, and many are taught by Miami faculty who live at the Center for up to two academic years.
- [Office of Global Initiatives](#) which encompasses all internationally focused support units, including:
  - *International Student & Scholars Services* provides programming and advising for international students and faculty (immigration and Visa resources, transitional issues, peer mentoring, social programs, and academic workshops).
  - *Study Abroad Resources* provides comprehensive information about study abroad to students and departments, advising, and other forms of support, including assessment of study abroad and support for faculty-led study abroad program development and operation.
  - *Global Assistance Program (MU-GAP)* supports travelers in a well-coordinated, collaborative effort, with experts from within the university, as well as contracted providers, and specialists in the field (crisis management, travel coordination, passport services).
  - *Center for American & World Cultures* provides courses, events, and other programs to advance understanding of other cultures, including pre- and post-study abroad courses.
  - *The Confucius Institute* serves as a platform for the internationalization of current and future Miami students and fosters an attitude of globalization and eagerness to study the Chinese language and culture. In addition, the Institute operates as a host outreach program, helping the MU community and the state of Ohio adapt to the changing global economy.
- [Office of Diversity Affairs](#) which is located in the Armstrong Student Center and offers direct support to diverse student populations (including LGBTQ+ students), social justice through diversity education, and multicultural programming and campus resources on issues of diversity.
- [Office of Diversity and Multicultural Services](#) which is located on the regional campuses and dedicated to providing a supportive atmosphere for students, faculty, staff, and local community members of diverse backgrounds (e.g., racial/ethnic, gender, age, international, ability level, economic, sexual orientation, religion/spirituality). It offers cultural communication, programming, mentoring, workshops, as well as leadership and community service projects that educate and engage the campus and local communities in diversity related issues.
- [Miami Tribe Relations](#) which includes the [Myaamia Center](#), [Miami Heritage Award Program](#), and [mentoring and scholarship support](#) for members of the Miami tribe. Since 1991, 70 tribe members have earned undergraduate and/or graduate degrees from Miami.
- The [Women's Center](#), which is a part of the Office of Diversity Affairs, exists to support and empower women, educate the campus about women's issues, and help the university achieve positive institutional change related to gender equity.

- [Student Disability Services](#), which provides mandated accommodations as well as mentoring, support, and community for our students with disabilities through the Student Disability Advisory Council (SDAC).
- [Miami Access Initiative](#) students are supported by staff in the Rinella Learning Center through a transition course, academic counseling, and mentoring.
- [American Culture and English \(ACE\) Program](#) which is an intensive, non-credit, semester-long program for conditionally admitted students on the Oxford campus who need to improve their language skills and cultural understanding.
- [English Language Center \(ELC\)](#) which, like the ACE Program, provides full-time intensive, and noncredit English language instruction and prepares students for full admittance to the Regional Campuses.
- [Over-the-Rhine Residency Program](#) which offers students from a variety of majors a full immersion and semester-long academic and community service experience in the inner-city Cincinnati neighborhood of Over-the-Rhine.
- [Project Civility](#) is a student-run initiative launched in 2010 designed to foster inclusion on the regional campuses.
- [Havighurst Center for Russian and Post-Soviet Studies](#) which is dedicated to: research by Miami faculty with other scholars from Russia, Eastern Europe, and Eurasia, and from other American universities; service and learning activities that provide a greater understanding of this region for the student community; and programs designed to foster interdisciplinary research on the most important questions relating to the future of this area.

In addition to the offices, centers, and programs listed above, the University has integrated global and intercultural learning into its curriculum. In the general education program, the [Global Miami Plan](#), which was revised in 2015, students are required to complete [global](#) and [intercultural](#) courses as well as meet an [experiential learning](#) requirement. [The Farmer School of Business](#) requires students in their divisions to complete a diversity-oriented course, and the College of Arts & Science has a [foreign language](#) requirement.

Within the past ten years, several diversity-related degree and certificate programs (e.g., global & intercultural studies co-major, social justice major, China business certificate, critical and classical languages & cultures co-major) have emerged. Miami also has an array of interdisciplinary majors and minors, such as International Studies, Women's, Gender & Sexuality Studies, and Black World Studies, whose missions are to develop global and intercultural understanding.

Miami has a large number of [student organizations](#) (143 as of fall 2017) representing diversity on campus, including the Diversity Affairs Council (that is associated with Associated Student Government), Asian American Association, Black Student Action Association, Hillel, Indian Students Association, Association of Latin American Students, Muslim Students Association, Native American Student Association, and Spectrum (LGBTQ+ organization). There are also numerous cultural programs, receptions, and festivals offered throughout the year, and trainings, such as Safe Zone Training, are offered to any group on campus looking to increase their cultural competency.

RETENTION & STUDENT SUCCESS: The academic and support programs described above have contributed to several significant outcomes:



- The retention rate for domestic minority undergraduate students from first to sophomore year has been rising in recent years. The rate for the fall 2015 cohort was 89.8% compared to 84.6% for the fall 2011 cohort.
- A similar steady increase can be seen in the retention rate for minority undergraduates from the sophomore to junior year. The fall 2014 cohort rate was 84.4%, compared to 79.6% for the fall 2010 cohort.
- The number of Miami graduating baccalaureate students reporting that they had discussions with people of a different background often or very often during the past school year increased from 52.1% in 2014-2015 to 63.6% in 2015-2016.
- In the 2015 National Survey of Student Engagement, the percentage of Miami first-year **students who reported engaging “often” in discussions with peers of different race/ethnicity, religious views and economic backgrounds** was similar to the percentage of students from peer institutions. Miami seniors reporting having these types of **discussions “often” was higher than seniors at other institutions. However, the percentage of Miami first-year and senior students who reported having discussions with peers of different backgrounds and viewpoints “very often” was somewhat less than first-year and senior students at peer institutions.**
- In the 2014 College Senior Survey, 56.1% reported taking an ethnic studies course; 31% **reported taking a women’s studies course, and 42.5% reported participating in a racial/cultural awareness workshop.**
- Miami is currently ranked first for the number of students studying abroad among public doctoral institutions nationwide by the 2016 Institute for International Education report, with over 49.1% of our undergraduates studying abroad.

FACULTY & STAFF: Critical to fostering a diverse and inclusive environment is the recruitment of diverse faculty and staff and the professional development of faculty and students on diversity and intercultural understanding.

Since 2012, the percentage of domestic minority faculty at Miami has increased from 14.0% (n=210 of 1503 total) to 16.4% (n=264 of 1612 total)..

The recruitment and retention of newly hired minority faculty is aided by the [Heanon-Wilkins Fellows Program](#). The goal of this program is to hire culturally diverse individuals who have recently received or almost completed their doctorate. These individuals teach courses and are mentored by faculty in their home department; they are also provided with funding for research-related expenses. The goal is for these individuals to move into a tenure-track faculty position at Miami after one or two years.

Additionally, the Associate Vice President for Institutional Diversity provides training on best practices in recruitment, hiring and retention to all search committee members for tenure-track faculty members. In the 2016 HERI faculty survey, 70% of Miami faculty reported that Miami has effective hiring practices and policies that increase faculty diversity.

The Department of Human Resources has also taken steps to diversify the staff through an advertising plan for classified positions. Human Resources places and funds advertisements for hourly paid positions in a variety of locations in the region. In addition, Human Resources has begun attending job fairs across the region to market hourly and salaried positions to a more diverse workforce, including veterans and those with disabilities. The department has also

collaborated with University Communications to develop an ad campaign, materials for job fairs, and promotional videos that highlight the benefits of working at Miami.

The percentage of domestic minority staff at Miami has made a modest increase from 8% (n=214 of 2677 total) in fall 2012 to 8.9% (n=236 of 2653 total) in fall 2016. Many offices work very intentionally to ensure a diverse staff, knowing that having staff that diverse students relate to will make it more likely they will engage with our programs and services. For example, Student Counseling Center utilizes a national match program to recruit a diverse pool of psychology interns, knowing that in addition to that one-year internship, those interns are more likely to apply to Miami as permanent positions become available. Residence Life, Student Disability Services, Diversity Affairs, the Rinella Learning Center, and others also make an extra effort to diversify their hiring pools each year. In addition, offices also prioritize diversity in hiring student employees as tutors, orientation leaders, RAs, student engagement interns, and other leadership roles.

New faculty and staff are provided professional development on diversity and inclusion as well as [Title IX regulations](#). New faculty orientation, which includes online and a three-day, in-person [workshop](#), features sessions on diversity and inclusion as well as Title IX and support for working with students with disabilities.

All staff and faculty are required to complete online or in-person training in accessibility and Title IX reporting, and they are provided with online resources and consultation from Student Disability Services. In 2017, Miami opened its first accessibility technology center, [AccessMU](#), which provides guidance and assistance on making the learning environments accessible for all students. Miami has also contracted a third party vendor to audit and consult on all websites and online communications to ensure greater accessibility. The audit process will commence this semester.

All faculty and staff advisors complete required training on working with special populations of students, including students with racial and ethnic identities, LGBTQ students, international students, transfer students, and students from low socioeconomic statuses.

In addition to these required professional development components, Miami faculty and staff can participate in a range of optional professional development opportunities. For example:

- The [Center for Teaching Excellence](#) on the Oxford campus and the [Centers for Teaching and Learning \(CTL\)](#) on the regional campuses offer [faculty development on teaching across cultures](#);
- [Safe Zone Training, Ally Development or Trans 101](#), is a collaborative training effort led by the Office of Diversity Affairs that engages students, staff, and faculty across departments and offices to create a safe and more supportive social and educational campus climate for all GLBTQ students, faculty, and staff;
- [Mental Health Ally Program](#), [Mental Health First Aid](#), and [At-Risk Gatekeeper](#) Programs provide faculty and staff with information and guidance on how to engage students experiencing emotional or mental health concerns and refer to mental health and other support services.

**CHALLENGES & RESPONSES:** Despite these important action and progress steps, Miami has room for significant improvement. Below are some examples:

- Miami has experienced some challenges in advancing a welcoming climate for diverse and international students. For example, in November 2016, Miami experienced a random posting of flyers promoting racist, misogynistic and homophobic views and ideas which created fear and fueled concerns among certain groups or persons on campuses. Faculty and staff have been instructed to remove any flyers of this nature and report the incidents to the Office of General Counsel, who informs MU police. Campus police continue to investigate, but, to date, do not know who posted these flyers.
- Reports of [sexual and interpersonal violence](#) have been slowly but steadily increasing over the past three years. Some increase in reporting is to be expected as we increase the visibility of resources and students feel more comfortable and knowledgeable about how to make reports, but our goal continues to be to reduce the number of these acts in our community.
- The Student Success Committee, in collaboration with the Office of Institutional Research, created and conducted an internally developed survey in Spring 2016 to **determine students' perception of their Miami experience. A sample of undergraduate students were surveyed (with an oversampling for students of color and international students) with a 20 percent response rate.** While students are generally satisfied or very satisfied with their experience and feel a sense of belonging, there are variations with certain subgroups, specifically, Pell Eligible students are most aligned with not feeling a good fit at Miami.
- **In the 2016 HERI Faculty Survey, 37% of faculty reporting believe that “there is a lot of campus racial conflict” at Miami. 64% of women faculty and 54% of LGBTQ faculty at Miami believe that they are “treated fairly here.” While 74% of minority faculty report being treated fairly at Miami, only 50% of Black faculty report being treated fairly.**

As a result of these challenges, the University created, as part of the *Miami 2020 Plan*, a set of [diversity-related strategies and objectives](#) to promote internationalization, diversity, and an inclusive climate across the University.

In keeping with the *Miami 2020 Plan* diversity objectives which focus on curriculum/training, recruitment, retention and culture, Miami retained a consulting firm, EducationCounsel, in 2016 to provide an assessment of diversity and inclusion issues on campus. The **EducationCounsel's September 2016 report applauded the University's strides in diversifying the student body population and applicant pool, but raised the question of “whether Miami can keep and leverage its student body diversity (and grow it, if possible, to allow for more under-represented populations of domestic students) as effective as possible for the educational benefit of all.”**

The report also pinpointed several diversity-related challenges that the consulting team members discovered in their three-day visit:

1. Tension between longstanding Miami traditions and the new move to diversify the student, faculty and staff;
2. Discontent and distrust experienced by those who perceive that they do not fit into the **“traditional” mold at Miami;**
3. **Uncertainty about the University's commitment to diversity and inclusion;**
4. A siloed, rather than a university-wide, approach to diversity efforts which results in **inconsistency in messaging, competing demands on people's time, and burn-out** among those faculty and staff who customarily lead these initiatives;

5. Employer concerns that Miami graduates may not be prepared to work in a global and diverse environment.

The consultants also identified several recommendations designed to lead to longer-term success:

1. Conduct a presidential listening tour that includes meetings with faculty, staff, students administrators and other stakeholders;
2. Develop a clear, university-wide policy statement on diversity and inclusion;
3. Commit to a sustained process of continuous improvement of existing policies and practices;
4. Establish and empower a multidisciplinary leadership team;
5. Define success in clear and measurable terms;
6. Enhance and align strategies and goals across functions, offices and divisions.

Since this report was issued, Miami has already taken steps to implement these recommendations. The president has been visiting departments over the past year, and he constituted a leadership team to spearhead the development of a [Diversity and Inclusion Statement](#), informed by feedback from a wide array of faculty, students, and staff.

Beginning February 2017, the Provost sponsored an Inclusion Series which provides an interactive fora on diversity-related topics, such as [free speech](#), [voter fraud](#), and [racial identity](#). This series will also include an all-day Inclusion Symposium in October 2017 where faculty, students and staff will engage in hands-on activities with the aim of educating participants on how to promote inclusive learning environments.

**CONCLUSIONS & QUESTIONS:** As is evident in this report, Miami University has a longstanding and abiding commitment to diversity and inclusion and an openness to new directions for improvement. The recent increase in the diversity of the student body gives rise to a critical imperative to provide a welcoming and robust learning environment that will benefit all members of our community. In short, we are at a critical and potentially exciting moment in our history.

As we embark on this journey toward a richly diverse and inclusive learning and working environment, we must wrestle with several important questions:

- **What should be the University's** key diversity and inclusion objectives?
- Which policies and/or practices may need to be better aligned or enhanced to advance our diversity and inclusion objectives?
- How might we ensure that a strategic diversity plan involves all key stakeholders? How might the Board of Trustees be best involved?
- **What communication strategies need to be enacted to ensure that Miami's diversity and inclusion values, policies and practices are shared across all divisions and with the key stakeholders (e.g., employers, alumni) of the University?**
- What mechanisms and resources need to be put in place to encourage continuous improvement in advancing diversity and inclusion at Miami?

# Diversity & Inclusion at Miami University

## ASA Integrated Report

Board of Trustees  
September 14, 2017

Jayne Brownell  
Phyllis Callahan  
Michael Kabbaz



# Report Organization

- Introduction
- Recruitment and Enrollment
- College Transition
- Academic Programs and Support Services
- Retention and Student Success
- Faculty and Staff



# Higher Learning Commission Criterion 1.C.

- The institution understands the relationship between its mission and the diversity of society.
- The institution addresses its role in a multicultural society.
- The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

## Mission Statement\*

- As an inclusive community, Miami strives to cultivate an environment where diversity and difference are appreciated and respected.
- Miami emphasizes critical thinking and independent thought, an appreciation of diverse views, and a sense of responsibility to our global future.



