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**BOARD OF TRUSTEES  
 MIAMI UNIVERSITY  
 Minutes of the Academic and Student Affairs Committee Meeting  
 February 15, 2018, 8:00 a.m.  
 Hughes Hall, Room 142/144  
 Miami University, Oxford Campus**

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on February 15, 2018 in Hughes Hall, 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, Sandra Collins and Rod Robinson, along with National Trustees John Altman, Michael Armstrong and Robert Coletti.

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, Jayne Brownell, Vice President for Student Affairs; Robin Parker, General Counsel; Ron Scott, Associate Vice President for Institutional Diversity; and Ted Pickerill, Executive assistant to the President and Secretary to the Board of Trustees, were in attendance. Also present to address or assist the Committee were: Chris Makaroff, Dean of the College of Arts and Science; Susan Schaurer, Assistant Vice President and Director of Admission; Mike Crowder, Chair, the Department of Chemistry and Biochemistry; Jeff Carr, President, Graduate Student Association; and Anika Fowler, Academic Secretary, Associated Student Government; along with many members of the Miami University community, present to observe.

**Executive Session**

Trustee Pascoe moved, Trustee Gunlock seconded and by unanimous roll call vote, the Committee convened to Executive Session to consult with consul, to discuss personnel matters, the promotion of public employees, and matters required to be kept confidential by law.

At 8:15 a.m. the Committee returned to public session.

**Public Business Session**

Chair Hershey opened the public session, welcomed everyone to the meeting, and recognized departing members, Alex Boster, and Dennis Lieberman.

## **Reports**

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

*These reports are included in Attachment A.*

### **Interdisciplinary Dialogue**

#### **Public and Community Engagement**

Provost Callahan introduced the topic and began the discussion. She was joined by Senior Vice President Kabbaz and Vice President Brownell. The group facilitated discussion surrounding three questions:

-How do we instill the value of service in students through both curricular and co-curricular activities?

-As a state, public institution what is our responsibility to the state and our involvement in contributing to public issues in the state, the nation and the world?

- How do we assess and evaluate our progress in terms of community and public engagement?

There was discussion on the need to blend learning, academics with unique service opportunities, to make service a way of life. It was reported that Miami is working to integrate service into areas of student interest and development, and considering making it part of a cocurricular transcript.

There were questions as to whether Miami is offering too many organizations and alternatives for students, and if we should be more focused. Students present offered that perhaps fewer, but more meaningful opportunities might be preferable. It was observed that perhaps more students in a common organization can have greater impact than fewer students in many smaller organizations.

It was discussed that some other universities are creating service records for students and that some universities tie service to graduation requirements. It was also discussed that the revisioning of residential life could create opportunities in the service area.

*Associated materials are included as Attachment B.*

### **Approval of the Prior Meeting's Minutes**

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

### **Student Affairs Reports**

Vice President Brownell updated the Committee on the strategic initiative to re-envision Student Affairs. She discussed how the division and campus partners have considered changes in society, technology, and in student needs and behavior; the shifting expectations of stakeholders, including parents and employers; changes in funding; and the purpose and contribution of residential life to the Miami experience.

The goal is to help students extract the maximum benefit from Miami – to live a special, rewarding, and beneficial Miami Experience. To reflect this philosophy, the name of Student Affairs will be changed to the Division of Student Life.

Vice President Brownell then provided an overview of the changes in organization and infrastructure. She discussed quad themes, academic neighborhoods, and affinity communities,

There was a question about students returning early to residence halls for the Spring semester, and she explained that validation is now required for each request, with many being denied. The reason is because all residence halls are not staffed to support the return of students and the new standard is to enhance student safety.

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

### **HB1219**

Students disenrolled per HB 1219, may request readmission after one year. Vice President Brownell relayed there was a request to consider. She stated the proposed readmission would include probation terms, and she recommended approval. National Trustee Perlmutter then moved, Trustee Shroder seconded, and by unanimous voice vote the Committee approved the readmission request.

### **Student Affairs Written Reports**

The following written reports were provided:

- Student Affairs “Good News,” Attachment D
- Housing Occupancy Update, Attachment E
- Residence Life Report, Attachment F
- Student Activities, and Fraternity and Sorority Update, Attachment G

## **Enrollment Management and Student Success Reports**

### **Admission Update**

Susan Schaurer, Assistant Vice President, and Director of Admission, updated the Committee on enrollment. She stated there is a slight overall decrease in applications to date, and Admission is continuing to accept international student applications. When compared to 2012, applications are up 50%.

For the new Oxford-start nursing program, there are 902 applications for 40 positions. The College of Creative Arts has seen an increase in applications, with the other divisions near steady or decreased. There are 600 fewer applications from Chinese students, contributing to the decline in applications for the Farmer School of Business. The number one factor for international applicants is the business school ranking.

The academic quality of the applicant pool is near steady, and diversity has increased, from 16.3 to 18.3%.

Domestically, the number of recruiters has been increased from 3 to 7. For Fall 2019, there will be increased marketing and changes to the timeline, with a November 1 deadline for early notice, which will occur by December 15.

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

### **Enrollment Planning 2018 and beyond**

Senior Vice President Kabbaz reviewed opportunities for enhancement. Some possibilities include 3+1 and 4+1 bachelor/master programs, defined pathways to careers, and a premier scholarship program.

The Committee observed that a combined engineering and business program and facility could provide opportunities for sought-after interdisciplinary students and could enhance enrollment.

### **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 highlighted the student finalists for Fulbright Scholarships, with fourteen nominated, it is a near doubly from eight in the prior year. She also informed

them of the Chinese Gala held in Cincinnati and Miami's significant representation at the event. Another highlight was the Women's Basketball Love, Honor, Care game which recognized faculty researching cancer, and the award of two \$5,000 scholarships to undergraduates to aid in this research.

### **Promotion and Tenure**

Provost Callahan then presented the faculty and librarians for promotion and tenure/continuing contract, recommending approval. Trustee Shroder then moved, Trustee Pascoe second, and by unanimous voice vote the Committee recommended approval by the full Board of Trustees.

*The Promotion and Tenure Resolution is included as Attachment J.*

### **Center for Structural Biology**

Professor Mike Crowder, Chair, Department of Chemistry and Biochemistry, provided an overview of structural biology which examines the structure of proteins, with results applicable to many areas, such as drug development. He highlighted engaged faculty and the opportunities available to students, including undergraduate students.

He also informed the Committee of the Center's exceptional equipment, which, unlike most universities, undergraduates are able to directly operate. He also emphasized that much of the Center's work is performed for organizations outside of Miami.

*Associated materials are included as Attachment K.*

### **Academic Affairs Written Reports**

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

- Academic Affairs "Good News", Attachment L

### **College of Arts and Science**

College of Arts and Science Dean, Chris Makaroff, provided an overview and update, beginning by emphasizing the value of Miami's liberal education core. He reviewed the College's profile, which houses the majority of Miami's graduate programs, however, their overall size, in comparison to the undergraduate population, is much smaller than other similar sized universities. He explained that the small graduate footprint places Miami at a disadvantage to compete for research grants. He next highlighted faculty achievement and student success.