# Recruitment and Enrollment



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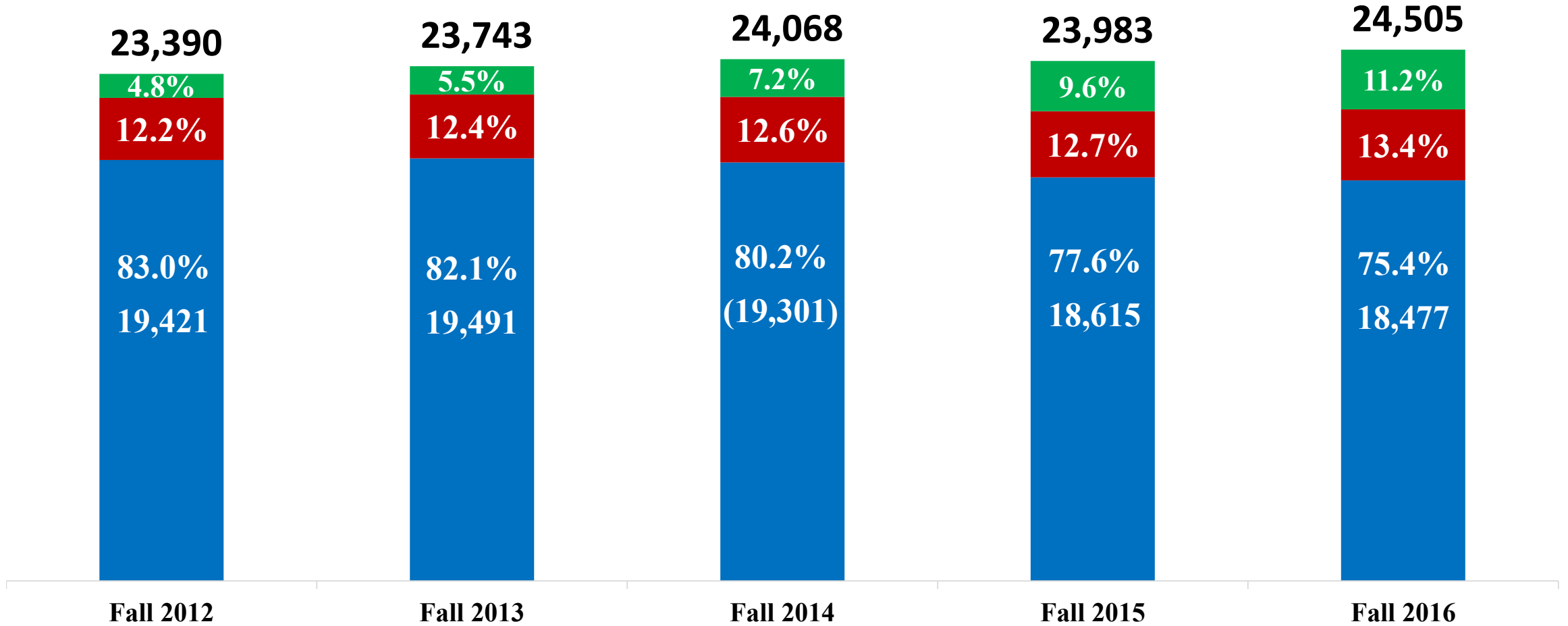
# Enrollment: All Student Diversity Data

**Undergraduate and Graduate - All Campuses**

■ Non-Resident Alien

■ Domestic Minority

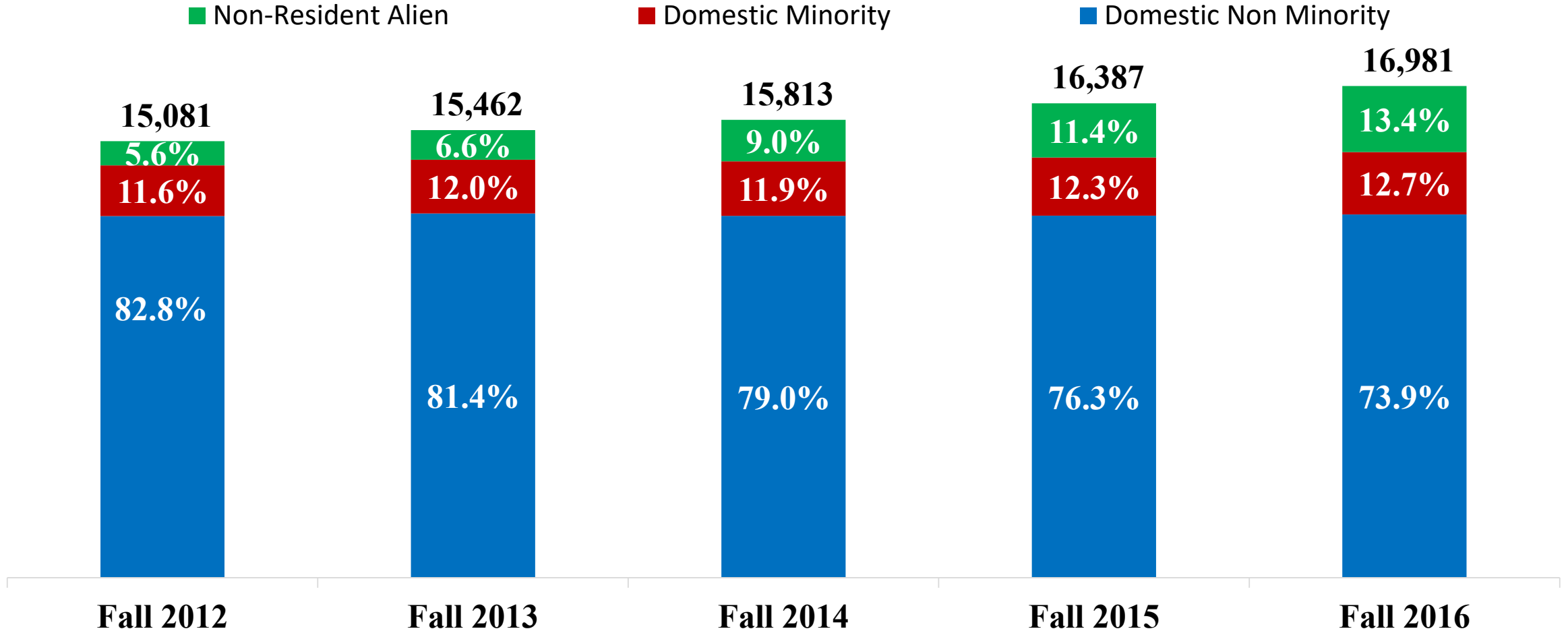
■ Domestic Non Minority



Source: OIR



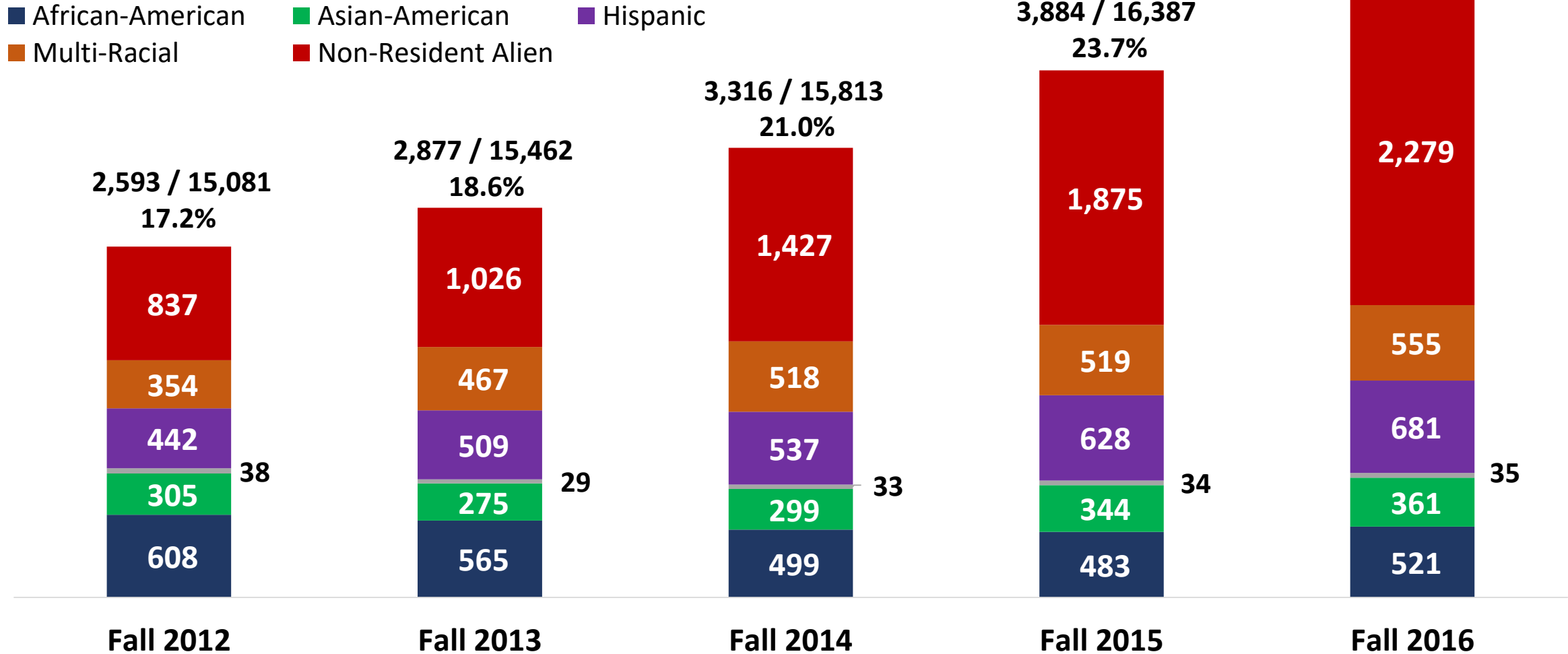
# Enrollment: Oxford Undergraduate



Source: OIR

# Enrollment: Student Diversity\*

## Oxford Undergraduate

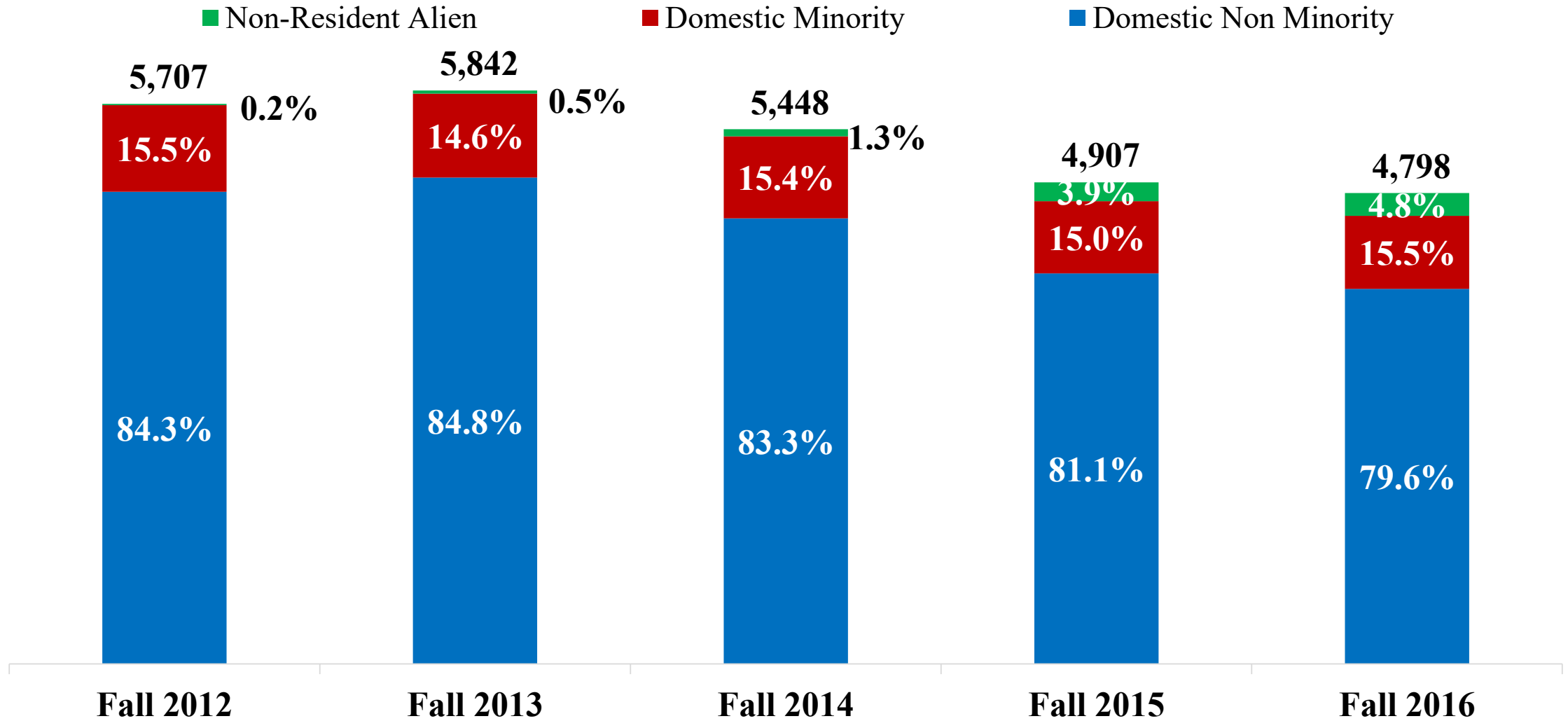


Source: OIR



\* < 10: Native Hawaiian / Pacific Islander

# Enrollment: Regional Campuses Undergraduate



Source: OIR



# Recruitment and Enrollment

- Strategic Recruitment
- Miami Tuition Promise
- Miami Access Initiative
- International Student Scholarships
- Summer Scholars Program
- Bridges
- Miami Tribe Relations



# College Transition

- New Student Orientation
- Summer Reading Program and Convocation
- Made@Miami
- Louis Stokes Alliance for Minority Participation (LSAMP)
- Miami, My Place
- Bridges Scholars Program
- UNV 101
- Living Learning Communities



# Academic Programs and Support Services

- Miami University Dolibois European Center (MUDEC)
- Office of Global Initiatives
- Office of Diversity Affairs
- Office of Diversity and Multicultural Services
- Miami Tribe Relations and Myaamia Center
- Women's Center
- Student Disability Services
- Miami Access Initiative
- American Culture and English (ACE) Program
- English Language Center (ELC)
- Over-the-Rhine Residency Program
- Project Civility
- Havighurst Center for Russian and Post-Soviet Studies



# Retention and Student Success

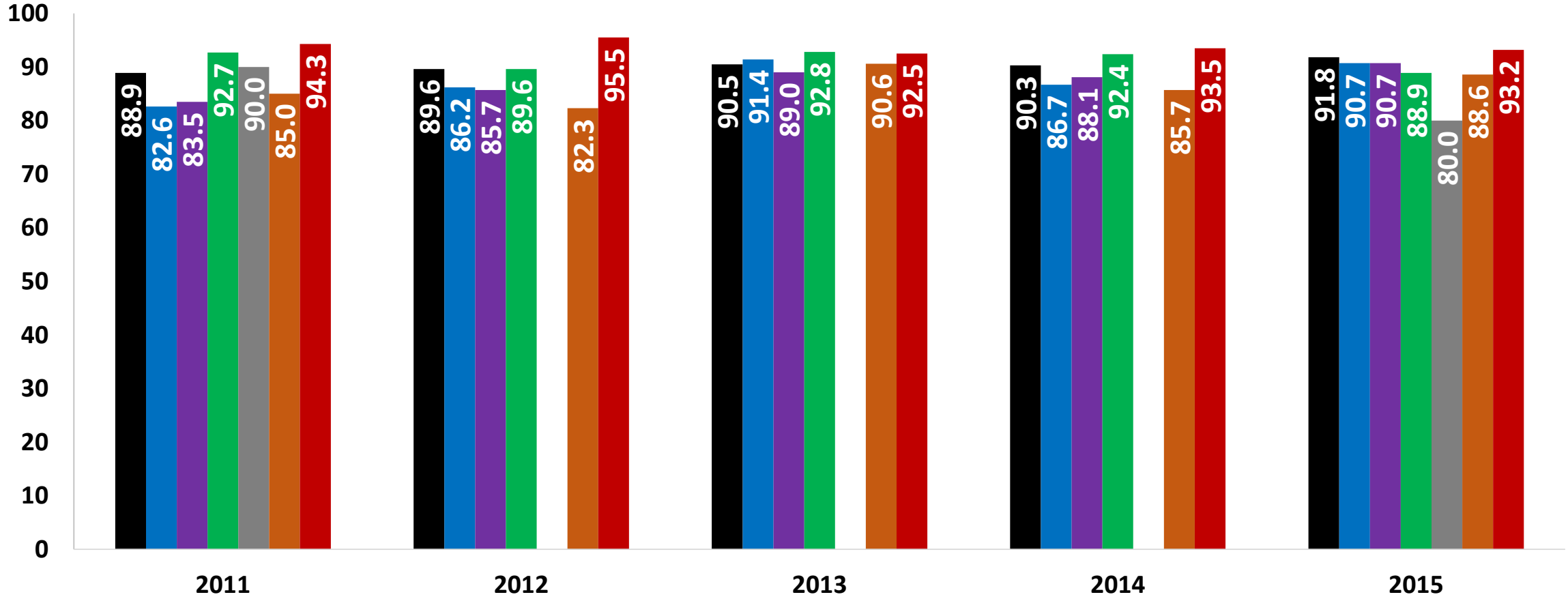
- Retention Rates – Domestic Minority Students
- Graduation Rates
- NSSE Data
- Ethnic Studies
- Study Abroad



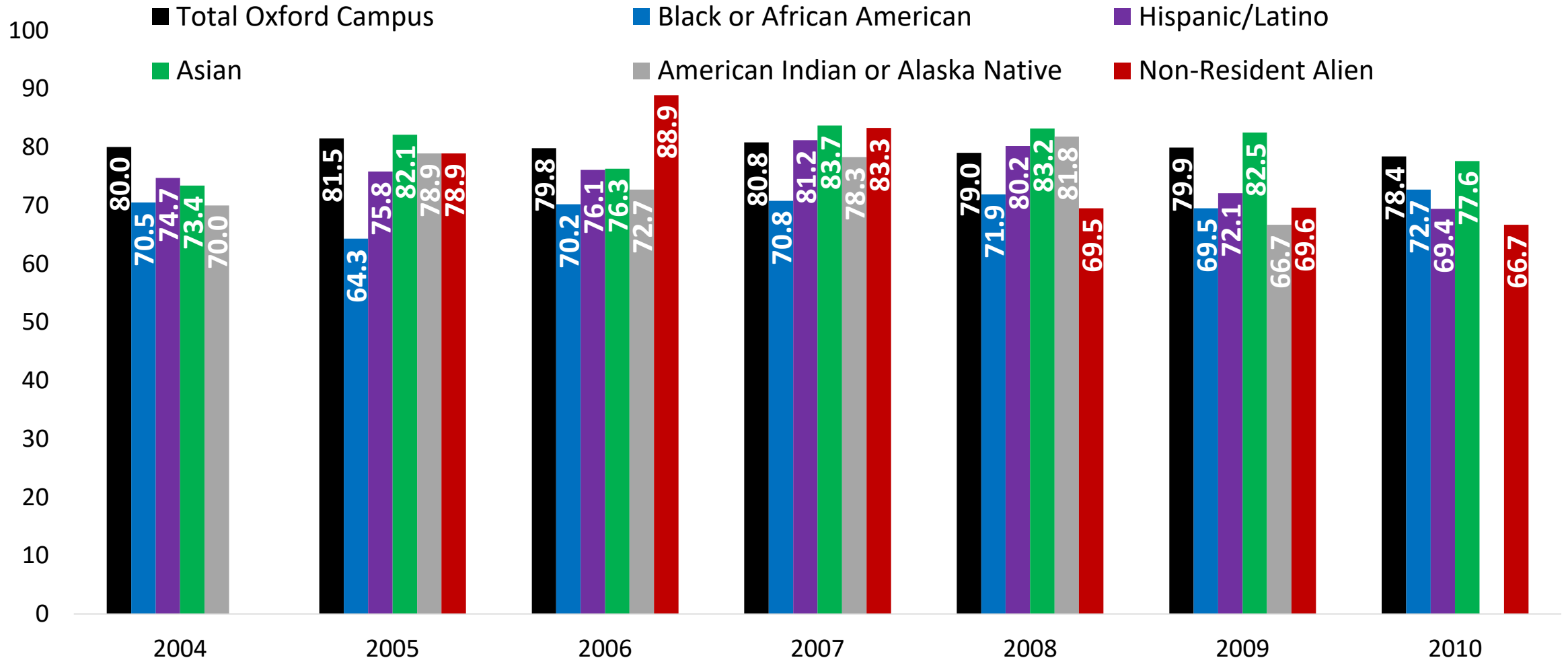


# Retention Rate (Percent - 1<sup>st</sup> to 2<sup>nd</sup> Year)

- Total Oxford Campus
- Black or African American
- Hispanic/Latino
- Asian
- American Indian or Alaska Native
- Multi Racial
- Non-Resident Alien