Dean Makaroff addressed several questions. About the pre-medical co-major he explained that the program accommodates all interested students. He also explained that Miami has no MCAT preparatory course because it is important to ensure that any such

course would deliver the required quality, taking a person of unique qualifications to create and lead it. He emphasized that any program must be as good as, or better than, the existing alternative programs.

He informed the Committee that in 2016-2017 the College invested \$16.5M in scholarships, research, international student recruiting, and many other areas. Currently, there is a significant need for facilities renovation.

*Associated Materials are included as Attachment M.*

### **Adjournment and Tour**

With no additional business to come before the Committee Trustee Shroder moved, National Trustee Perlmutter seconded, and by unanimous voice vote, the Board adjourned at 11:30 a.m. to tour Hughes Hall.



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: February 4, 2018

Ladies and Gentlemen of the Board,

After a busy and productive winter break and J-Term, ASG is excited to get back to work this semester on initiatives of importance to student life and academics. The following outlines our endeavors for second semester:

#### Academics

This semester, we are excited to see the nominations stream in for the new “Associated Student Government Open & Affordable Education Leader Award.” In conjunction with the Open Educational Resources Committee, I look forward to awarding this for the first time in April to a faculty member from any of the Miami campuses who demonstrates significant impact in areas related to open educational resources and affordability. This impact may come in the form of adopting free course texts, creating open educational resources, providing free electronic notes or textbook alternatives, and more.

Additionally, I worked with Matt Yopez from the Center for Career Exploration & Success to write language for a sign to be placed on each of the tables at Spring ICE this year, encouraging employers to stay for the duration of the event and refrain from packing up early. This has been a major student concern for several semesters with students commenting that they see employers packing up an hour and a half early sometimes, so we are working to do what we can to ensure that all students (especially those who do not get out of class until late in the afternoon) have the opportunity to meet as many employers as they desire.

For many years, ASG has pursued the implementation of Honors Peer Priority registration, which would replace the current model of all Honors students registering before all other students (excluding students with disabilities and athletes). Peer priority would allow senior Honors students to register for classes, followed by non-Honors seniors, then Honors juniors, juniors, etc. Once named, we look forward to working with the new Registrar to gain his/her support in gradually implementing this peer priority over several years.

Finally, we will continue pursuing the idea of raising the initial registration credit hour limit from the current 17 hours to 20 hours per semester. We will continue to discuss this issue with the Undergraduate Academic Advising Council (UAAC).

#### Student Organization Funding – Red Brick Rewards

Secretary of Finance Caroline Weimer and Secretary of the Treasury Madeline Zinkl have worked with the ASG Funding & Audit Committee and Student Activities to create a new system for student organization funding allocations called “Red Brick Rewards.” This system will reward organizations that are involved in the Miami community and show commitment to the funding process through a tiered system. As student organizations maintain accurate records, attend meetings and trainings, etc., they will be able to move up the tiers and earn the ability to request higher amounts of funds from ASG and additional rewards. “Red Brick Rewards” was unveiled to student organizations at the President & Treasurer’s training in late January following passage by the Student Senate. Additionally, the Funding & Audit Committee will hold three funding hearings for organizations this semester to allocate funds.

#### Alumni Relations

Secretary for Advancement & Alumni Relations Meaghan Murtagh has worked with the Alumni Association staff and the Center for Career Exploration & Success to plan a Spring ICE Breaker Networking Event in February for CAS majors the



night before Spring ICE. Student will meet with Miami alumni and recruiters to learn about opportunities from companies and organizations such as Coyote Logistics, Mercy Health, Brooksource, and Urban Teachers.

#### On-Campus & Off-Campus Life

Secretary for Governmental Relations Cecilia Comerford looks forward to continuing the free water bottle pass-outs on Friday nights Uptown throughout the spring semester, aimed at encouraging safer alcohol consumption. She will be looking to expand this program by engaging other student organizations beyond ASG and is coordinating with Rebecca Baudry Young, Director of Student Wellness.

Secretary for Off-Campus Affairs Sean Perme has worked with Off-Campus Outreach and the Office of Residence Life to plan the Off-Campus Housing and Adulting Fair in early February. Property managers and landlords will provide information to students about available properties in Oxford, and students can learn lifelong skills such as home and car security, rent & budgeting, energy efficiency, and how to read contracts and leases.

Secretary Perme and Secretary for Infrastructure & Sustainability Alex Wortman have worked hard to pursue the idea of bike sharing on campus and in the Oxford community. Early this semester, Student/Community Relations Commission passed a resolution recommending to City Council that the city of Oxford sign a memorandum of understanding with Spin bike sharing. ASG members will speak in the public comments section of the next City Council meeting regarding this exciting potential partnership.

#### Student Senate

Student Senate began the semester by approving the “Red Brick Rewards” tiered funding system and will hear from guest speakers such as Dr. Vicka Bell-Robinson, the Director of Residence Life, this semester. Senate will elect new Senators to seven open seats this month through special elections as students vacated their seats after first semester due to study abroad and other commitments. Additionally, this month, Senate will hear from several candidates and then elect a student to fill the vacant position of Secretary for Diversity & Inclusion on Executive Cabinet for the duration of the semester.

President Callaghan appointed and Student Senate recently unanimously approved a Director of International Students – Jiajia (Ellen) Qian. She will work this semester to address issues of concern to international students in particular, and she will report to Senate monthly on her progress. She plans on focusing on the app WeChat, which is a popular platform used by thousands of international students on campus. She also plans to address housing costs for international students during Miami breaks.

ASG would like to extend our thanks to Student Trustee Boster for her time on the Board and contributions to the greater Miami community. We have appreciated collaborating with her and look forward to working with her successor in the coming months. We hope to accomplish a great deal, and I look forward to providing you updates later in the semester. As always, thank you all for your dedication to Miami University and the student body.

Love & Honor,

Annika Fowler  
Secretary for Academic Affairs


**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/)

February 16, 2018

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 – February 16, 2018 Meeting

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on September 14, 2017.

- New Business, Specials Reports and Updates delivered to University Senate:
  - **December 4, 2017:** Student Affairs Transition Survey Update – Jayne Brownell, VP Student Affairs
- Minors, revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:
  - **December 4, 2017** – Revision of an Existing Minor, CPB – Humanitarian Engineering and Computing
  - **December 4, 2017** – Revision of an Existing Major, FSW – Family Science

Senate anticipates the following reports during the spring semester:

- Fiscal Priorities and Budget Planning Committee
- Undergraduate Curriculum Committee
- Athletic Policy Committee
- Governance Committee
- Academic Policy Committee
- Council on Diversity and Inclusion
- Academic Program Review Committee
- Compliance Issues and State Mandates
- Faculty Welfare Committee
- Campus Planning Committee

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



ASA Integrated Report - Board of Trustees  
Public & Community Engagement  
February 16, 2018

## Introduction

Miami University's commitment to serving the public and community has been in existence since its inception. When John Cleves Symmes refused to construct a school as part of his obligation after receiving a major grant of land in Ohio, the residents of southwestern Ohio took the initiative to found their own institution of higher education - Miami University - so that Ohio citizens could receive a quality education.

Yet, the imperative for university engagement with the public and community is even more profound today as higher education and our local, national and global society face unprecedented challenges. No longer can universities be viewed as serving an elite group of students and generating knowledge reserved for the ivory towers.

Miami—along with other universities in the U.S.—are placed under much greater scrutiny by the general public, government agencies and employers. They expect Miami and other higher education institutions not simply to advance knowledge for knowledge's sake but also to address our most compelling and immediate social issues such as improving public health, advancing primary and secondary education, galvanizing local and regional economic development, promoting fairness and equality, and enhancing the quality of life among its graduates and the local residents.

As Governor Kasich commented in February 2017:

Once disparaged as a 'Rust Belt' state, Ohio and its economy have broken away from that long-outdated image as we are fast becoming home to the 'Knowledge Belt' of the 21<sup>st</sup> century. . . . As we continue to diversify Ohio's economy with the jobs and industries of tomorrow . . . , what are the keys to making further progress? I am convinced that it's all about education and workforce training. . . . Ohio must continue to transform what had become archaic education and workforce training systems into those systems that better prepare workers to be more competitive in today's global marketplace. ([Cincinnati.com](http://Cincinnati.com))

Put simply, university-community engagement is not solely about philanthropic outreach. It is more broadly about fostering mutually beneficial networks and contacts that connect the knowledge in the university and the community to tackle significant economic and social needs.

To meet this ambitious new vision, the third foundational goal of Miami's current strategic planning document, the Miami 2020 Plan, reads: "Cultivate mutually beneficial partnerships and applied and service-oriented projects that strengthen our local, state, national and world communities," and it encompasses four objectives that advance the university's dedication to the public good and external constituencies while also ensuring a quality education for its students:

1. Partner with educational and other public- and private-sector institutions to co-design academic and outreach programs that enhance access to and support of quality higher education.

2. Increase lifelong learning opportunities, engagement, and giving from alumni, parents, and friends.
3. Grow Miami's sponsored research, grants, intellectual property, internships, and co-curricular learning opportunities by helping corporate, governmental, and non-profit entities thrive through solutions-oriented partnerships.
4. Advance Ohio's economic development and prosperity by providing talent and expertise that helps shape policy and improves quality of life.

Metrics have been assigned to each objective so that progress can be tracked on an annual basis, and each division, department, and unit has developed strategies for meeting the objectives and report annually on their activities.

In addition to partnerships that contribute to the public good, community engagement is core to our educational mission. By emphasizing experiential learning that connects students to real world issues and settings, we are instilling in our students a commitment to engage with their communities that will last beyond their years on campus. Each day, in both the curriculum and co-curriculum, we are creating servant-leaders who understand their responsibility to contribute to the common good, and who can see that a life of service is worthwhile, important and rewarding.

Our public commitment is focused on serving many different communities, including the Miami tribe, which originally resided in southwest Ohio and form our legacy; members of the local communities of Oxford, Hamilton and Middletown; the citizens of the State of Ohio, including the Ohio Department of Higher Education and Ohio schools, businesses and nonprofit organizations; and alumni and other partners across the nation and globe.

Our dedication to community and public engagement has been recognized nationally. Miami University was one of only five universities in the nation to receive the Presidential Award in the 2012 President's Higher Education Community Service Honor Roll. Miami has been named to The President's Higher Education Community Service Honor Roll every year since 2007. We have been named a NASPA Lead Institution for Civic Learning and Democratic Engagement (CLDE), one of 96 colleges and universities highlighted for making civic learning and democratic engagement a part of every student's college education. We have also been designed a "Voter Friendly Campus" by NASPA and the Campus Vote Project, one of only 83 campuses nationwide.

Despite these accolades, to meet the critical needs of our community and the public and to remain a competitive force in higher education, Miami must be even bolder in its vision and strategies for public and community engagement.

This report will summarize the initiatives and activities related to Miami's engagement with the public and community and conclude with a set of pressing questions related to future directions.

### **Oversight & Infrastructure**

Although each academic and vice-presidential division has set its own goals for public and community engagement (as set forth in the Miami 2020 Plan) as well as launched one or more external advisory boards to help guide these goals, the University has created several resources to support and coordinate Miami's engagement with key local, state, national and international partners.

Through the efforts of a university-level academic partnerships committee formed in 2013 and chaired by an associate provost, new [procedures](#) for developing, tracking and approving agreements (including memoranda of understanding and articulation agreements) with other two- and four-year colleges and universities as well as secondary institutions. The goal of this committee and its resources is to raise awareness and disseminate best practice in university-community engagement, including facilitating

collaborative research, promoting the integration of engagement into the curriculum and student experience, and developing resources to support public and community engagement.

Additionally, a new [web portal](#) was created in 2016 which is featured as a “Top Destination” on Miami’s home page. This portal features contact information, procedures, agreement templates, and best practices for partnerships with business and industry, community groups, educational institutions, and government. It also highlights Miami’s signature partnerships.

In addition to the university committee on academic partnerships, Miami features several university offices, centers and programs that have missions that directly advance Miami’s public and community engagement:

- [Center for Career Exploration & Success](#) provides opportunities for undergraduate and graduate students to explore career and experiential learning opportunities to optimize their professional and personal potential. The Center actively connects students with employers thus giving organizations access to our talent pipeline. The Center offers a wide range of programs and services, including an Internship & Career Fair that hosts over [300 employers](#) annually. It is also noteworthy that Miami’s strong reputation attracts employers to campus for four times as many interviews than at other universities our size, including the over 1,400 organizations that recruit Miami students each year.
- [Center for Public Management and Regional Affairs](#) engages in applied public policy and management research, technical assistance services, training and education, and database development in the areas of public management and capacity building, local government economic development, planning, and public program evaluation and policy research. The Center’s primary efforts are directed toward research and assistance to small/non-metropolitan cities, villages, townships, and counties.
- [Continuing Education](#) coordinates a variety of credit and non-credit programs that fall outside the boundaries of a traditional degree program. It provides opportunities to take a course to add or upgrade job skills; explore a creative interest, or keep up with certification requirements. Continuing education students can study overseas in an intensive summer experience, earn college credit while still enrolled in high school, or jump-start the academic year by enrolling in a summer workshop.
- [Institute for Learning in Retirement](#) (ILR) provides opportunities for individuals who are 50 or older to enrich their lives as they explore areas within science, the arts, society, technology, literature, languages, or business. In addition, it offers opportunities to become acquainted with community needs and to link individual talents and interests to those needs.
- [Greentree Health Science Academy](#) (GHSA) is made possible by Miami’s partnership with the City of Middletown, Atrium Medical Center, Warren County Career Center, and Cincinnati State Technical & Community College. It is home to many of Miami’s nursing and health science-related courses as well as a state-of-the-art nursing lab (see [fall 2014 schedule](#)).
- [Miami Hamilton Downtown](#) is a multi-use center for civic engagement and the arts, with live music, exhibitions, theatrical performances, educational classes, lectures, and a convenient venue for scholarship activities and community meetings.
- [Office of Community Engagement & Service](#) serves as the catalyst for community involvement on the Oxford campus, including offering faculty development for service learning courses, providing students and faculty with community sites and service learning opportunities, and promoting social justice and change.
- [Voice of America Learning Center](#) is located midway between Cincinnati and Dayton and offers undergraduate courses, corporate training, teacher professional development, graduate certificate programs, and a part-time professional MBA program. Area businesses, government agencies and non-profit organizations also use its facilities for meeting and training purposes. Throughout the year the Center hosts a variety of cultural and community events, including a rotating series of art