# 6 Year Graduation Rate (Percent)



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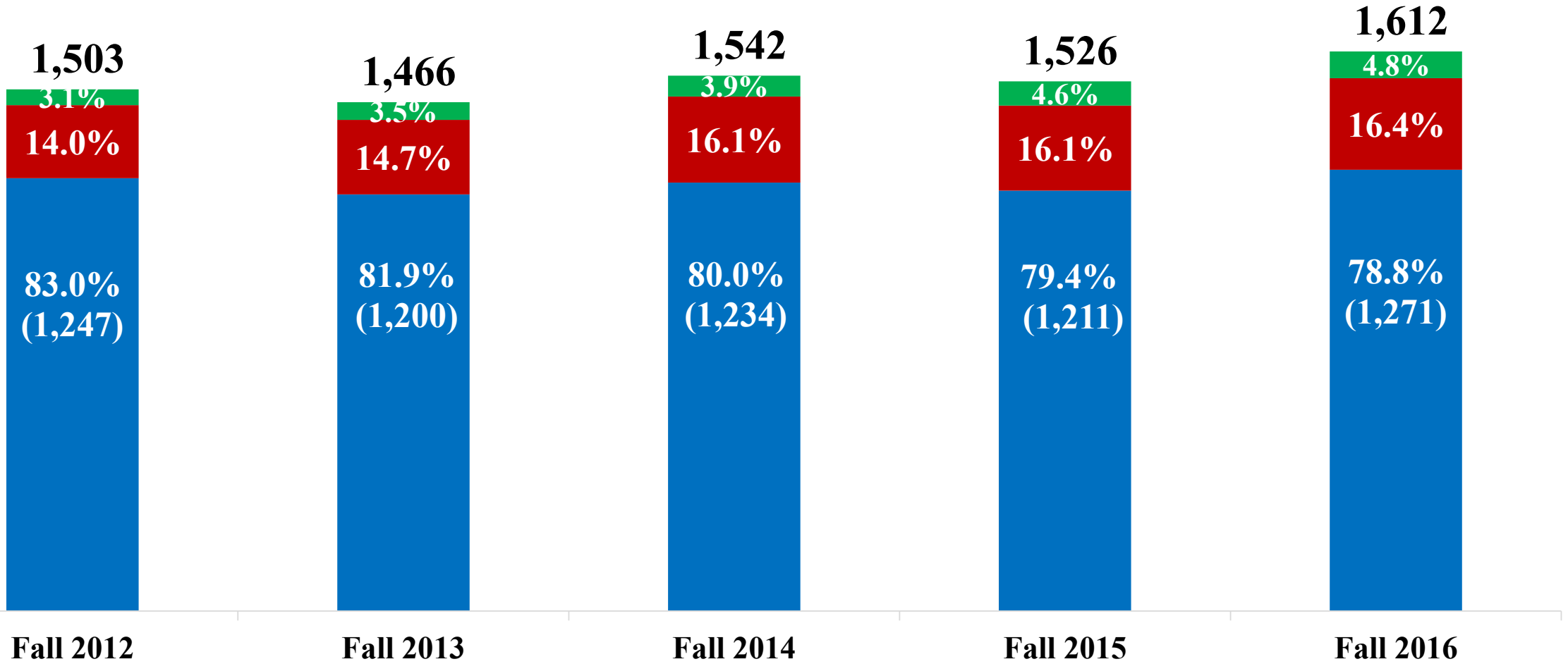
# Faculty and Staff

- Heanon – Wilkins Program
- New Title IX Program
- Center for Teaching Excellence
- Safe Zone Training, Ally Development or Trans 101
- Mental Health Ally Program, Mental Health First Aid and At-Risk Gatekeeper



# All Faculty Diversity

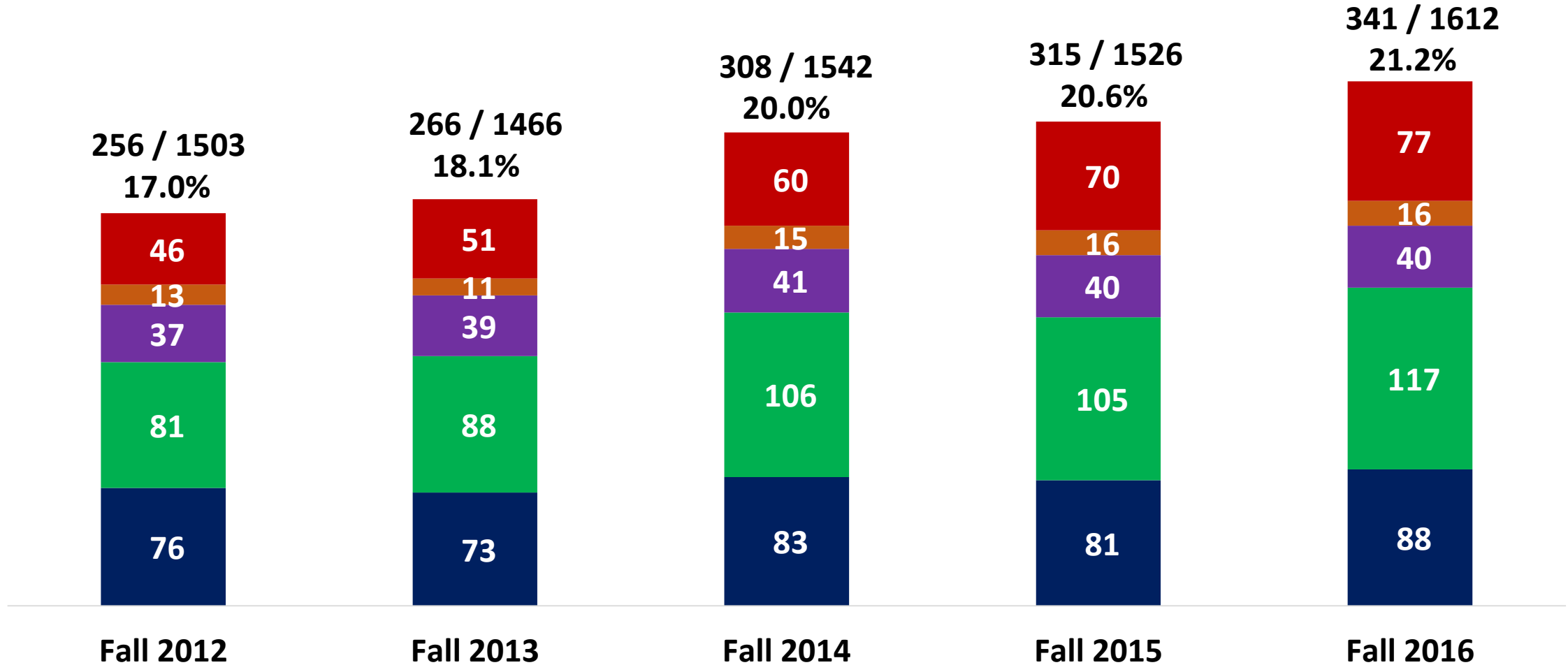
■ Non-Resident Alien      ■ Domestic Minority      ■ Domestic Non Minority



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# All Faculty – Diversity\*

■ African-American ■ Asian-American ■ Hispanic ■ Multi-Racial ■ Non-Resident Alien

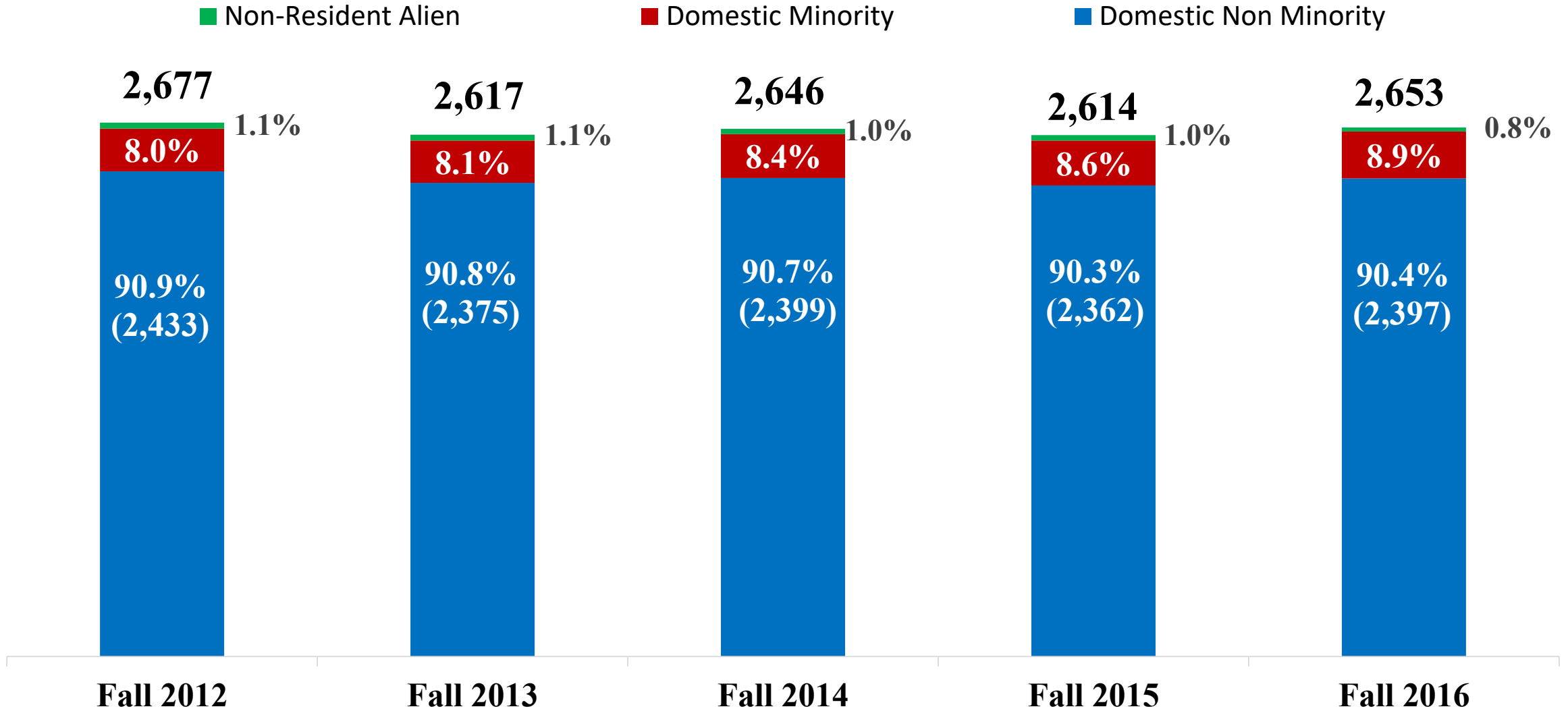


Source: OIR



\* <5 American Indian; Native Hawaiian / Pacific Islander

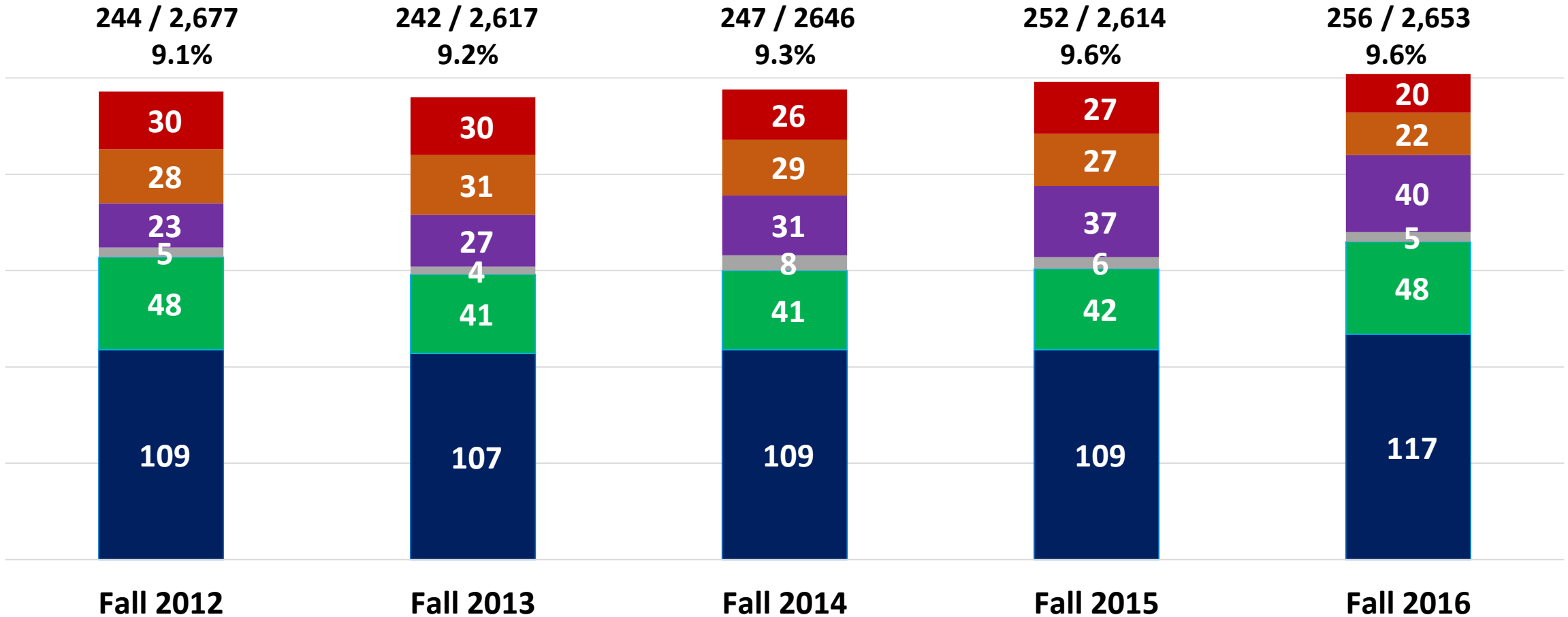
# All Staff Diversity Data



MIAMI UNIVERSITY

# Diversity – Staff \*

■ African-American  
 ■ Asian-American  
 ■ American Indian  
 ■ Hispanic  
 ■ Multi-Racial  
 ■ Non-Resident Alien



Source: OIR



\* <5 Native Hawaiian / Pacific Islander

# Challenges and Responses

- Climate
- Sexual and Interpersonal Violence
- Student Surveys (Student Success Committee)
- HERI Survey
- Miami 2020 Plan – Diversity Related Strategies and Objectives





# Conclusions and Questions

1. What should be the University's key diversity and inclusion objectives?
2. Which policies and/or practices may need to be better aligned or enhanced to advance our diversity and inclusion objectives?



# Conclusions and Questions

3. How might we ensure that a strategic diversity plan involves all key stakeholders? How might the Board of Trustees be best involved?
  
4. What communication strategies need to be enacted to ensure that Miami's diversity and inclusion values, policies and practices are shared across all divisions and with the key stakeholders (e.g., employers, alumni) of the University?



# Conclusions and Questions

5. What mechanisms and resources need to be put in place to encourage continuous improvement in advancing diversity and inclusion at Miami?



## Student Affairs Good News September 2017

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### Spring Highlights (through August 30)

#### Armstrong Student Center

- Armstrong Student Center hosted the 4th Armstrong Palooza during Welcome Weekend. With novelties around the building, free samples of the dining concepts, Michael Kent's comedy and magic show, karaoke in the Red Zone, swing dance lessons, laser tag, a pop up roller rink and an acoustic duo on the Shade Family Room stage, the Class of 2021 had many entertainment options throughout the building.
- With the opening of the east wing, the Armstrong Student Center student staff increased by about 1/3. We are starting the school with 66 student employees working as building managers, event production staff, Red Zone staff and information desk ambassadors.
- Beginning this semester, Armstrong Student Center will have two locations for the campus-wide Newspaper Readership Program. Students will be able to pick up free copies of the New York Times, Cincinnati Enquirer or USA Today by the west entrance or near Cafe Lux.

#### Community Engagement and Service

- After a competitive application process, Miami University has been named a National Association of Student Personnel Administrators (NASPA) Civic Learning & Democratic Engagement (CLDE) Lead Institution. NASPA's Lead Initiative comprises a network of 96 NASPA member colleges and universities committed to encouraging and highlighting the work of student affairs in making civic learning and democratic engagement a part of every student's college education. The Lead Initiative offers unique professional development opportunities, targeted resources, networking, and recognition for its Lead Institutions. This is the first time that Miami University has been a part of the Lead Initiative.
- On Saturday, August 26, the Office of Community Engagement and Service (OCES) co-sponsored Rise Against Hunger with Orientation and Transition Programs during Welcome Weekend. Rise Against Hunger is a food packaging event which provides meals to food insecure populations across the globe. At this event, 160 student volunteers packaged 12,744 meals, exceeding our meal goal of 12,528.