exhibitions and family-friendly theatrical presentations. Miami's Institute for Learning in Retirement holds classes at the Center.

### Admission and Financial Aid

To better ensure that interested Ohio and other students have access to a Miami education, Miami has developed the following resources and forms of support:

- [Miami Tuition Promise](#) provides all first-time undergraduate students and their families the certainty that Tuition, Room and Board, Special Purpose Fees, and Course Fees remain constant over the four years of a student's Miami experience. By doing this, Miami provides assurance and transparency that assists Ohio families with financial planning.
- Miami Access Initiative provides access to Ohio students from families with incomes of \$35,000 or less by meeting the cost of tuition and fees. Enrolling students will become [Miami Access Fellows](#), and will receive financial and programmatic support throughout their Miami experience.
- [Oxford Pathway Program](#) is a short-term and intensive learning and academic support program for strong students who reside in southwestern counties of Ohio. Students in this program are offered linked courses and enhanced support for two terms. Students admitted into the Pathways program enroll in classes during the fall term at the Hamilton or Middletown campus. Upon successful completion of the fall semester program requirements (earn at least 16 credit hours with a 2.00 grade point average), they are admitted as fully matriculated students on the Oxford campus starting in the spring semester of their first year. Miami also has a number of special programs for high school students (which are described in a section later in this document).

### Curriculum & Co-Curriculum

#### General Education

In 2015, Miami revised its general education program, the Global Miami Plan, to feature two engagement-related components:

- **New [Experiential Learning Requirement](#):** According to Miami's Liberal Education website, this new requirement focuses on the "process of making meaning from direct experience in a real world or an 'out of the traditional classroom' context. It offers students the opportunity to initiate lifelong learning through the development and application of academic knowledge and skills in new or different settings."
- **Revision of the [Capstone Requirement](#):** Capstone courses must include a major student-driven project. Many of these projects are client-based and integrate knowledge gained inside the classroom with the needs of the client.

#### Majors and Degree Programs

Miami also offers a number of degree programs or majors that have an extensive focus on community or public engagement. Although the number of programs that incorporate opportunities for engagement is too large to list here, below are some noteworthy examples:

- [Civic & Regional Development Bachelor's Degree](#) (soon to be renamed to Nonprofit and Community Studies)
- [Community Arts Bachelor's Degree](#)
- Customer Service Certificate Program is being developed on the Regional Campuses in collaboration with two businesses—Barclays and StarTech—to provide needed employee training
- [Engineering Bachelor's and Master's programs](#) such as Mechanical & Manufacturing Engineering, Electrical & Computing, or Chemical, Paper & Bioengineering
- [Entrepreneurship Bachelor's Degree](#)
- [Public Health Bachelor's Degree](#) which has recently been revised to offer a B.A. and B.S. version with content and faculty spanning two academic divisions (EHS and CAS).
- Professional Master's Programs such as [Criminal Justice Program](#), [Advanced Inquiry Program](#), [Global Field Program](#), and the [Special Education Online Program](#) (SEOH), and [Environmental](#)

[Science](#) which are designed to attract adult working professionals as well as newly graduated or advanced baccalaureate students (3+1 and 4+1) who are seeking skills to enter specific occupations. New plans are underway to develop a technology-driven entrepreneurship graduate certificate and master's program.

- [Professional Writing Bachelor's Degree](#)
- [Public Administration Bachelor's Degree](#)
- [Speech Pathology & Audiology Bachelor's and Master's Degrees](#)
- Technology Associate and Bachelor's Degrees, such as [Computer Technology](#), [Engineering Technology](#), [Health Information Technology](#), [Information Technology](#), and [Interactive Media Studies](#)
- [Urban & Regional Planning Bachelor's Degree](#)

### Co-Curricular Programs

Miami offers numerous special credit- and non-credit multi-day and extended programs that encourage immersive student engagement with business and industry, educational institutions, community organizations, or government. Below are a few examples:

- [Crunchtime](#) is a management program in which small groups of students work on client-based projects focusing on human capital or global strategic sourcing.
- [Grand Challenge Scholar Program](#) is open to any major. Students work with peers and a scholar in residence to develop a customized plan of study to better understand a major problem or issue of global significance.
- [Highwire Brand Studio](#) a semester-long, senior capstone course open to any Miami student from any major. Students work together on advertising and branding projects sponsored by companies and organizations looking for innovative ideas for communicating with their customers and building their brands.
- [Inside Washington](#) is a summer or semester-long program in which students engage in small group meetings with prominent politicians, newsmakers, journalists and other Washington-based figures. They also participate in highly competitive internships in the field of their choice.
- [Lockheed Martin Leadership Institute](#) is a four-year curricular program for engineering and computing students in which they cultivate leadership skills and engage in real-world projects
- Noncredit and credit-bearing programs are offered through Miami's Continuing Education. Programs range from [professional development programs and career training certificates](#), opportunities for [Ohio senior citizens to audit courses](#) to [study and excursion global partner programs](#) for international learners.
- [Ohio Public Leaders Program](#) provides students with a practical, co-curricular experience that enhances their understanding of the inner-workings of state and local government institutions. Students emerge prepared for success in the arena of public leadership while host organizations benefit from engaging with outstanding young talent.
- [Opening Minds Through Art](#) is an intergenerational art program for people with dementia. Up to 12 persons with dementia with the assistance of 12 trained Miami student volunteers working on a one-to-one basis. The art-making sessions culminate in a gallery exhibition celebrating the artists' accomplishments while educating the public about the creative capacities of people with dementia.
- [Over the Rhine Residency Program](#) is a semester-long residency program in Cincinnati's Over the Rhine district. Students take a full load of courses and engage actively with the community. Architecture and Interior Design majors design and build out spaces for low and moderate income residents. Students from other majors work in various neighborhood institutions (e.g., Drop Inn Center, Peaslee Neighborhood Center) that serve the under-served, totaling 24-27 hours per week. Teacher education majors work full-time as student teachers at Rothenberg Preparatory Academy.
- [Service Learning Courses](#): Student have the opportunity to enroll in literally hundreds of service learning designated courses available on the Oxford and regional campuses, and even in Luxembourg. These courses integrate community service or other forms of engagement into

course content and often meet requirements for the major or the Global Miami Plan. Last year more than 1500 students enrolled in a service-learning course.