#### Diversity Affairs

- MADE@Miami successfully engaged our first-year underrepresented and marginalized student populations with various staff, faculty and students through breakout sessions and group activities. We had 135 students register to participate and from that, 132 attended. We are currently working on follow-up programming to promote through the year to help them stay connected. The Armstrong Social on Wednesday evening proved to be an extraordinary event with both our domestic and international students who were on campus to attend various pre-semester programs coming together to enjoy the a range of social events.
- On August 10 the Women's Center moved from McGuffey Hall to the Armstrong Student Center to shared space with LGBTQ Services called the Women's & LGBTQ Center. In 2016 the Student Affairs Division brought together the Office of Diversity Affairs, LGBTQ Services, and the Women's Center – three distinct, yet closely aligned identity-based functional areas – into one department to create greater synergies, efficiencies, and mutual support in order to better serve students.
- In terms of programming and outreach, the Women's Center participated in the June and August Summer Orientation Fairs as well as Mega Fair. Over 50 new students visited the Women's & LGBTQ Center at Armstrong Palooza on August 26. The Women's Center partnered with the League of Women Voters of Oxford on August 28 to host a Voter Registration table in honor of Women's Equality Day. Rhonda Jackson is co-leading a weekly Qi-Gong Practice as part of Employee Health and Wellness.

- Seven undergraduate student interns have been hired to work at the Women's Center for 2017-18. Two Student Affairs in Higher Education (SAHE) graduate students will do their practicums at the Women's Center this fall.
- The Women's Center's doctoral associate, Kyle Ashlee, continues to chair the Miami Masculinities Committee and is co-teaching a new 3-credit Women's, Gender, & Sexuality Studies course this fall called "Moving Beyond 'Man Up': Exploring, Deconstructing, and Reimagining Men and Masculinities."

### Harry T. Wilks Leadership Institute

- The Wilks Leadership Institute funded the participation of two Miami undergraduate students in the National LeaderShape Institute session for a week in July.
- We worked with the national headquarters of Sigma Alpha Pi: The National Society for Leadership and Success to focus on engaging invited members of the organization. The change of invitations and community building events yielded 1041 invites and a more competitive GPA for incoming second-year students.
- The annual U-Lead pre-semester retreat for first-year students engaged 50 participants for a 4-day leadership experience to ease the transition to campus life and develop leadership through a variety of campus and Oxford community activities.
- The 2017 Scholar Leader Retreat was held August 24 -26 at PVM in Camden, Ohio. Seventy-four Miami University students participated in this 3-day, transformational leadership experience focused on building community and setting students up for success in this unique Living Learning Community.
- The Wilks Leadership Institute hosted a Leadership Coaching Retreat in June to examine the feasibility of developing a leadership coaching practice at Miami University. Speakers included President Crawford and Ruth Reitmeier, the Director of Coaching at the Doerr Institute for New Leaders, Rice University. Attendees represented many organizations from across campus. The Institute will hold additional meetings to further explore this potentially high-impact initiative.

### Myaamia Tribe Relations

- Daryl Baldwin, Kara Strass and Bobbie Burke spent May 28 – June 10 in Washington DC at the 2017 National Breath of Life Archival Institute for Indigenous Languages. This NSF funded two week program was a collaboration with the Smithsonian's Recovering Voices Program in the National Museum of Natural History.
- Ten Myaamia students were counselors at the Miami Tribe's eewansaapita youth (10-16 yrs) summer camps, 5 in Miami, Oklahoma and 5 in Ft Wayne, Indiana.
- One student worked at the saakaciweeta (5 – 9 yrs) summer camp in Oklahoma, held during the same week as eewansaapita in Oklahoma.
- There are 31 undergraduate Myaamia students enrolled this fall.
  - 24 upper-class students -two are studying abroad: 1 in Luxembourg, 1 in San Sebastian, Spain
  - 7 new 1<sup>st</sup> year students -two of them participated in pre-school programs: 1 in MADE@Miami, 1 in the Equestrian Program
- On Sunday, August 27, the Myaamia Center staff met with the incoming students for a welcome lunch and orientation session. This is the second year that we have hosted this pre-classes event and continue to think these types of activities help demonstrate the support we want them to feel they have from the Myaamia Center.
- A major overhaul of the Miami Tribe Relations webpages is complete and the new website launched August 25.
- A new graphic representing the relationship with the Miami Tribe is complete and the symbolism about it appears on the Miami Tribe Relations (MTR) website.
- The launch of an awareness effort about the Miami Tribe is underway. We started with the MTR website launch, followed by the inclusion of a 2 minute video (focusing on the Myaamia student experience at

Miami) into the MTR, then efforts will follow to engage more departments across the campus in the coming weeks.

### Off-Campus Outreach & Communication

- The office held the first annual “Commuter Preview Day,” a pre-semester mini-orientation for incoming commuter students, on August 18. 30 incoming students attended. 10 returning commuters helped with the program. During the program, students:
  - Applied for/received parking passes
  - Toured the Commuter Center and registered for lockers
  - Participated in icebreakers and Q&A Panel
  - Walked uptown for lunch in the Oxford Memorial Park
- The 15<sup>th</sup> Annual Walkabout was held on August 27 & 28. Walkabout is an annual program in which small groups of volunteers visit off-campus students in their rental houses/apartments at the beginning of fall semester. Volunteers welcome students back to town and provide useful information about living in Oxford; they also give chocolate chip cookies to each house that answers the door. Early numbers indicate that more than 80 volunteers visited and spoke to students at 561 residences and left material at an additional 298 residences. Volunteers included students, faculty and staff, community members, city staff, and Oxford Police Officers.
- The Commuter Center Welcome Week event was held on August 29. Over 30 participants attended.

### Orientation and Transition Programs

- Summer orientation concluded in late June, with a total attendance of 3,462 first-year students and 4,924 guests over 16 sessions. This number is very close to our 2016 attendance. 97% of student survey respondents said orientation met or exceeded their expectations. An additional 108 students (77 first-year, 31 transfer) attended August orientation just before fall semester began. We saw a decrease in transfer students at August orientation, because more transfer students attended our one-day orientation sessions earlier in the summer.
- Between May and August, we facilitated 11 sessions of Transfer One-Day Orientation, in collaboration with all five academic colleges. Over the 11 sessions, we oriented 77% of new domestic transfer students (up from 60% in 2016). Transfer one-day orientation serves the unique needs of transfer students and allows us to ensure that each new transfer student receives a comprehensive introduction to Miami.
- Our very first Move in Miami campaign raised \$470 from 12 donors to support the Student Orientation Undergraduate Leader program.
- The orientation and Welcome Week mobile app is increasing in usership. Students and families accessed the guide over 219,000 times between May and August 2017, compared with about 10,400 times last year. This means the guide was used 21x more often this year than last year.
- Welcome Weekend was a success, and First 50 Days programs are underway. Welcome Weekend was well-attended, and included new initiatives such as the Welcome Home Late Night event, which featured multiple event spaces and activities across campus, and concluded in a fireworks show!
- OTP coordinated recruitment, matching, and training for over 100 undergraduate associates who will support nearly all of the 98 first-year transition courses (e.g., UNV 101), on the Oxford campus this fall, in which more than 1,800 students are enrolled. The strong partnership between student affairs, the provost’s office, and enrollment management continues to sustain and improve the first-year transition course initiative. Each OTP staff member also teaches 1-2 sections of UNV 101 or CEC 101.
- OTP welcomed a new full-time Coordinator, Evelyn Covington, in May. Evelyn collaborates with each academic college as she administers academic advising at orientation. She is also leading our expansion of Welcome Weekend and First 50 Days programs and similar transition programs for new students.

- Our two new undergraduate orientation student coordinators for 2017-18 started in mid-August. Shelby Frye is a second-year student in the College of Arts and Science, and Wyatt Bischoff is a junior in the College of Education, Health and Society. As student coordinators, they will lead the recruitment and selection of the 2018 SOUL team, and support the development and facilitation of summer orientation 2018.

### Parent and Family Programs

- In collaboration with Orientation and Transition Programs and offices across campus, this office oriented 4,972 family members of incoming first-year students across 16 sessions in June. 95.5% of students attending one of these sessions had at least one guest attend the concurrent Family Orientation session.
  - Oriented 98 family members of incoming first year and transfer students at August Orientation
  - Spoke with more than 100 family members of incoming transfer students at 9 Transfer Orientation sessions and 25 family members of students relocating to Oxford campus (from Regional campuses) at two Relocation Orientation sessions
- Hosted the following webinars for families (In addition to initial attendance, recordings are posted online for later viewing):
  - About Move-In Day - with the Home Office and the Office of Residence Life, 240 families
  - About moving into Off-Campus Housing - with Off-Campus Outreach - 25 families
  - About the first six weeks of college - with Dean of Students and Student Wellness - 53 families

### Residence Life

- 87% of first year students participated in the annual Fire and Personal Safety Fairs. Students navigate the Great Escape (theatrical-smoke-filled corridor), debrief with two RAs, talk with an MUPD officer, Oxford EMTs and firefighters, and learn how to use a fire extinguisher.
- Over 500 students participated in an alcohol alternative event during Welcome Weekend when several residence halls hosted Mayweather v. McGregor Match viewing parties.
- Students, faculty, and staff from 16 of our student created Living Learning Communities participated in a comprehensive training session focused on goal setting, community building, and event planning. Topics covered via the Student Created LLCs include: entrepreneurship, appreciation of the arts, and diversity and social justice.
- Students from McBride Hall had a very enthusiastic LLC welcome for their Innovation, Creativity, and Design community. Faculty member and Living Learning Community stakeholder, Dr. Michael Bailey Van Kuren attended the event. Students competed in a design challenge that resulted in a homegrown McBride Hall house sign.
- The leadership team in the Entrepreneurship LLC attended a planning meeting with Professor David Eyman. Students brainstormed topics and ideas that they want to workshop with over the semester as well as projects they are excited to start-up in the hall and for the community.
- 51 Professional Staff members spent 5 weeks training for the upcoming school year. Presentations covered areas such as creating a developmentally appropriate and inclusive campus community, understanding and enforcing university policy, and helping students maximize university resources. While many sessions were presented by current staff members in the Office of Residence Life, we were fortunate to be able to learn from nearly 40 colleagues from around the university as well.
- 268 Resident Assistants spent 10 very full days preparing for the arrival of nearly 8,000 first and second year students. Resident Assistant training focused on the four areas of the residential curriculum: academic success, effective community engagement, intercultural awareness, and personal development. Outside presenters included the Office of Equity and Equal Opportunity, Dining Services, Office of Ethics and Student Conflict Resolution, as well as institutional and Divisional Leadership.

### Rinella Learning Center

- The Rinella Learning Center served over 8,000 students through various services during 2016-17 and witnessed significant increases in tutoring, supplemental instruction, and use of testing services. Most notable from this year is the increase in tutoring (+35%) and supplemental instruction (+58%) usage and increase in the number of hours spent proctoring exams (+63%).

### Student Activities and Cliff Alexander Fraternity and Sorority Life and Leadership

- More than 1,000 parents attend our fraternity and sorority breakout sessions during summer orientation.
- A new Student Organization Advisor Development Program Curriculum was created this summer and will launch in the fall. This program is intentionally designed to reach all advisors and better train them to work with student organizations at Miami.

### Student Counseling Service

- Annual report data show that Student Counseling Service (SCS) staff provided another record number of service appointments in 2016-17-- 9,363-- an 8% increase over the previous year, including an 11% increase in individual counseling appointments, with no increase in paid staffing. The percentage of students receiving service from SCS in the past year also set another record, moving from 11.1% to 11.4%.
- A presidential-initiated outside review of all health services, including SCS, was completed. The report has prompted approval for an immediate increase of two additional counseling staff and one additional administrative support staff in SCS. The report also recommended the recreation of an Assistant Vice President for Health Services whose duties will include working to ensure movement from a model of voluntary collaboration to one of integration among Student Health, Student Counseling, and Student Wellness, the three major departments providing health services. While the report also recommended complete renovation of the Health Services Center facility, short term minor renovations in SCS were approved to create space for the additional counseling staff in the short term.
- SCS and The Haven have agreed to initiate intensive substance abuse treatment services to Miami students in Oxford with a mid-term plan to expand to provide substance abuse recovery housing programming and related services within the next year. This achievement is the result of collaboration among a wide number of offices within and without Student Affairs at Miami well as with Oxford community resources and offices.
- SCS staff initiated a collaborative dialogue with Tri-Health, McCullough Hyde Memorial Hospital, and Good Samaritan Adult Behavioral Health Unit (Cincinnati) to improve the quality and efficiency of the hospitalization experience for Miami students requiring psychiatric hospitalization. Agreement is hoped for by fall semester.
- SCS staff expanded the evolving partnership with the Eating Recovery Center in Cincinnati to include referral to a Virtual Intensive Outpatient treatment option for Miami students requiring intensive treatment for eating disorders. This option would allow enrolled students needing such treatment to remain enrolled while they participate in intensive treatment programming through state-of-the-art virtual tele-medicine technology.

### Collaborative efforts

- The Town Gown Initiatives Team (TGIT) hosted the 2nd Annual Ohio Town Gown Summit, with 134 attendees from across the state. The event included breakout sessions on the student role in town gown relations, business/university relationships, and challenges of high risk alcohol consumption in the unique Ohio context. (Dean of Students, Student Wellness, Off-Campus Outreach and Communication, Community Engagement and Service, President's Office, City of Oxford, Enjoy Oxford, and Talawanda School District)



- Off-Campus Outreach and Communication and Community Engagement and Service partnered with Student Activities and International Student Scholar Services to offer a bus trip for 125+ international students to Jungle Jim's International Market on August 24.
- Parent and Family Programs collaborated with International Student Scholar Services (ISSS) to coordinate a luncheon and educational session for approximately 60 family members of incoming international students. Educational sessions were presented concurrently in English and in Chinese.
- In collaboration with The Oxford Community Choice Pantry, the Office of Community Engagement and Service collected 2,231 lbs. of food at summer orientation this year, exceeding our goal of 2,021 lbs. The annual orientation food drive provides much needed canned items for local community members who are food insecure.

### Staff Achievements

- Jen O'Brien, Director of Off Campus Outreach and Communication, presented at the International Town Gown Association (ITGA) conference in Eugene, Oregon, with Jessica Greene from Enjoy Oxford: "Beyond Welcome Week: Opportunities for Shared Experiences between Community Members and Students."
- Tiffany Seaman, Assistant Director of Student Activities and Jenny Levering, Director of Student Activities and Fraternity and Sorority Life, were selected to present at the National Association of Campus Activities Conference in October on best practices for Late Night Programming. The Late Night Miami program has become a nationally recognized effort and our department has been sharing ideas and resources widely so other campuses can have similar successes.
- Drs. Melissa Schultz and Ashley Wilson from the Student Counseling Service completed a week-long national training to become certified as Mental Health First Aid Trainers, bringing the number of certified trainers on our staff to four.
- Dr. Eric Buller presented a workshop entitled "High-Impact Campus Initiatives" at the Gallup Clifton Strengths Summit in Omaha, Nebraska. This presentation detailed the successes and challenges of implementing a campus-based Clifton Strengths for Students program.
- Becca Getson, Sexual and Interpersonal Violence Response Coordinator, was named an "Unsung Hero" by United Way of Oxford.

# **Office of Diversity Affairs**

Board of Trustees Report

September 2017

## **Summary**

The Office of Diversity Affairs had a major transition during the last academic year with all four of the previous professional staff members either retiring or moving on to other job opportunities by August 2016. The new Director of the office, Kelley Kimple, started in mid-August, just before the start of the department's pre-semester program MADE@Miami. In addition to this transition, another element of change this year was the entrance of the Women's Center under the umbrella of the department. The department now consists of three functional areas: Diverse Student Development, LGBTQ+ services, and Women's Center. Beginning in late August 2017, all three areas reside in Armstrong Student Center, but in three different physical spaces.

With no other professional staff working within two of the functional areas, Diverse Student Development and LGBTQ\* Services, for the entire academic year, six graduate students within the Student Affairs in Higher Education Master's program provided essential assistance to our office. These students completed practicums in the department that helped some of the larger programs and events continue. The programs they assisted with were: serving as co-advisor to the Diversity Affairs Council (DAC) student organization; co-planning the Multicultural Student Leadership Conference; co-planning the week long Immersion Trip to Atlanta; serving on the planning committee for Black History Month calendar of events with student organizations, conducting Peer Leader interviews and other tasks for MADE@Miami; and acting as the planning committee for Horizon Graduation and Lavender Graduation. Rhonda Jackson from the Women's Center provided assistance as she stepped in to take on some of the LGBTQ+ Services' initiatives. She worked with the office's student workers to implement various programs and events such as Rainbow Reception, Pumpkin Pride, and Lavender Graduation. Rhonda also served as the primary advisor for Spectrum. Other members within the Miami community provided assistance to the department throughout the year whenever feasible.

Even though the staffing was limited, Kelley did her best to continue caring for and providing support to students in need of assistance. Many of the upperclassmen who frequently came into the office prior to this year, were also a huge source of support and assistance to Kelley.

## **Significant Achievements, Initiatives & Substantive Changes**

- MADE@Miami 2016 went well despite the turnover of duties to Kelley within days of starting at Miami. Shevonne Nelson was able to finish many of the details for the program before departing the institution. Kelcey Broomfield and Jonika Moore from Admissions helped immensely with different components of the program, as they were familiar with what needed to happen from their experience assisting in the past. Approximately 180 students registered, and 162 students attended the pre-semester program.