- [StrategyWorks](#) is a capstone experience in which teams of students from multiple disciplines work together throughout the semester to formulate a singular marketing plan for a real-world client problem.
- [Urban Teaching Cohort](#) a community-based approach to teacher education. In this unique program, Miami faculty and students collaborate with high-need schools and community-based organizations to prepare teachers who are grounded in the life of their community.

### Co-Curricular Events & Activities

There is almost no evening or day of the year when there is not an intellectual, service-oriented, cultural or artistic short-term program or event offered on one or more of Miami's campuses for students, faculty and the general public. The sheer number of programs prohibits chronicling them here. However, below is a small sampling of the community related opportunities:

- [Fantastic Free Fridays](#) provides free opportunities for students in area schools and residents of local communities to enjoy live performances.
- [Hunger and Homeless Awareness Week](#) is an annual week of programming coordinated by the Office of Community Engagement and Service (OCES) in collaboration with other campus and community entities. Signature events include Empty Bowls and Pledge A Meal.
- [Janus Forum](#) provides a place for members of the community to come together and discuss opposing views freely and passionately.
- Lecture Series: There are many departmental, divisional and university lectures series such as the [University Lecture Series](#), [Wilks Lecture Series](#), [Anderson Lecture Series](#), [Executive Speaker Series](#), and [Altman Program Lecture Series](#) which bring some of the foremost thinkers and leaders to our campuses.
- [Michael J. Colligan History Project](#) is a joint undertaking of the Colligan Fund Committee of the Hamilton Community Foundation and the Hamilton Campus of Miami University that advances historical understanding through lectures, videos, exhibits, prizes and research.
- [Oxford Writing Festival](#) is a three-day literary festival consisting of presentations and readings which is open to Miami students and the Oxford community members.
- [Performing Arts Series](#) which brings the world's premier arts and performers to Miami
- Student Performances in the College of Creative Arts.
- [Vote Everywhere](#) is a program of The Andrew Goodman Foundation, that offers internships to students as well as civically oriented programs (civic discussions, advocacy workshops) open to general public.

Many of our students are also very service oriented and committed to philanthropy. Our students are developing a habit of service that will extend beyond their years at Miami. Some highlights of their service work includes:

- 138 student organizations currently self-identify as service organizations, covering topics including health, the environment, education, poverty reduction, and many more.
- [America Reads and America Counts](#) are tutoring programs coordinated by the Office of Community Engagement and Service (OCES) that allow Miami students who have been awarded Federal College Work Study to assist children in local schools while earning money. In 2016/17, 35 tutors provided more than 2,500 hours of tutoring in Oxford and Hamilton.
- Interfaith Day of Service: This semesterly event is an opportunity for students of different religious, spiritual and secular identities to come together and make a positive impact in the Oxford community.
- [Service Saturdays](#): Offered typically one Saturday each month by OCES, this program offers easy-access, one-time projects geared towards bringing students, faculty and staff together for service. Between Service Saturdays and the Interfaith Day of Service, 650+ students provided more than 1200 hours of service in the Oxford area. Each day includes time for reflection about the service experience.



- [Alternative Breaks](#) are multi-day immersion trips over academic breaks focused on important community needs. During the break trips, students participate in community service, educational opportunities, daily reflections, leadership development, evening debriefs, and topical discussions.
- From January to December of 2017, sororities contributed more than 17,000 hours to community service work, and fraternities contributed more than 7,500 hours, for a grand total of 24,577 hours.
- Through the HUB, our student organization database, non-Greek organizations logged an additional 5,880 hours of service in 2017.
- Student-athletes also contribute a significant amount of community service. In the 16/17 academic year, they performed more than 4,100 hours of service.

### **Key Miami Partners**

Although Miami is proud of the many partnerships it sustains each year, there are several which are particularly important and lasting. Each of these is described below.

#### **Miami Tribe**

Since 1972, the sovereign tribal nation and the University have enjoyed a close partnership that has embodied “neepwaantiinki,” which is the Myaamia (Miami language) term for “learning from each other.”

One of the most important steps in this partnership occurred in 2001 with the creation of the Myaamia Center (originally called the Myaamia Project) to conduct research supporting tribal initiatives to preserve language and culture and expose university students to efforts in those areas. Beginning in 2005, the Center began offering summer language-based camps for tribal youth in Oklahoma. Three years ago, the tribe added a new program called *saakaciweeta*, meaning “emerge,” for even younger children in Oklahoma. Next year, a new *saakaciweeta* program will get underway in Fort Wayne, Indiana. At that point, nearly 80 children each summer will be learning about their language and culture.

Most of the camp counselors are [tribe students at Miami](#), who take a series of courses about their language and culture at the university. To date, 70 tribe students have earned degrees from Miami, with the first three students enrolling on the Oxford campus in 1991. Since that time, others have participated in the Myaamia Heritage Program, which provides a tuition waiver and additional course work relative to their heritage.

In 2016, the director of the Center, Daryl Baldwin was named a MacArthur Fellow and was awarded “genius grant” for his pioneering work. In 2017, Miami University President Gregory Crawford and Miami Tribe Chief Douglas Lankford signed a new Memorandum of Agreement, launching the Miami Heritage Logo and Collection. The Myaamia Heritage Logo, which was developed by Miami tribe member and artist, Julie Olds, draws upon the traditional ribbon work of the tribe and exemplifies the tribe’s special relationship with Miami University:



## Local Schools

### Talawanda Schools

Based on rigorously collaborative, mutually beneficial commitments and projects, the Talawanda Schools and Miami University partnership has existed for more than a decade. Thousands of students, faculty members and community advocates from both sides have collaborated to improve public education and enhance opportunities for college students to serve the wider educational community. This partnership is supported by a committee and a staff liaison.

### Cincinnati Public Schools

Last August, President Greg Crawford and Laura Mitchell, Superintendent of Cincinnati Public Schools signed a partnership agreement to increase the number of academically talented and diverse students from the region who pursue and complete a college degree. The program will operate as a pilot in 2018, with a goal of enrolling 10 CPS students on the Oxford campus next fall.

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. 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 in 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.

### College Credit Plus

Miami participates in this [statewide dual enrollment program](#) which enables over 600 eligible students who are enrolled in Ohio middle and high schools (grades 7-12) and who are also eligible to enroll in Miami University to earn high school and college credit simultaneously each academic year. These earned credits appear on the student's high school *and* college academic records or transcripts. There is no cost for Ohio students enrolled in Ohio public schools to participate in Miami's College Credit Plus program. The student's public high school and Miami share the cost of the College Credit Plus course.

### Special Programs for High School Students

Miami offers several on-campus programs for high school students from Ohio and beyond:

- [Summer Scholars](#) provides a rich, early college experience for academically-talented rising high school juniors and seniors from across the globe
- [Bridges](#) is an overnight visit experience for high-achieving high school seniors from historically underrepresented populations or who have a commitment to promoting a deeper understanding of and appreciation for diversity.

### Colleges and Universities

Miami University makes purposeful connections with many other two- and four-year colleges and universities in the United States and abroad through:

- [Articulation and other academic agreements](#) with such institutions as Columbus State Community College and Sinclair Community College as well as dozens of international universities
- Dual degree programs, such as the [Master of Social Work Program](#) with Wright State University;
- Co-taught courses such as foreign language courses with Ohio University;
- Collaborative research projects, such as Miami psychology professors Kurt Hugenberg and Heather Claypool's work on [racial bias](#) with UC Professor Jennifer Miller;
- Joint programs such as the [Mid-American Conference Academic Leadership Program](#).

Miami also participates in the many initiatives of the Ohio Department of Higher Education (ODHE) which are designed to facilitate students who transfer across public higher education institutions in Ohio. Below is a listing of some of the ODHE initiatives:

- Career [Technical Assurance Guides](#) (CTAGs): are criteria, policies, and procedures to enable students to transfer agreed-upon technical courses from one Ohio Institution to another. There are 32 CTAG pathways in 24 specific career-technical areas.
- [Credit When It's Due](#) (CWID) (“Reverse Transfer”) is a process to award associate degrees to students who earned credits that satisfied residency requirements at a community college, did not earn their associate degree, and subsequently transferred to a four-year institution.
- [Guaranteed Transfer to Degree Pathways](#) (2 + 2) - Section 3333.16(C) of the Ohio Revised Code requires the establishment of statewide guaranteed transfer pathways from two-year to four-year degree programs in an equivalent field. The development of the guaranteed transfer pathways are being facilitated by existing statewide faculty panel members for Transfer Assurance Guides (TAGs) and Career-Technical Assurance Guides (CTAGs). Transfer pathways will be developed in clusters (meta-majors): Business; Social and Behavioral Sciences and Human Services; Education; Arts, Humanities, Communication, History, and Design; Science, Technology, Engineering, and Mathematics; Public Safety; Health Sciences; and Industry/Manufacturing and Construction. Miami has at least one representative for each cluster.
- [Ohio Transfer Module](#) (OTM) is a subset or the complete set of a public college's or university's general education requirement. It is comprised of 36-40 semester hours of courses in the following fields: English composition and oral communication; mathematics, statistics and logic; arts and humanities; social and behavioral sciences; and natural sciences. Additional elective hours from among the five areas make up the total hours for a completed Ohio Transfer Module. Students who complete the module at one Ohio institution will receive credit for that module, should they transfer to another Ohio institution.
- [One-Year Option](#) allows graduates from an Ohio Technical Center in 600 or greater hour programs to earn a block of technical credit toward an Associate of Technical Studies.
- [Transfer Assurance Guides](#) (TAGs) are advising tools that include the [Ohio Transfer Module](#), pre-major/beginning major courses called “TAG courses,” advising notes, and foreign language requirements. All courses in TAGs are guaranteed to transfer and apply directly to the major requirements accordingly. There are 52 TAG pathways in 13 specific discipline areas presently involving close to 300 approved Miami course matches.

### **The City of Oxford**

The City of Oxford and Miami University enjoy a long history, with natural ebbs and flows, of effective cooperation. While previous efforts have been largely decentralized and somewhat informal, the Town Gown Initiatives Team (TGIT) was formed in 2016 to keep our work focused and progressing even as individual champions depart and issues evolve. Composed of members representing a variety of community and university organizations, the TGIT serves as an umbrella organization for various disparate town-gown initiatives, both current and future.

The group serves, but does not replace, existing town-gown efforts by assisting with advocacy and communication; and through gap analysis identifying opportunities for cooperation. President Crawford endorsed the TGIT enabling document on October 5, 2017, and the Oxford City Council approved the TGIT on December 5, 2017. The TGIT serves the following officially affiliated groups/organizations:

- **Alcohol Coordinating Committee** identifies and implements strategies to reduce the negative impact of high-risk drinking.
- **Chamber-Miami Business Alliance** focuses on promotion, co-branding and relationships, while providing business-building opportunities (affiliated with Oxford Chamber of Commerce)

- **Coalition for a Healthy Community, Oxford Area** aims to build a healthy community together, specifically in the areas of substance abuse, mental health, and obesity prevention.
- **League of Women Voters** encourages informed, active government participation, works to increase understanding of public policy, and influences policy through education and advocacy.
- **Miami Office of Community Engagement and Service** serves as catalyst for community involvement on the Oxford campus.
- **NAACP** promotes political, economic and social issues on behalf of people and their rights.
- **Oxford VillAGE Network** advocates for a strong community culture that values older adults as key contributors and includes them in all aspects of community planning.
- **Student Community Relations Commission** seeks to identify and explore matters specific to Miami students and community relations, and serve in an advisory capacity to the City Council.
- **Talawanda-Miami Partnership** serves students and faculty of Talawanda District and Miami by building bridges for collaboration, providing mutually beneficial resources and improving community through shared work.

The group also works with the following:

- |  |  |
|--|--|
| • <b>McCullough-Hyde Memorial Hospital</b>                     | • <b>Oxford Community Foundation</b>             |
| • <b>Miami Associated Student Government</b>                   | • <b>Oxford Needs Awareness Committee</b>        |
| • <b>Miami Office of Intercollegiate Athletics</b>             | • <b>Oxford Township (Police and Trustees)</b>   |
| • <b>Miami Office of Off-Campus Outreach and Communication</b> | • <b>PFLAG</b>                                   |
| • <b>Not In Our Town</b>                                       | • <b>Religious Communities Association (RCA)</b> |

In January 2018, the TGIT planned and executed a “listening luncheon” that brought together representatives from nearly every significant town-town organization. The purpose was to share information; identify common goals; provide resources (common calendar; assessment software); and identify opportunities to enhance partnerships to increase the collective effectiveness of town-gown work.

### Research

Many Miami faculty engage in corporate-sponsored research or provide expertise and knowledge that serves external partners or society at large. The [Office for the Advancement of Research and Scholarship](#) (OARS) assists researchers with grant funding and corporate and industry agreements. OARS also engages with external corporate partners to facilitate technology development and commercialization and assist in the process of negotiating research or service contracts and agreements, material transfer agreements, nondisclosure/confidentiality agreements and other agreements that support the university’s research enterprise.

This year, Miami is revising its promotion and tenure criteria to give commercial research greater prominence.