- Kelley continued to collaborate with Career Services as they have a liaison to work out of the office a few times throughout the week to assist students with resumes and other career exploration opportunities. We held two career fair preparation sessions in the office prior to the on-campus career fairs and one business etiquette dinner.
- Due to her being a member of a National Pan-Hellenic Council (NPHC) sorority, Kelley served as a support system to the students within the NPHC fraternities and sororities. She provided them with advice and guidance when asked on various programs, events, and challenges they faced during the year. She communicated with Colleen Blevins, Associate Director for Greek Life and their advisor, about concerns or questions brought to her attention.
- Ronnie Benion (Graduate Student) and members of Diversity Affairs Council (DAC) presented the 5<sup>th</sup> annual Multicultural Student Leadership Conference to the campus. The keynote speaker was Noor Tagouri. Various undergraduate and graduate students participated in the event as both workshop presenters and participants of the conference held in November.
- Aidyn Scott (Residence Hall Director), Ryan Anderson (ODA Student Worker), Ardin Reinhart (ODA Student Worker) and Alandis Johnson (Doctoral Student) offered their assistance to the ODA by asking to lead a few Safe Zone training workshops for the Miami community last year in the absence of an Assistant Director for GLBTQ+ Services. This was extremely helpful as a number of requests had been submitted to Kelley from members of the Miami and Oxford community.
- For the Immersion Trip to Atlanta, GA during the January term, enough sponsorships were received from various departments on campus to take 2 advisors and 11 students versus only six students as they had done for the three previous trips. This year the theme of the trip was Southern Black Culture and students participated in educational, social and community service aspects to learn more about the culture. We were able to have dinner with Miami Alumni Terrance Moore and he discussed his experience at Miami as an undergraduate, being a sports columnist, writer, and professor at various institutions in Atlanta.
- Kelley continued the collaboration with members of the City of Oxford, Oxford NAACP, and Miami staff to present the Dr. Martin Luther King, Jr. event to commemorate the holiday. Dr. Tammy Kernodle served as the keynote speaker.
- Kelley, MyTresa Taylor (graduate student), and Jaishel Linch Bennett (graduate student) worked with the Black Presidents Caucus to create a calendar of events for Black History Month. According to the students, this was the first time all of the various organizations came together and created events for the entire month. The inaugural Black History Month banquet served as the culminating event for the month, with keynote speaker Mr. Clarence Boozeman. The committee created an award called the Pillar of the Community for a student, student organization and a staff/faculty member.
- Kelley was able to receive funds from the Division of Student Affairs to send 2 advisors and 5 students to the Big XII Conference on Black Student Government at the University of Texas in Austin. This leadership conference provided them the opportunity to network with other students who also attend predominately white institutions and able

to discuss the differences, similarities and solutions when faced with challenges on their campuses.

- Kelley conducted three searches in the Spring for the following vacant positions: Associate Director of Diversity Affairs, Associate Director of LGBTQ\* Services and Assistant Director of Diverse Student Development.
  - The Assistant Director of GLBTQ+ Services was upgraded to an Associate Director. After research, we also changed the order of the letters from “GLBTQ+” to “LGBTQ\*” to be more consistent with how it is typically written, and added an asterisk to be more inclusive.
  - All three new staff members started working in June 2016.
- Both Horizon Graduation and Lavender Graduation were a success.
  - With 21 participants, Lavender Graduation had its largest number of participants since the event’s inception.
  - Horizon Graduation was moved from the Saturday morning right before the main graduation to Friday evening to allow more time to enjoy the event. There were 60 participants and approximately 250+ family members and friends in attendance of the event.

### **Goals for the future**

- Staff will work on building relationships with other diverse student populations who have not utilized our department as a resource as much as the Black/African American and LGBTQ\* student populations.
- Creating programs and events that are intentionally focused on the intersectionality of our three areas.

Beginning of Year Activities: From One Week to First 50 Days  
Miami University Board of Trustees Report  
August 2017

Welcome Weekend and the First 50 Days provides a steady merge into campus life for first year students.

Spanning the first seven weeks of the fall semester, Welcome Weekend and the First 50 Days is **an expanded approach to supporting new students' transitions to Miami, which builds on the** previous model of a 10-day Welcome Week. Welcome Weekend and the First 50 Days broadens support for new students through a series of over 400 programs and experiences, and builds on the foundation of orientation as new students adjust to the university. It reinforces themes and messages introduced at orientation, and prompts new students to activate their academic and co-curricular goals as they experience campus for the first time as matriculated students.

Welcome Weekend designates the numerous, often large-scale activities that occur between move-in day and the first day of class; the First 50 Days is the extended calendar of events that stretches through mid-October, concluding at fall break.

Programs during Welcome Weekend and First 50 Days aim to connect and engage students on campus so they can develop a sense of belonging early in their time at Miami. These programs help new students engage with communities and explore campus facilities, resources, and traditions that will ease their transition, increase their sense of belonging, and equip them with support and strategies to succeed at Miami.

For decades, research on college students has stressed that the the first several weeks are crucial **for students' successful transitions to college life (Woolsey, 2003; Levitz and Noel, 1989; Pascarella and Terenzini 1992; Upcraft and Gardner, 1989)**, and that successful transitions lead to student persistence. **Data from Miami's own transition survey (2015; 2016) gives insight into our students' transitions, and the challenges some students' experience. Students' responses on** the Miami transition survey indicate that they perceive their social transitions to be more difficult than their academic transitions, and that finding community builds their sense of belonging at Miami.

The new format of Welcome Weekend and the First 50 Days better meets the outcomes of **Miami's transition programs, which are to:**

Connect new students with:

- One another
- Academic communities
- Residential communities
- Campus resources/support services
- Involvement and volunteer opportunities
- Diverse communities
- The local community

Engage new students in:

- Academic planning
- Career preparation
- Non-alcoholic evening activities

**Build new students' awareness of:**

- Health and safety protocol
- Miami history, culture, spirit and traditions
- Campus facilities and navigation

Collaborating across the university to support academic and social transitions. Coordinated by the Office of Orientation and Transition Programs, Welcome Weekend and the First 50 Days offers programs from over 70 departments across the university and the local community, making up the schedule of 400+ events. Partnering with Residence Life and Student Activities to the University Libraries, academic departments in each college, and as well

as many more departments, Welcome Weekend and First 50 Days programs support student transitions to both academic and campus life.

Engaging international students and other students who arrive early. New international students arrive on campus one week prior to domestic students in order to attend international student orientation. **In order to support these students' transitions,** Student Affairs worked intentionally with International Student and Scholar Services to create programs for international students during this week. From assisting with move-in to movie nights **and a trip to Jungle Jim's, programming for international students was improved this year.**

In addition, a Welcome Back Pre-Semester Social was hosted in the Armstrong Student Center on the Wednesday night before first year move in. As a part of Late Night Miami, multiple offices worked together to create an event for all students who were on campus early for programs such as MADE @ Miami, ULEAD and August orientation.

Supporting student engagement through large-scale events, small-scale events, and individual interactions.

Many events during Welcome Weekend engage the Class of 2021 altogether in common experiences: the First Night Block Party, Convocation, Summer Reading Discussions, the Love and Honor Celebration, Armstrong Palooza, and It Is My Place. Each night of Welcome Weekend also includes informal Community Connections programs in the first-year residence halls, so students can connect with peers on a smaller scale. Programs and workshops during First 50 Days are also smaller, and help facilitate **students' connections to targeted services,** departments, and opportunities.

By attending Mega Fair during the first week of classes, students are introduced to 400+ student organizations where they can become involved. Beginning this fall, the First 50 Days will also feature student organization showcases as a form of a "mini Mega Fair" that are more focused and accessible for students, and are organized by category. These showcases include organizations focused on culture, fine arts, service, political/social action, religion, and special interest/recreation.

First 50 Days also includes opportunities for first-year students to individually consult with experienced student leaders as they seek opportunities for campus engagement. Throughout First 50 Days, Student Engagement and Leadership (SEAL) Ambassadors are available from 9am - 5pm every day at the SEAL front desk to conduct one-on-one meetings with students who are seeking campus involvement or are interested in starting new student organizations. These peer-to-peer conversations are a perfect way for a first year student to discover how to pursue their interests on campus - whether through an existing opportunity or by creating something that does not already exist. In addition, this resource will serve students who may not find their ideal involvement at Mega Fair.

Connecting to local community.

**Facilitating new students' introduction to Oxford is another aim of Welcome Weekend and First 50 Days.** A strong partnership with the Oxford Visitors Bureau/Enjoy Oxford and the Chamber of Commerce has helped us achieve this goal. **The summer's Thursday night concert series** includes four additional concerts for students Uptown through September. Events at the Community Arts Center are included in the First 50 Days schedule, as well as local events like the Apple Butter festival at Hueston Woods.

Students can also take bus trips to Cincinnati attractions such as Kenwood Mall, Newport on the Levee, Kings Island, Reds and FC Cincinnati games, Jungle Jim's, and a Broadway show at the Aranoff Center. A new Late Night Miami program series, *Beyond the Bricks*, will provide trips to Cincinnati beyond Welcome Week and the First 50 Days, and allow students to engage with the local community in a fun and safe way.

New and innovative programs.

Many of the large-scale events and smaller workshops on the Welcome Weekend and First 50 Days calendar have become consistent, and many new programs are created each year. With the newly expanded format of the First 50 **Days for 2017, we've added exciting events including:**

- Student Activities Organization Showcases (smaller versions of Mega Fair),
- SEAL ambassador hours (individual peer-to-peer involvement consulting),
- diversity programs (speakers focused on Muslim identities and interfaith perspectives, as well as a global tea tasting),
- Oxford community events (a ballroom dance and an arts celebration at the Community Arts Center, yoga in the uptown park, ice cream making at Hueston Woods),
- Expanded academic department welcomes (each new student has a divisional and/or departmental academic welcome where they meet faculty, advisors, and upperclass students)
- Expanded Career Center programs (over 60 career-oriented workshops and events)
- Welcome Home with Late Night Miami (a variety of events across campus to introduce Late Night Miami programming, including an outdoor movie at Lewis Place, succulent planting, an escape room, dodgeball tournament, and outdoor yoga - culminating in a fireworks display!)

Well-attended experiences.

Students learn about Welcome Weekend and First 50 Days events through orientation, resident assistants, signs and posters across campus, and the Orientation and Transition mobile app, which features the complete schedule of events. Resident assistants accompany new students to many Welcome Weekend events, and partnerships with sponsoring departments include targeted outreach. As a result, programs are well attended. New students filled the Goggin Ice Arena for the First Night Block Party (capacity nearly 4,000); at least 1,500 students attended the Love and Honor Celebration at Yager Stadium; attendance for international student events totaled over 400; 160 students attended the Rise Against Hunger service project, where they packed 12,744 meals that will be sent to hunger-stricken communities across the world. In addition, Welcome Home with Late Night Miami attracted over 1,200 students; and more than 3,100 students attended It IS My Place (a performance-based prevention education program focused on sexual and interpersonal violence, alcohol and other drugs, and bystander behavior). At least 5,000 first year and upperclass students are expected to attend Mega Fair.

**MIAMI UNIVERSITY DEPARTMENT OF HOUSING, DINING, RECREATION & BUSINESS SERVICES***Office of Housing Options, Meals & Events (H.O.M.E.)***2017-2018 Occupancy Report # 1 (Prior to No Shows)**

8/25/2017

Building Name	Standard Capacity	Residents	Occupancy %	Vacancies or (Beyond Standard)	Doubles Sold as Singles
Anderson	217	212	98%	5	
Beechwoods	266	255	96%	11	
Bishop	94	89	95%	4	1
Brandon	144	143	99%	1	
Clawson	122	119	98%	3	
Collins	147	146	99%	1	
Dennison	271	258	95%	13	
Dodds	215	206	96%	9	
Dorsey	212	210	99%	2	
Elliott	35	35	100%	0	
Emerson	335	329	98%	6	
Etheridge	237	232	98%	5	
Flower	266	259	97%	7	
Hahne	367	364	99%	3	
Hamilton	181	180	99%	1	
Havighurst	336	329	98%	7	
Hepburn	265	262	99%	3	
Heritage Commons					
Blanchard House	72	71	99%	1	
Fisher	72	68	94%	4	
Logan	70	69	99%	1	
Pines Lodge	72	70	97%	2	
Reid	72	71	99%	1	
Tallawanda	72	71	99%	1	
Hillcrest	271	264	97%	7	
MacCracken	197	189	96%	8	
Maplestreet Station	91	91	100%	0	
McBride	142	136	96%	6	
McFarland	142	142	100%	0	
McKee	81	58	72%	23	
Miami Inn	99	96	97%	3	
Minnich (Under Renovation)	-	-	-	-	
Morris	371	363	98%	8	
Ogden	173	163	94%	10	
Peabody	152	139	91%	13	
Porter	219	210	96%	9	
Richard	202	199	99%	3	
Scott (Under Renovation)	-	-	-	-	
Stanton	235	233	99%	2	
Stoddard	45	44	98%	1	
Stonebridge	265	257	97%	8	
Swing	233	213	91%	20	
Symmes	198	198	100%	0	
Tappan	300	290	97%	10	
Thomson	208	198	95%	10	
Wells	153	134	88%	19	
<b>On Campus Total</b>	<b>7917</b>	<b>7665</b>	<b>97%</b>	<b>251</b>	<b>1</b>

Leased University Housing					
Hawks Landing	188	174	93%	14	
Miami Commons	52	46	88%	6	
<b>Leased University Housing Total</b>	<b>240</b>	<b>220</b>	<b>92%</b>	<b>20</b>	

<b>Grand Totals</b>	<b>8157</b>	<b>7885</b>	<b>97%</b>	<b>271</b>	<b>1</b>
One Year Ago	8136	8046	99%	87	3

First Year Admissions:	
Residents in First Year Housing	4,019
Less Current ACE Students	(252)
Add Commuters	75
= First Year Admissions #	3,842

First Year Resident History	
2017-2018 (Includes ACE)	4,019
2016-2017 (Includes ACE)	4,022
<b>Increase (Decrease)</b>	<b>(3)</b>

New Transfer/Relocation Residents (All Transfers & Relocations)	
2017-2018	169
2016-2017	184
<b>Increase (Decrease)</b>	<b>(15)</b>

Returning Resident History	
2017-2018	3,697
2016-2017	3,840
<b>Increase (Decrease)</b>	<b>(143)</b>

<b>Total Occupancy</b>	<b>7885</b>
<b>Increase (Decrease)</b>	<b>(161)</b>





# ENROLLMENT UPDATE

## **Board of Trustees Meeting** Academic & Student Affairs Committee September 14, 2017

**Susan K. Schaurer**  
Assistant Vice President for Enrollment Management  
and Director of Admission



# 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



# First-Year Key Metrics

## 2017 vs. 2016

**ACT Best:** 28.3 vs. 28.5

**First Generation:** 587 vs. 555

**GPA:** 3.76 vs. 3.77

**Honors:** 521 vs. 454

**Curriculum Strength:** 13.8 vs. 13.9

**Academic Scholars:** 182 vs. 247

**Non-Resident:** 42.9% vs. 44.1%

**Bridges:** 280 vs. 275

**International:** 8.4% vs. 7.6%

**Summer Scholars:** 125 vs. 121

**Domestic Diversity:** 16.9% vs. 15.5%

**Countries:** 18 vs. 30

**RedHawk Grant:** 489 vs. 372

**States:** 43 vs. 43



Data as of 8.22.2017

MiamiOH.edu

# Other Enrollment Goals

## *Fall 2017*

### **Oxford Pathways Program**

- » Spring 2018 enrollment goal is 40 first-year Oxford students
- » 41 confirmed students or a 31% YTD decrease versus Fall 2016

### **American Culture and English (ACE) Program**

- » Fall 2017 enrollment goal is 275 students
- » 230 confirmed students or a 23% YTD decrease versus Fall 2016

### **Transfers**

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



Data as of 08.22.2017

[MiamiOH.edu](http://MiamiOH.edu)

# Fall 2017 Projected First-Year Enrollment

## *October 15*

Total Pre-Melt Confirmations: 4,069

Current Active Confirmations: 3,864

Resident: 2,207 (vs. 2,134)

Non-Resident: 1,332 (vs. 1,395)

International: 325 (vs. 291)

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

5.04% melt: 3,864

5.25% melt: 3,855

**5.50% melt: 3,845**

5.75% melt: 3,835

6.00% melt: 3,824

Note: Fall 2016 final melt was 6.18%.

Data as of 8.22.2017

MiamiOH.edu



# Enrollment Planning

## *Fall 2018 and Beyond*

	2013	2014	2015	2016	2017	2018	2019	2020
<b>First-Year Total</b>	3,644	3,641	3,806	3,798	3,864			
<b>ACT Average</b>	27.5	27.6	28.0	28.5	28.3			
<b>Domestic Diversity</b>	13.2%	13.0%	13.7%	15.6%	16.9%			
<b>Non-Resident</b>	39.2%	43.3%	44.1%	44.0%	42.9%			
<b>International</b>	173	251	295	284	325			
<b>ACE</b>	105	219	299	274	230			



Fall 2017 data as of 08.22.2017; all other data are final.

MiamiOH.edu

# Key Enrollment Goals

## *Fall 2018*

### First-Year Objectives

- » Increase applications for admission to exceed 31,000
- » Enroll a cohort of 3,750 first-year students
- » Increase non-resident enrollment
  - » Increase domestic non-resident enrollment
  - » Maintain international non-resident enrollment of 300
- » Maintain diversity
  - » Racial/ethnic
  - » Socioeconomic
  - » College-going status
- » Maintain quality
- » Manage divisional enrollment targets

### Other Enrollment Objectives

- » **Meet ACE Program enrollment target of 200**
- » **Meet transfer enrollment target of 200**
- » Meet Net Tuition Revenue targets



**Over 44 million people are affected by student loan debt**

By Ed Zwin August 19, 2017 | 6:14pm

**The High Cost of Low Graduation Rates**

How Much Does Dropping Out of College Really Cost?