In addition, Miami is home to a large number of [research centers and institutes](#) that support faculty in world-class research of social value. Three of the centers – [Scripps Gerontology Center](#), the and [Center for Structural Biology and Metabonomics](#) and the [Center for Entrepreneurship](#)– are Ohio Centers of Excellence.

Miami also features several centers and programs, such as the [Ohio Writing Project](#) or the [Discovery Center for Evaluation, Research and Professional Learning](#) that serve other educators across the state and nation.

### Industry and Corporations

Led by the Center for Career Exploration and Student Success, Miami places a premium on preparing students for professional success through career development and a robust array of experiential learning opportunities. These efforts have led to extraordinary student success outcomes. Based on research, surveys, and national data, 96.6% of 2015-2016 Oxford graduates were employed or furthering their education by fall 2016. In the 2017 edition of *Colleges That Pay You Back: The 200 Schools That Give You the Most Bang for Your Tuition Buck*, published by The Princeton Review, Miami was recognized for academics, affordability/financial aid, and getting "graduates out the door to satisfying and rewarding careers."

Among the career resources and support programs are:

- [Career-oriented](#) and success courses such as [UNV 101](#) (which integrates career development throughout the semester) and [EDL 100, Career Development for the College Student](#)
- [Career counseling and divisional career counselor liaisons](#)
- [Resume workshops and drop-in hours](#)
- Career [videos](#) and search tools
- [Career fairs, workshops and programs](#)
- [Mock interviews and interview guidelines](#)
- [Handshake internship database and recruiting system](#)
- [Job search strategy guides](#)

Hundreds of students complete credit- or non-credit-bearing internships each year with businesses, hospitals and clinics, community organizations, government and educational institutions each year.

Additionally, there are six organizations with which Miami works closely with that *create and enhance opportunities* for Miami's engagement with the public and community. Each one positions us to align our research strengths and leverage existing programs with state/regional priorities to increase the economic vitality of Ohio with the goal of building stronger market awareness about the university:

- **REDI Cincinnati:** The JobsOhio (SW) Network Partner includes more than 150 business and economic development organizations. This partner connects Miami to businesses that are looking to move into Ohio and/or grow their existing companies here, and it provides insight into the resources businesses need to thrive.
- **Cincinnati USA Chamber:** One of the Nation's largest chambers with greater than 4,000 members (including 35 Minority Owned Businesses with \$30M average revenue). Two of their strategic pillars align with the university's priorities: 1) attract and retain talent (i.e. increase internship & job placements) and 2) attract, develop and retain diverse, high-potential talent and move Greater Cincinnati to full inclusion.
- **Cintrifuse:** Created by Cincinnati's business community, it provides access to several hundred underlying venture capital managers for career services (student internships); faculty (to bring experiential learning into the classroom); administration (to gain insights into where we might want to focus research efforts and future curriculum); students (student startup ventures); and better access to the region's large companies that are also investors and contribute to future commercialization.
- **Cincinnati Business Committee (CBC)** is a CEO-civic organization that is comprised of a maximum of 30 members from the area's largest private sector employers. The CBC focuses on improving the region's economic competitiveness (defined by The World Economic Forum as, "the set of institutions, policies and factors that determine the level of productivity of a country").

- **Cincinnati Regional Business Committee (CRBC)** is a mid-cap, CEO civic organization that is comprised of more than 75 members. The CRBC is dedicated to promoting transformational change and improving economic competitiveness in the Cincinnati region. The CRBC's focus is in the areas of economic development, education, and government affairs.
- **Cincinnati European American Chamber of Commerce (EACC)** assists more than 200 European companies as they launch and grow their U.S. operations, while also supporting companies from Greater Cincinnati as they export and/or establish operations in Europe. Miami works with the EACC to develop talent solutions for international recruitment and global mobility while inspiring future global leaders

### **Military & Veterans**

For the past eight years, Miami University has been granted "[Military-Friendly Status](#)" by Victory Media for our promotion of student veteran retention, graduation, job placement, loan repayment, persistence and loan default rates.

Miami has several support structures in place to ensure that we meet these goals:

- [Center for Veterans Services](#), located on the regional campuses, provides support for the best possible collegiate experience for our student veterans, preparing them for their post-military role in society
- [Military Transfer Assurance Guides \(MTAGs\)](#) - Legislation passed in 2014 requires the Ohio Department of Higher Education to create Military Transfer Assurance Guides (MTAGs) to streamline the awarding of college credit for military training, experience, and coursework. Approximately a dozen have already been developed.
- [Refund Policy for Enrolled Students Called to Active Duty](#)
- [Scholarships, Benefits and Financial Assistance](#)

### **Awards & Recognition**

Miami has put in place several incentives and awards to recognize the outstanding contributions of faculty, students and staff in serving others:

- [Annual Reports](#) and [Promotion & Tenure Dossiers](#) include sections in which instructional staff can record and document their engagement with the public and community
- [Distinguished Service Award](#) is given to employees who have made a significant impact on the life and mission of Miami University.
- [Excellence in Career Development Award](#) recognizes faculty who actively support the development of the Miami University career community.
- [Nahiteeheyoni Faculty Service Learning Award](#) recognizes a faculty member who has demonstrated excellence in engaged teaching and significant community impact.
- [President's Volunteer Service Award](#) recognizes students who have made significant impact in their communities
- [Student Service Award](#) is presented to a select group of students, whose service through campus life, community service, intellectual and cultural leadership, or as a university employee, demonstrates the spirit of being a citizen leader of uncommon quality.

### **Conclusion**

This report reveals Miami's impressive and abiding commitment to community and public engagement. Yet, as we know, our University is in the midst of a sea change that is impelled by broad technological, market, political and social changes in our state, nation and world. These profound shifts suggest a need for us to reorient our fundamental thinking about our role in the community and world. Through high impact experiential learning, deep collaborations with community partners, and engaged scholarship and purposeful commercial endeavors, Miami can not only enhance the education of our students and better

prepare them for lifelong success, but it can also catalyze economic development, participate in public problem solving, and advance access and inclusion.

To reach this ambitious vision, we need to tackle some serious questions:

- How do we instill the value of service in students through both curricular and co-curricular activities?
- As a public institution, what is our responsibility to the State of Ohio and our involvement in contributing to public issues in the state, the nation and the world? How do we assess and evaluate our progress in terms of community and public engagement?

# Public & Community Engagement

## ASA Integrated Report

Board of Trustees  
February 15, 2018

Jayne Brownell  
Phyllis Callahan  
Michael Kabbaz



MIAMI UNIVERSITY

Overall Page 24 of 128



# Higher Learning Commission Community and Public Engagement

The institution's *mission* demonstrates commitment to the **public** good.

- 1. Public Obligation:** Actions / decisions reflect an understanding that, in its educational role, the institution serves the public, not solely the institution.
- 2. Educational Responsibilities:** Take primacy over other purposes, such as generating returns for investors, contributing to a related or parent organization or supporting external interests.
- 3. Institutional Engagement:** With identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.