**This Is the Way the College 'Bubble' Ends**

Not with a pop, but a hiss

**MILLENNIAL COLLEGE GRADUATES ARE MORE EDUCATED, JOBLESS**

U.S.



**International Enrollments: From Flat to Way Down**

Amid concerns about visas and the political environment, some institutions are maintaining or even increasing their enrollment numbers, but many report drops, some by as much as 30 to 50 percent for new students.

By Elizabeth Redden // September 5, 2017

**Enrollments in Intensive English Programs Fall**

By Elizabeth Redden // May 31, 2017

COMMUNITY COLLEGES

**What Community Colleges Are Doing to Counteract Declining Enrollments**

By Katherine Mangan | APRIL 26, 2016

**Student loan borrowers, herds face a relentless collector: the**

*Too many degrees are a waste of money. The return on higher education would be much better if college were cheaper*

**Citi just drew an 'eerily reminiscent' parallel between student loans and the subprime mortgage crisis**

**As State Budget Revenues Fall Short, Higher Education Faces A Squeeze**



# Key Enrollment Goals

## *Fall 2018*

### First-Year Objectives

- » Increase applications for admission to exceed 31,000
- » **Enroll a cohort of 3,750 first-year students**
- » Increase non-resident enrollment
  - » Increase domestic non-resident enrollment
  - » Maintain international non-resident enrollment of 300
- » Maintain diversity
  - » Racial/ethnic
  - » Socioeconomic
  - » College-going status
- » Maintain quality
- » Manage divisional enrollment targets

### Other Enrollment Objectives

- » Meet ACE Program enrollment target of 200
- » Meet transfer enrollment target of 200
- » **Meet Net Tuition Revenue targets**



# Enrollment Planning

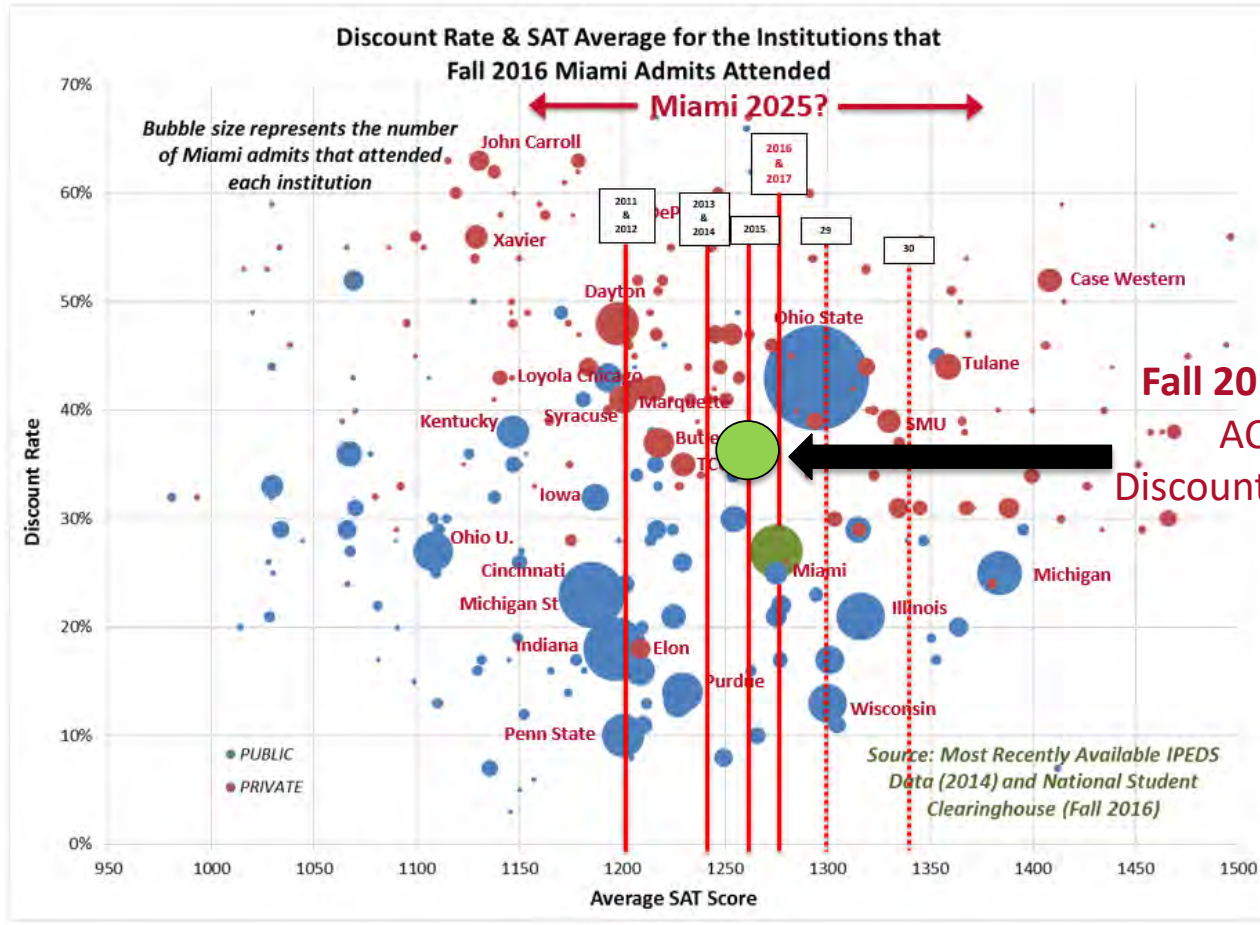
## *Fall 2018 and Beyond*

	2013	2014	2015	2016	2017	2018	2019	2020
<b>First-Year Total</b>	3,644	3,641	3,806	3,798	3,864	4,000		
<b>ACT Average</b>	27.5	27.6	28.0	28.5	28.3	28.0		
<b>Domestic Diversity</b>	13.2%	13.0%	13.7%	15.6%	16.9%	15.8%		
<b>Non-Resident</b>	39.2%	43.3%	44.1%	44.0%	42.9%	45.0%		
<b>International</b>	173	251	295	284	325	300		
<b>Admit Rate</b>	66.8%	65.8%	65.5%	65.4%	68.2%	70.7%		



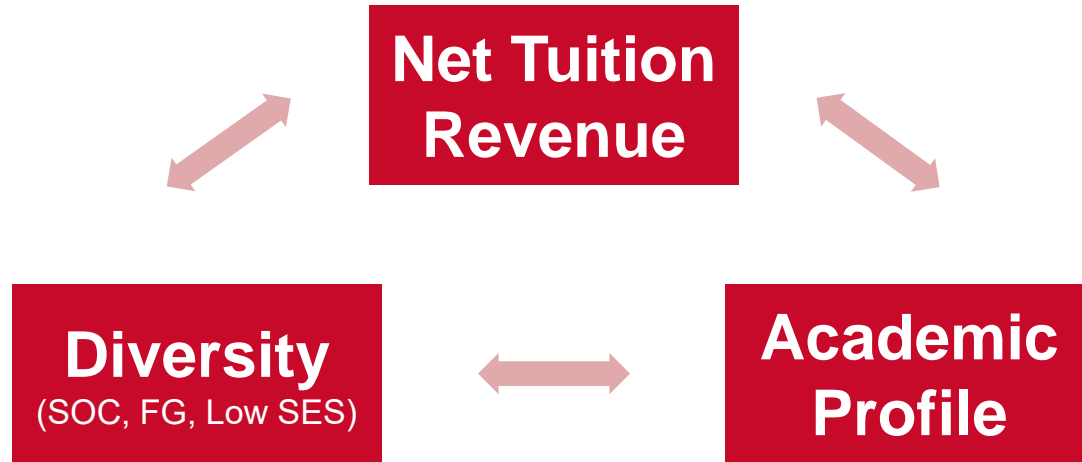
Fall 2018 data based on modeled scenarios to meet NTR targets; all other data are final.

MiamiOH.edu



# Enrollment Planning

## *Balancing Competing Priorities*



# Enrollment Planning Discussion

## *Fall 2018 and Beyond*

- Which enrollment goals for Fall 2018 are the highest priority as it relates to the financial aid budget?
- What trade-off is the institution willing to make for Fall 2018 and beyond in order to balance competing enrollment priorities?
- What is the size, composition, and profile of Miami's Fall 2020 cohort? How does that translate into the enrollment priorities and fiscal realities for Fall 2018?
- How does Miami continue to advance (or even maintain) diversity, broadly defined, and academic profile without an increased investment from the E&G budget for scholarship programs?





# QUESTIONS?





# FUTURE OF CAREER DEVELOPMENT & EXPERIENTIAL LEARNING

## **Board of Trustees Meeting** September 14, 2017

Jen Franchak  
Assistant Vice President



# Advancing the Miami Career Community

*Evolving "Parallel" Services to Meet Student Needs*

Student Affairs

Career Services

Alumni Relations

Enrollment Management

## Academic and Career Development Strategy

Campus Involvement

Program Design

Career Advising

Active Learning

Career Mentoring

Curricular Planning

Outcomes Marketing

Service-Learning

*Engaging the Academy in Experiential Learning*

Deans and Chairs

Teaching & Learning

Academic Advising

Undergraduate Studies



Source: EAB.com, Integrating Academic and Career Development (2017)

MiamiOH.edu



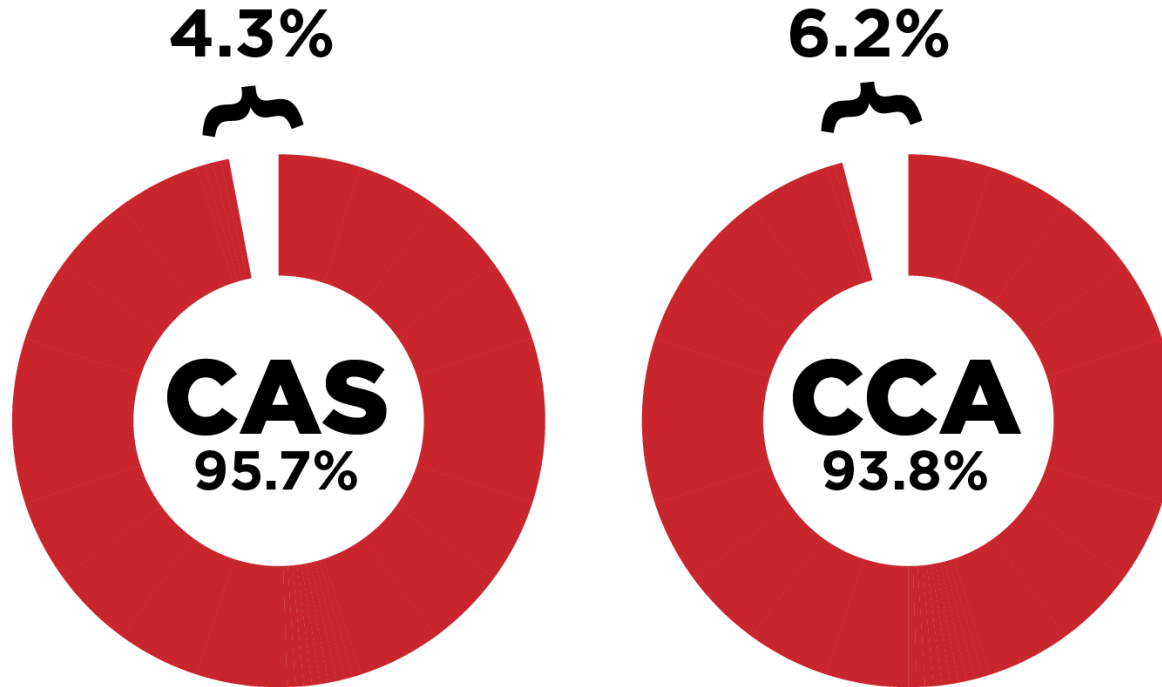
# Strong Outcomes



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

[MiamiOH.edu](http://MiamiOH.edu)

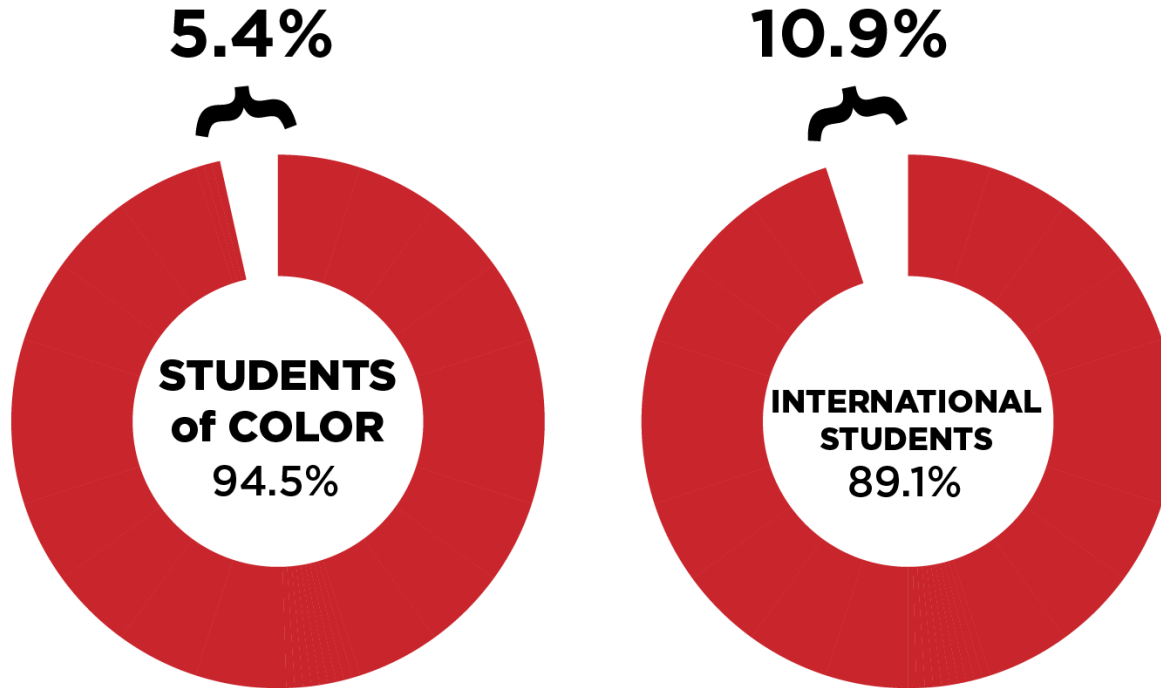
# New Alumni Survey



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

MiamiOH.edu

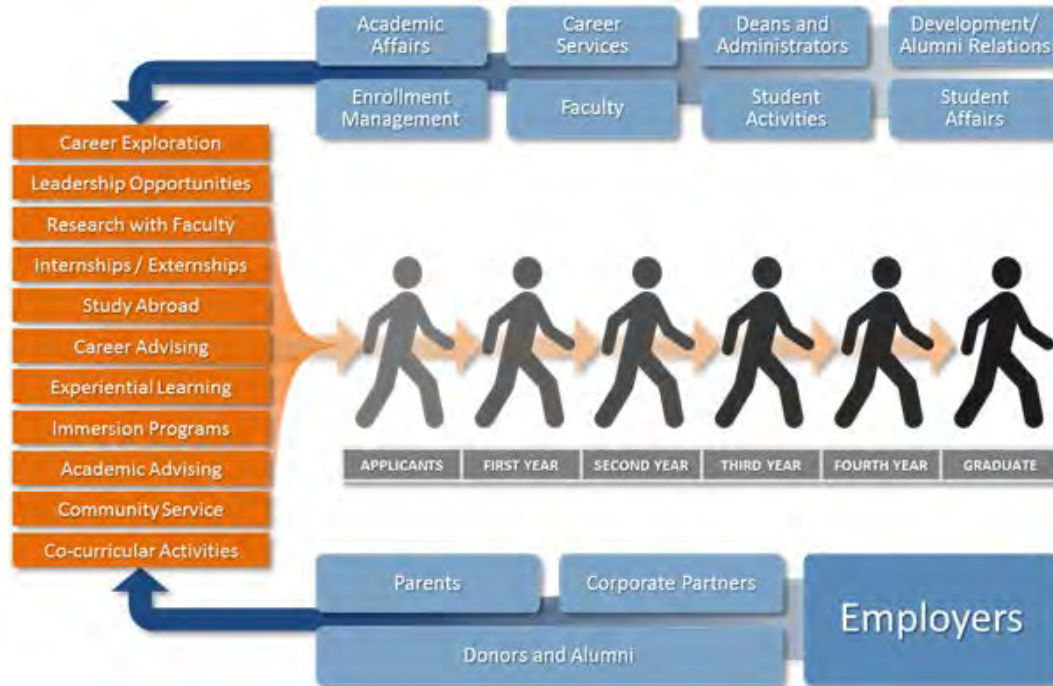
# New Alumni Survey



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

MiamiOH.edu

# Our Career Community



# Growing Our Career Community

Strategies involve creating opportunities for applied **experiential learning** linked to career development within a **career curriculum** that includes diversity, mock interviews, alumni engagement, and positioning for top internship and job placement opportunities.

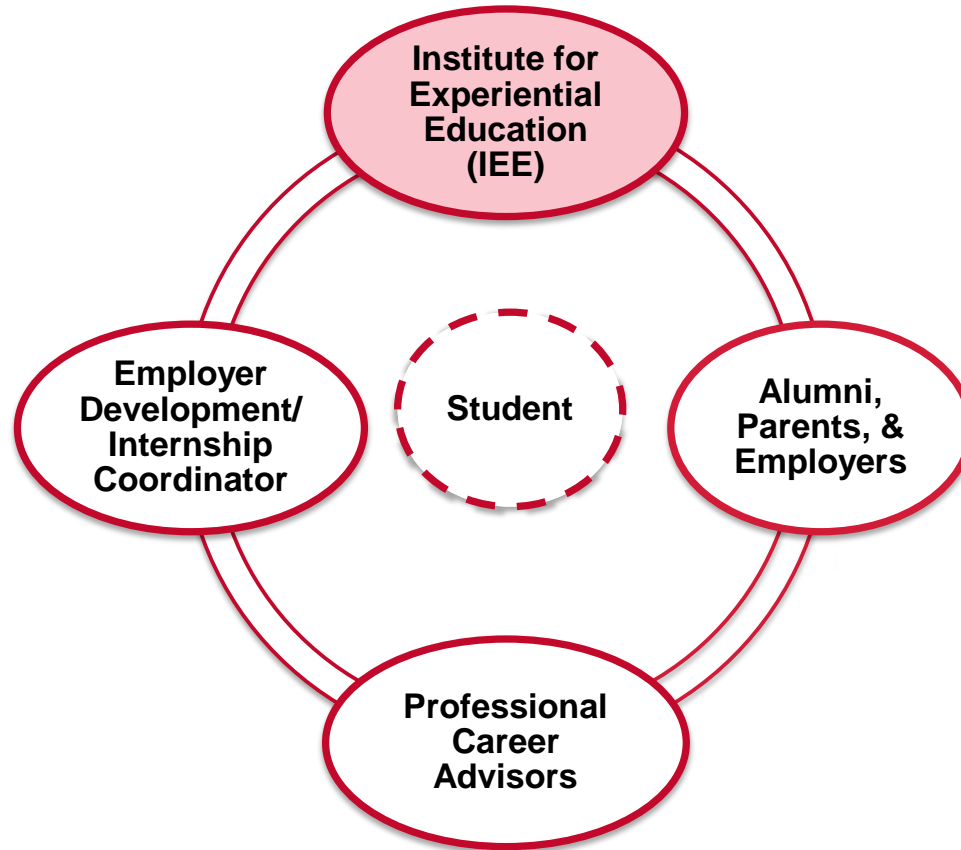
- » Expanded Career Community Vision
  - » Diversity Initiatives
  - » Faculty Partnerships from all Divisions
  - » Collaborations with Offices/Centers
- » Increased CCES Staff
- » Creation of Curricular and Co-Curricular Funding and Start-Up Grants



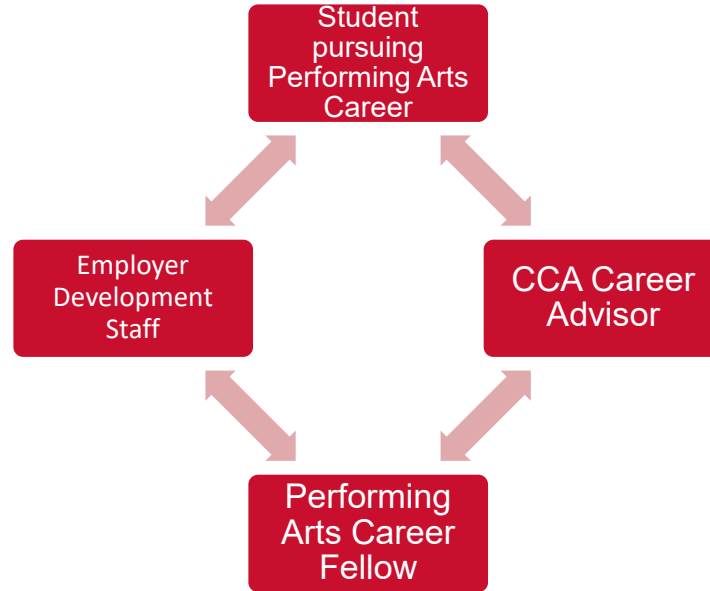
## Miami's Career Community Vision

Miami University will offer the best immersive and comprehensive four-year career development experience in the nation for all undergraduate students. Building upon our unwavering commitment to liberal arts undergraduate education and personal attention, this vision reflects our core focus on fostering student success aligned with personal development to pursue successful post-graduate employment.





# Performing Arts Career Community Example



Career Fellow & Career Advisor Link Student to Opportunities





# Example: *Performing Arts Career Community*



# Next Steps/Timeline



# Discussion Questions

- » What are the primary advantages and challenges to this proposed vision as they relate to branding? Student success?
- » What are the most important outcomes to measure in the short-term and long-term of this proposed new initiative? What will success look like?
- » Knowing that there are economic and personal factors related to securing internships, to what extent can they be guaranteed? As an example, should we place a minimum GPA stipulation to guarantee placement? Other considerations?





# QUESTIONS?





SEPTEMBER 2017  
EMSS WRITTEN REPORT  
Michael S. Kabbaz, Senior Vice President

### Center for Career Exploration & Success

Career Leap 2017 took place in August and offered 13 students across all five academic divisions the opportunity to participate in a three-day career immersion experience. This opportunity allowed students to learn strategies for how to explore their career interests as it relates to their majors. Students completed a career portfolio which included a LinkedIn profile, resume, mock interview and a StrengthsFinder assessment. Students also had the opportunity to network with many employers over lunch including: CareSource, David J. Joseph Company, Foresters Financial and Cintas. This career immersion experience ended with employer site visits in Cincinnati at the following companies: Luxottica, Medpace, and tilr.

CCES hosted an Executive in Residence, William Jennings on Friday, September 8, 2017. Mr. Jennings is a Miami alumnus and currently serves as President and Chief Executive Officer of Bridgeport Hospital and Executive Vice President of Yale New Haven Health System. As an Executive in Residence, Mr. Jennings spent the day interacting with students, providing insight and guidance regarding careers in the healthcare field.

Our final report to the State for the Ohio Means Internships & Co-ops (OMIC) 2.0 grant was recently submitted. Overall, the grant reimbursed 76 employers for 157 internships and co-ops. Students earned a grand total of \$986,944, and the grant reimbursed the employers for 40% of the wages earned, up to \$2,400 per intern/co-op.

A report was also submitted to the University of Cincinnati (lead school) about the OMIC 2.5 grant. As of June 2017, the grant has reimbursed 10 employers for 20 internships and co-ops.

Our new central location is making a difference in the number of students who visit the Career Center for walk-in career advice. **We've experienced a 28% increase** compared to the same time last year.

### One Stop Services

During the 2017 fiscal year, the One Stop completed 90,357 service contacts with current and former Miami students, their families, alumni, faculty, and staff in the areas of registration, financial aid, student records, billing, and payment. Specifically, we assisted with 14,365 in-person transactions, received 57,445 calls, and responded to 18,547 emails. The overall number of contacts in FY17 mirrors that of the 90,421 contacts in FY16.

### Student Financial Services

#### *Student Financial Assistance*

In May, the Department of Education announced that they had come to an agreement with the Internal Revenue Service (IRS) to implement a solution that will reinstate the use of the IRS Data Retrieval Tool (DRT) beginning with the 2018-19 Free Application for Federal Student Aid (FAFSA) cycle that begins on October 1, 2017.

Prior to the shutdown of the of the IRS retrieval tool in March, which came as the result of privacy and security concerns, most online FAFSA applicants were provided the option to link to the IRS website. Once authenticated, applicants could view their tax return information and transfer it back into the FAFSA form. Providing this option cut down on errors when filing the FAFSA and resulted in a simplified application process.

#### *Bursar*

Working together with our payment vendor, Tuition Management Services, the Office of the Bursar introduced Intelligent Rate for the merchant service fees that are passed on to our families when they use credit cards to pay the University invoice. This product improves on the flat-rate service fee model by allowing for the pricing of different cards based on their respective costs. The result is that families with low-cost cards, such as debit cards, will pay a lower transaction fee when paying their University bill.

### Student Success Center

The Student Success Center, under the leadership of Dr. Monica Y. Adkins, Assistant Director, launched two new pre-arrival programs for Fall 2017 incoming first-year students – *Miami My Place (MMP)* and *Bridges Scholars*. *MMP* is a program for students who are both first generation college students and Pell Eligible and *Bridges Scholars* is a program for students **who participated in Miami's overnight Bridges Program as high school seniors**. Ten current sophomores, who are also Bridges Scholars, served as Student Success Leaders for both pre-arrival programs.

*MMP* had 26 participants and was held on August 21 and 22; an additional nine students, who did not attend the pre-arrival program, indicated they plan to participate in the year-long program. The pre-arrival program included an opening reception for students and families, team-building activities, ice skating, and a faculty panel. The students segued into the *MADE@Miami* program at the conclusion of *MMP*.

The *Bridges Scholars* pre-arrival program was held on August 23 and 24 and had 118 students who participated, including some students who also participated in *MMP* and *MADE@Miami*. There was an opening reception for students and families on the opening day, followed by social activities and a movie. The program also included a student panel focused on *Finding Your Niche*, a Freedom Summer presentation, and sessions to learn about leadership styles, diversity at Miami, and the Bridges Scholars student organization. 150 students plan to participate in the year-long Bridges Scholars program.

President and Dr. Crawford hosted a reception at Lewis Place for *MMP* students and *Miami Firsts* (an organization for incoming first-generation students) on Sunday, August 28.

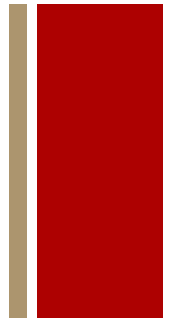


**Fostering  
Healthy Food,  
Healthy Eating,  
Healthy Communities &  
A Healthy Planet**



**INSTITUTE  
FOR FOOD**

# + Educating from the ground up to:



- **Prepare future leaders** to imagine and enact a better food future
- **Support local entrepreneurship**, revitalize rural communities, and contribute to a more resilient local food system
- **Foster engaged collaboration** between students, faculty, community members, and industry
- **Tackle big issues** using creative problem solving to discover innovative solutions in support of healthy eating, healthy food, healthy communities, and a healthy planet





# Institute for Food Farm



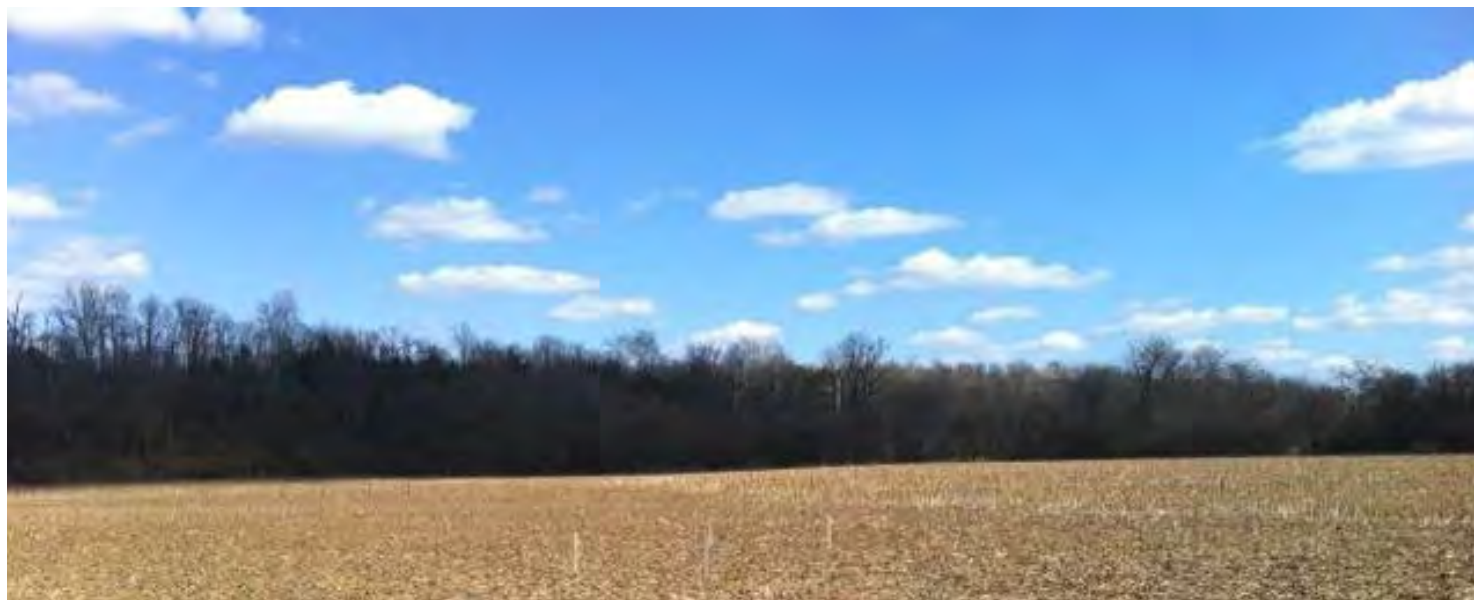


MIAMI UNIVERSITY

OXFORD, OH • EST. 1809



## AUSTIN-MAGIE FARM Spring 2015





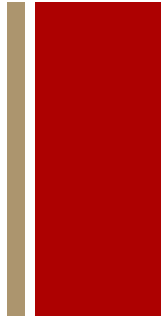
# MIAMI UNIVERSITY

OXFORD, OH • EST. 1809





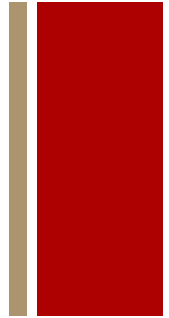
## Student Engagement, 2016-2017



- 170 students served in 8 courses, encompassing 3 university divisions (CAS, CCA, CEC and FSB), directly involved in substantial experiential learning and research projects based on the Institute for Food farm
- 16 students involved in IF farm internships
- 7 undergraduate research projects involving 17 students
- 2 internally funded faculty/student grants
- Food Systems & Food Studies Co-Major in progress



## External Funding 2016-2017



- USDA-NLGCA Grant (\$150,000)
- Ohio Humanities Grant (\$15,000)
- Oxford Community Foundation Grant (\$1500)
- Gross-Hutton Family Foundation Gift (\$150,000)
- Clark & Cathy Foy Gift (\$57,000)

**Total: \$373,500**

## GOOD NEWS FROM ACADEMIC AFFAIRS

### June 2017 – August 2017

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#### Miami Regionals awarded \$1.28 million Upward Bound grant

June, 2017 - Miami University Regionals received a five-year U.S. Department of Education Upward Bound Grant to work with students in Hamilton City Schools.

The grant will be facilitated by Sue Sepela, regional senior director of learning assistance, and the Tutoring and Learning Center on the Hamilton campus. Sepela and Amy Stander, regional director of grant development, applied for the grant last fall with assistance from leaders at Hamilton City Schools.

**“It’s a unique grant for us, because we’re working very closely with grade 9-12 students over their high school career. We’ll even have project staff housed in the high school and ninth-grade building,” said Stander.**

**Sepela’s office will hire** a program director and an adviser who will recruit and support 60 students throughout the school year. Over the summer, those students will also attend a six-week college-like program at the Hamilton campus. In addition to traditional academic subjects, the students will learn about fitness, nutrition, current events and civic engagement.

**“The Upward Bound program gives us the opportunity to build on the momentum started by all the concerned citizens and by the team at Hamilton High School - principal John Wilhelm, career development coordinator Ms. Zelene Miller, and by counselor Amy Bijas, through the Hamilton Foundation’s YES program,” said Sepela.**

The current student-to-counselor ratio at Hamilton High School is 325:1. The Upward Bound students will check in with their coach at least once per week, have help organizing their academic life, and then have access to the academic and non-academic supports ideally to prevent crises from occurring as they prepare for college.

**“We submitted the most proactive plan we could,” said Sepela. “We’re asking every student to wear a Fitbit and exercise. The program has budgeted money for healthy snacks and healthy lunches. We’re working with our Conservatory on the Hamilton campus to help us start a community garden and a healthy cooking class. Sarah Woiteshek and the Center for Civic Engagement will lead Real Talk and our students will do civic engagement activities. And the Department of Education liked all of it.”**

The Regionals already support college-aged students with other grants from the US Department of Education. A grant for Student Support Services targets low-income, first-generation college students **once they’re enrolled in college.** **“We anticipate that some students will graduate from the Upward Bound community and enter the Student Support Services community,” added Stander.** A third US Department of Education grant subsidizes student-parents’ child care costs to allow them to afford college and to have time to study.

**“The City of Hamilton continues to experience transformative changes,” said Cathy Bishop-Clark, interim dean of the Regionals’ College of Liberal Arts and Applied Sciences. “The winning of this grant from the Department of Education continues that positive momentum by providing unique educational opportunities for those individual who are the future of our community.”**

#### Avnika Bali, Jana Cable named Astronaut Scholars

June 29, 2017 - Avnika Bali, a senior biochemistry and biological physics double major from Oxford, and Jana Cable, a senior microbiology major from Bowling Green, were awarded Astronaut Scholarships from the [Astronaut Scholarship Foundation](#) (ASF).

They are two of 45 students nationwide to be selected for the scholarship, worth up to \$10,000, for the 2017-2018 academic year. The Astronaut Scholarship is among the most significant merit-based scholarships awarded to undergraduate science, technology, engineering and math (STEM) college students. Created by the Mercury 7 Astronauts, the ASF “exists to help the United States retain its position of leadership in innovation by encouraging students to pursue advanced educations and careers in the STEM fields.” Astronaut Scholarship recipients are engineering, natural or applied science or mathematics students who have intentions to pursue research or advance their field upon completion of their final degrees. Scholarships are presented to top students who have shown initiative, creativity and excellence in their chosen field, according to ASF.

Astronaut Scholars must be nominated by a faculty member, be entering their junior or senior year at one of the 35 schools the foundation supports and demonstrate excellence in research and academics.

**This year, Miami’s office of the provost partnered with the foundation to provide matching scholarship funds that allow a second scholar to be named, according to Paul Uryama, Miami’s ASF liaison and associate professor of physics.** As a part of the scholarship award, Astronaut Scholars are invited to participate in ASF mentorship and career development programs.

## GOOD NEWS FROM ACADEMIC AFFAIRS

### June 2017 – August 2017

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Bali has been conducting research with Gary Lorigan, professor of chemistry and biochemistry, since the summer after she graduated from high school. A member of the university honors program and a three-year member of the Honors Student Advisory Board, she was named a Goldwater Scholar Honorable Mention in 2016 and 2017. Her project involves using EPR spectroscopy to characterize the structure of a new membrane-mimetic (a simplified version of complicated membrane proteins) to verify its usefulness as a model for studying membrane proteins. Bali is a co-author on two journal publications and is a lead author on a paper in preparation for submission to a journal.

She has presented her research in poster presentations at two national meetings, the Biophysical Society meeting and the American Chemical Society meeting and plans to pursue a doctorate in biochemistry or biophysics.

Jana Cable has been conducting research with faculty mentor Natosha Finley, assistant professor of microbiology, **since the beginning of her sophomore year.** “**Jana came into the lab as a highly motivated student with the intellect and drive necessary to take ownership of her research project,**” Finley said.

Cable is studying myosin binding protein-C, a protein involved in regulating muscle contraction in cardiac and skeletal tissues. She has presented her research in a poster presentation at an American Chemical Society regional meeting, and her work has contributed to a manuscript submitted for publication. Cable is a member of the university honors program, **is the incoming president of Miami’s chapter of Habitat for Humanity**, and was awarded a highly competitive summer research internship at the Max Planck Research Institute of Colloids and Interfaces in Potsdam, Germany.

She was also named a 2017 Goldwater Scholar, one of two students from Miami and 252 students nationwide to receive the scholarship, the premier undergraduate award of its type in the fields of mathematics, natural science and engineering. After graduation, she plans to pursue a doctorate in virology or biochemistry.

### **Dittoe ’05 to serve** as 2017-18 Visiting Fellow in Public Leadership - Center for Public Management and Regional Affairs

August, 2017 - **Michael R. Dittoe ’05 has accepted an offer to serve** as 2017-18 Visiting Fellow in Public Leadership beginning October 23, 2017. Dittoe, a 2005 Miami graduate with a degree in public administration, and also earned a Graduate Certificate in Political Management from George Washington University, and an MPA from the University of Dayton. He currently serves as is currently Chief of Staff, Ohio House of Representatives, Office of the Speaker of the House / Majority Caucus. As Chief of Staff, Dittoe develops, manages and executes an annual House operating budget exceeding \$23 million, including payroll, and he serves as principal advisor to Speaker Cliff Rosenberger and House Majority leadership on legislative policy.

Previously, Dittoe served as Director of Communications for the Ohio House of Representatives Majority Caucus and organized news conferences, media briefings, and teleconferences for the Ohio General Assembly. He also served as a host for statewide televised public affairs news program. Mike has broad experience in state political party organization, campaign management, and is an expert in legislative affairs.

Along with lectures and seminars offered on public policy topics including representative apportionment, public finance, and public leadership, the special “O credit course” that is delivered by the Visiting Fellow and will serve as the centerpiece of his work on campus.

5 Miami students receive the Gilman International Scholarship  
August, 2017 - From more than 1,000 American undergraduates, five (5) Miami students were awarded the Benjamin A. Gilman International Scholarship for fall 2017 study abroad programs. Funded by the U.S. Department of State, these scholarships will help fund their study abroad experiences this coming fall, worth a combined total of \$22,500:

- Kevin Berning (International Studies, Strategic Communication) will spend the full 2017-2018 academic year in Japan with the USAC Japanese and East Asian Studies Program.
- Xin Dong (Chemical Engineering) **will spend fall semester in China with CET’s Intensive Language** program.
- Chance Overberg (International Studies, East Asian Languages and Cultures) will participate in two study abroad programs – **CIEE’s Arts and Sciences Program in Japan this fall and an ISEP Exchange at Ritsumeikan University in Japan during spring semester 2018.**
- Rasheed Owens (Marketing) will participate in Miami University’s FSB Maastricht Semester program this fall in the Netherlands.

## GOOD NEWS FROM ACADEMIC AFFAIRS

### June 2017 – August 2017

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- Josephine Webb (International Studies, East Asian Languages and Cultures) will spend the fall semester at Kansai Gaidai University in Japan **through Miami's exchange program.**

Forbes places Miami among the Top 50 Public Colleges in America August 7, 2017 - **In Forbes' newly released 10th annual ranking of America's Top Colleges, Miami placed No. 45** among public universities nationally and No. 170 among private and public nationally. In Ohio, Miami is ranked No. 2 among public schools. Forbes rated colleges in the following categories: quality academics, on-time graduation, best return on investment and low student debt, high earning potential and career success. Miami consistently ranks high in these areas among many independent surveys and national lists.

Quality academics:

- Miami is No. 1 among public universities in the nation for its exceptionally strong commitment to undergraduate teaching as cited in the 2017 U.S. News & World Report rankings
- Miami faculty perform significant, socially impactful research ranging from seeking cures for pancreatic cancer to neuroscience studies
- Miami has three Ohio Centers of Excellence: [The Center for Structural Biology and Metabonomics](#), the [Institute for Entrepreneurship](#) and the [Scripps Gerontology Center](#)
- Miami is ranked No. 1 among public doctoral universities nationwide for students studying abroad

On-time graduation:

- **With most students graduating in four years, Miami's** 4-year graduation rate of 65.5 percent ranks 21st among public colleges and universities in the U.S. and No. 1 among publics in Ohio.
- **Miami's retention rate of 92 percent ranks it among the best in the nation for students returning for their** sophomore year.

Best return on education investment and low student debt:

- [PayScale puts Miami's ROI at No. 1 in Ohio](#) (April 2017)
- [Money magazine ranks Miami among top 25 in U.S.](#) (April 2017)
- **Miami is one of the nation's "Colleges That Pay You Back,"** noted by [The Princeton Review, 2017](#)

High earning potential and career success:

- 96 percent of 2015-2016 Miami graduates (per surveys and national data) were employed or furthering their education by fall 2016
- 60 percent of newly employed alumni were earning between \$40,000 and \$69,999 in their first year
- Nearly twice as many employers recruit at Miami compared to other universities of similar size



## GOOD NEWS FROM ACADEMIC AFFAIRS

### June 2017 – August 2017

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#### Miami University receives more than \$1 million from the National Science Foundation for new research equipment

August 28, 2017 - Miami University received two grant awards totaling nearly \$1.1 million in the 2017 round of **competition for the National Science Foundation's Major Research Instrumentation (MRI) program**. The national rate of success for proposals submitted to the program is only 20 percent.

**"Given how competitive the MRI program is, it's unusual that any institution would receive two awards in a single year,"** said Jim Oris, Miami's associate provost for research and scholarship. **"It's certainly a first at Miami."**

The National Science Foundation awards will support Miami's acquisition of a pulsed electron paramagnetic resonance (EPR) spectrometer and a fluorescence activated cell sorting (FACS) system. The pulsed EPR spectrometer will be housed in the Ohio Advanced EPR Lab. The FACS system will be housed in the Center for Bioinformatics and Functional Genomics.

#### Miami University and Cincinnati Public Schools partner to increase enrollment of diverse students

August 31 - Cincinnati Public Schools Superintendent Laura Mitchell and Miami President Greg Crawford partnered to increase the number of academically talented and diverse students from the region who attend college.

Miami University and Cincinnati Public Schools (CPS) are partnering to increase the number of academically talented and diverse students from the region who pursue and complete a college degree.

Through increased support and with programs beginning in middle school, the program ultimately aims to provide **CPS's brightest and best students the opportunity to attend Miami's** Oxford campus to study STEM, business, education, humanities, arts and other in-demand fields.

The schools plan to identify students early to introduce them to college-readiness activities and provide opportunities for mentorship and engagement on Miami's **campus**.

The program will operate as a pilot in 2018, with a goal of enrolling 10 CPS students on the Oxford campus next fall.

**Miami is committed to meeting the full cost of attendance (minus the family's estimated family contribution) for the** selected students through a variety of aid sources.

Future cohorts of students selected for the program will receive faculty mentoring, specialized academic advising, structured curriculum, intensive academic summer programs, transition support services, comprehensive scholarship opportunities, career development and specialized CPS-specific recruitment programs.

Miami President Greg Crawford and CPS Superintendent Laura Mitchell signed the agreement Aug. 31.

**Board of Trustees – Academic & Student Affairs Committee**  
***Education Abroad and International Student & Scholars Update***  
September 2017

**Cheryl D. Young**  
Assistant Provost, Global Initiatives

Under a mission to lead and support the comprehensive internationalization of Miami University, Global Initiatives focuses on user- and customer-friendly services with a commitment to efficiency and acts as the connective tissue for all institutional internationalization realms.

Global Initiatives units include Education Abroad, MUDEC-Oxford, International Student & Scholar Services, the Center for American & World Cultures, the Miami University Confucius Institute, Continuing Education (including the Institute for Learning in Retirement, the Corporate and Community Institute at VOALC, and the Global Partner Summer School). Each of these units contributes significantly to the commitment to international education through academic courses, co-curricular programs, and initiatives aligned with institutional strategies.

Global Initiatives, in collaboration with the College of Education, Health, and Society, launched the Miami University – Sanya University American Cultural Center in May 2017. This Center, on the Sanya University campus in the Hainan Province in China, will serve as a catalyst for sustainable academic collaboration. Miami faculty will conduct live and live-streamed lectures in 2017 and 2018 on topics pertaining to American culture and society. Culturally relevant resources related to the lectures will be available in the Sanya center for university students and faculty, as well as local K-12 educators and community members in Hainan Province.

### **Education Abroad**

The **Education Abroad** office at Miami supports Study Abroad/Away, MUDEC-Oxford advising and support, global internships, scholarships, and student, faculty, and staff travel abroad.

Miami University is a national leader in study abroad, and currently holds the number one ranking in the U.S. for public doctoral universities for undergraduate participation in study abroad, with 49.1% percent of undergraduate students choosing to study abroad for academic credit by the time they graduate. The primary destinations for Miami students include Luxembourg, Italy, Spain, the United Kingdom, and China. The ranking is published by the Institute of International Education and is based on data from the 2014-15 academic year. Miami is also ranked number 22 of all universities in the U.S. for the total number of students who studied abroad. In that year, 59.7% of Miami students participated in some type of experiential learning abroad or away, for academic credit or not for credit in travel study, internships, service learning, or research.

Miami has a rich tradition of faculty-led study abroad programs. Most of our students (67%) are choosing a program led by Miami University faculty or through our campus in Luxembourg. In 2015-16, the Education Abroad office supported 138 faculty led programs, studying in 48 countries. Although this number is not tracked nationally, we believe Miami has more faculty-led programs than any university in the United States, and we know it is more than any

## Global Initiatives | 2

university in the State of Ohio. This speaks to the willingness of our faculty to engage with our student in cultural immersion.

In a partnership with the [Forum on Education Abroad](#), all Miami University faculty now participate in eight hours of required risk management and crisis response professional development prior to leading travel programs abroad, or in the United States. Faculty are also required to train in Red Cross First Aid and CPR prior to departure, and carry a first aid kit.

### International Student & Scholar Services

The **International Student & Scholar Services (ISSS)** office leads the effort to support international students and scholars from the point of commitment to Miami through to their alumni status. International students are increasing in numbers with 2,814 enrolled in the fall of 2016, an 18.5% increase from the previous year. At the time of this writing, we don't have a final enrollment number, but we are welcoming about 700 new international students, from over 80 countries, for a week-long orientation and transition program that will extend into the academic year.

ISSS provides whole student support, just in time resources, critical compliance with Department of State and Homeland Security requirements, mentorship programs, interventions, and integration, co-curricular, and social programming. Enhanced efforts for 2017-18 include:

- **Transition Newsletters** – This series of messages are now customized for graduate students and other special populations with an increased involvement from the Graduate School.
- **Pre-Orientation in China** – A fourth city was added this year and an increased level of training for student volunteers resulted in a more effective program. This program was cited in a survey as the most effective piece of transition programming by students who attended.
- **Orientation** – The orientation programming committee is now a collaboration between ISSS and the Student Affairs First Year Programs office. New information sessions were added, in addition to increased social events that were open to domestic students also.
- **Global Partner Summer School** – In this Miami University non-credit certificate program we engage with partners abroad to bring students and faculty to Miami in the summer for a customized academic program with the goals of strengthening partnerships and utilization of underused facilities and capacity in the summer on campus. Over 200 Chinese high school and college students spent five weeks on campus in American culture and English language classes, and were immersed in cultural events such as Cincinnati Reds games, King's Island excursions, local museums, and a day at Hueston Woods State Park.

Discover more on the internet:  
[MiamiOH.edu/Global](http://MiamiOH.edu/Global)  
[studyabroad.MiamiOH.edu](http://studyabroad.MiamiOH.edu)

Twitter @MiamiOH\_Global  
[Facebook.com/MiamiOHGlobal](https://www.facebook.com/MiamiOHGlobal)  
[Facebook.com/MiamiOHISSS](https://www.facebook.com/MiamiOHISSS)

Agenda Item	FY2018					Retreat	FY2019					Retreat
	Sep	Dec	Feb	Apr/May	Jun		Sep	Dec	Feb	Apr/May	Jun	
<b>Public Business Session - Announcements</b>												
Chair	x	x	x	x	x		x	x	x	x	x	
ASG Updates	x	x	x	x	x		x	x	x	x	x	
Graduate Student Update	x	x	x	x	x		x	x	x	x	x	
University Senate Updates - Executive Committee Chair	x	x	x	x	x		x	x	x	x	x	
<b>Interdisciplinary Presentation</b>												
Presentation - Multiple Departments/Divisions, HLC Framework	x	x	x	x	x		x	x	x	x	x	
	Diversity & Inclusion	Student Success & Support	Public & Community Engagement	University Degrees, Programs, & Services	University Staffing & Planning		Diversity & Inclusion	Student Success & Support	Public & Community Engagement	University Degrees, Programs, & Services	University Staffing & Planning	
<b>Student Affairs Reports - Vice President for Student Affairs</b>												
<b>Presentations and Reports:</b>												
VP Update - As Necessary	x	x	x	x	x		x	x	x	x	x	
Student Counseling and Mental Health (every two years, report every year)				x						Report		
Student Wellness and High Risk Alcohol (every two years, report every year)		Report						x				
Annual Report on Initiatives and Strategic Plan						x						x
<b>Written Report Only:</b>												
Student Affairs "Good News"	x	x	x	x	x		x	x	x	x	x	
Sexual Assault Prevention				x						x		
Campus Safety Data (Office of Ethics and Student Conflict Resolution)				x						x		
Student Housing Occupancy Update (HOME Office Update)	x		x				x		x			
Integrity (Joint with Academic Affairs)					x						x	
Residence Life/Living Learning Communities			x						x			
Office of Diversity Affairs	x						x					
Student Activities and Programming to include Greek Affairs			x						x			
Orientation and New School Year Activities (every two years)	x											
Rinella Learning Center (every two years)								x				
Student Disability Services (every two years)		x										
Community Engagement and Service (every two years)			x									
Off-Campus Outreach and Communications (every two years)								x				
Leadership Initiatives (every two years)									x			
<b>Enrollment Management and Student Success - VP for EMSS</b>												
<b>Presentations and Reports:</b>												
VP Update - As Necessary	x	x	x	x	x		x	x	x	x	x	
Enrollment Update	x	x	x	x	x		x	x	x	x	x	
Financial Aid and Student Debt (every two years, report every year)		x							Report			
Career Services and Placement (every two years, report every year)		Report							x			
Annual Report on Initiatives and Strategic Plan						x						x
<b>Written Report Only:</b>												
EMSS "Good News"	x	x	x	x	x		x	x	x	x	x	
Retention Update		x						x				
<b>Academic Affairs Reports - Provost</b>												
<b>Presentations and Reports:</b>												
Provost Update As Necessary	x	x	x	x	x		x	x	x	x	x	
Academic Center/Program	x	x	x	x			x	x	x	x		
Annual Report on Initiatives and Strategic Plan						x						x
<b>Written Report Only:</b>												
Academic Affairs "Good News"	x	x	x	x	x		x	x	x	x	x	
E-learning				x						x		
International Education and Study Abroad/Away	x						x					
Academic Advising		x						x				
Honors Program				x							x	
Winter Term Update (EMSS, with Academic Affairs)					x							x
Integrity (Joint with Student Affairs)					x							x
Accreditation Updates (as applicable)												
<b>Academic Dean's- All (except MUDEC) typically include a tour</b>												
College of Liberal Arts and Applied Sciences				x								
College of Engineering and Computing		x										
College of Arts and Science			x									
Graduate School					x							
Libraries							x					
College of Education, Health & Society								x				
College of Creative Arts									x			
Farmer School of Business										x		
Luxembourg Campus (based on Dean's availability)												
<b>Other Areas</b>												
<b>Presentations and Report:</b>												
Forward agenda	x	x	x	x	x		x	x	x	x	x	
<b>Executive Sessions</b>												
Appropriate topics, as required	x	x	x	x	x		x	x	x	x	x	
	18	23	20	22	18		19	22	21	22	18	