## Community and Public Engagement - Purpose

Foster mutually beneficial networks and contacts that connect the knowledge in the University and the community to address significant economic and social needs.



# Community and Public Engagement - Purpose

1. Partner with educational and other public- and private-sector institutions to co-design academic and outreach programs that enhance access to and support of quality higher education.
2. Increase lifelong learning opportunities, engagement, and giving from alumni, parents, and friends.
3. Grow Miami's sponsored research, grants, intellectual property, internships, and co-curricular learning opportunities by helping corporate, governmental, and non-profit entities thrive through solutions-oriented partnerships.
4. Advance Ohio's economic development / prosperity by providing talent & expertise that helps shape policy and improves quality of life.



# Infrastructure and Strategies

## 1. University level academic partnerships committee:

- New procedures for developing, tracking and approving agreements (including memoranda of understanding and articulation agreements) with other two- and four-year colleges and universities as well as secondary institutions

2. New web portal highlights Miami's signature partnerships and features contact information, procedures, agreement templates, and best practices for partnerships with business and industry, community groups, educational institutions, and government.



# Infrastructure & Select Strategies

3. Offices, centers and programs that directly advance Miami's public and community engagement, *for example*:

- Center for Career Exploration and Success
- Admission and Financial Aid: Tuition Promise; Oxford Pathway
- Curriculum: Global Miami Plan, Majors/Degrees/Experiential
- Co-Curricular: Immersive Programs, Events, Activities
- Key Miami Partners: Miami Tribe; Public Schools; CCP; Other Universities
- City of Oxford
- Research: OARS; Centers; Institutes
- Industry and Corporations: REDI Cincinnati; Chamber; Centrifuse
- Military and Veterans: MTAGs; Veteran Services
- Awards and Recognition: P and T; Service



# Conclusions

Miami has and impressive and abiding commitment to community and public engagement.

Through high impact experiential learning, deep collaborations with community partners, and engaged scholarship and purposeful commercial endeavors, Miami can:

- Enhance the education of our students
- Better prepare them for lifelong success
- Catalyze economic development
- Participate in public problem solving
- Advance access and inclusion



# Acknowledgments

- Carolyn Haynes, Associate Provost
- Denise Krallman, Director, Office of Institutional Research



# Key Discussion Questions

1. How do we instill the value of service in students through both curricular and co-curricular activities?
2. As a state, public institution what is our responsibility to the state and our involvement in contributing to public issues in the state, the nation and the world?
3. How do we assess and evaluate our progress in terms of community and public engagement?





# Re-envisioning Student Life at Miami



Proposal submitted November 2017

# Why re-envision SA?

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- » Life outside the classroom is core to the Miami experience
- » Increased competition in higher education
- » Changes in the field of student affairs
- » Changes in students' behaviors and interests; emerging adulthood
- » Changing expectations of external stakeholders
  - » ROI, outcomes, data driven and evidence based
- » Changes in funding



# Planning process

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- » Health and wellness review by Keeling and Associates
- » Divisional level review by NASPA
- » Student affairs discussion groups
- » Feedback from students, campus partners, BOT
- » Reports from departmental program reviews over the past 5 years
- » Benchmarking with multiple other schools on key issues



# Key University priorities

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- » “Best student-centered university in the nation (world)”
  - » Leverage our strengths and traditions, true to mission
  - » Advance contemporary initiatives
  - » Succeed through collaboration
- » Create an integrated & intellectual student experience
- » Promote student health & wellness
- » Advance diversity and inclusion
- » Build community
- » Enhance career exploration and experiential learning



# Re-envisioning Student Life at Miami



Proposal submitted November 2017

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The **Division of Student Life** creates transformational opportunities, inclusive environments, and meaningful connections that maximize student growth, learning, and success.

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DIVISION OF STUDENT LIFE

# We bring learning to life.





DIVISION OF STUDENT LIFE

# Helping RedHawks Soar.



# Framing our work

## My foundation:

Who am I at my core?

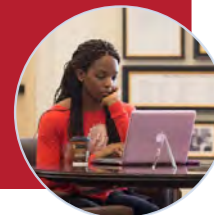
Personal character



## My path:

Who am I as a student?

Academic character



## My impact:

Who am I in my community?

Community character



# A 21<sup>st</sup> Century Approach to Student Life

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The Division of Student Life, in support of Miami's educational mission, engages students to achieve the maximum benefit from their Miami experience in preparation for life and leadership in a diverse, global world.

Working together with campus and community partners, Student Life creates transformational opportunities, inclusive environments, and meaningful connections to ensure that students will learn, grow, and succeed.

The Division builds safe, healthy, lively, and respectful communities that inspire students to dream big, act boldly, and thrive.



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# Student Life Structure and Initiatives

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# Building divisional infrastructure

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- » Establish a **full-time communications director** and team, including the Director of Parent & Family Programs
- » Elevate capacity for **assessment and data analysis**
- » Change OESCR to **Community Standards** (restorative justice)
- » Bring **leadership and service** together for a stronger engagement team

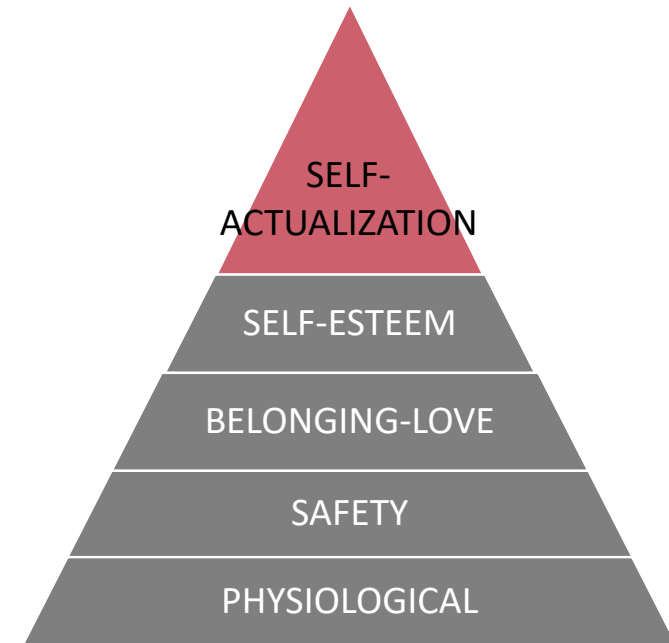


# Planning in the residence halls

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## » Guiding principles for residence hall changes

1. Create safe and healthy communities
2. Support student persistence and retention
3. Develop diverse and inclusive environments
4. Extend the learning environment
5. Facilitate the transition to adulthood



Maslow (1943)

# Residence Life changes

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## Departmental goals



Collaborate with campus partners in order to:

- » **Revitalize and expand LLC** offerings and develop new community options
- » Be more strategic regarding **facilities, planning, and budgetary issues**
- » Reorganize staff resources to meet **educational goals** in halls
- » Use **data and predictive analytics** to guide decision making

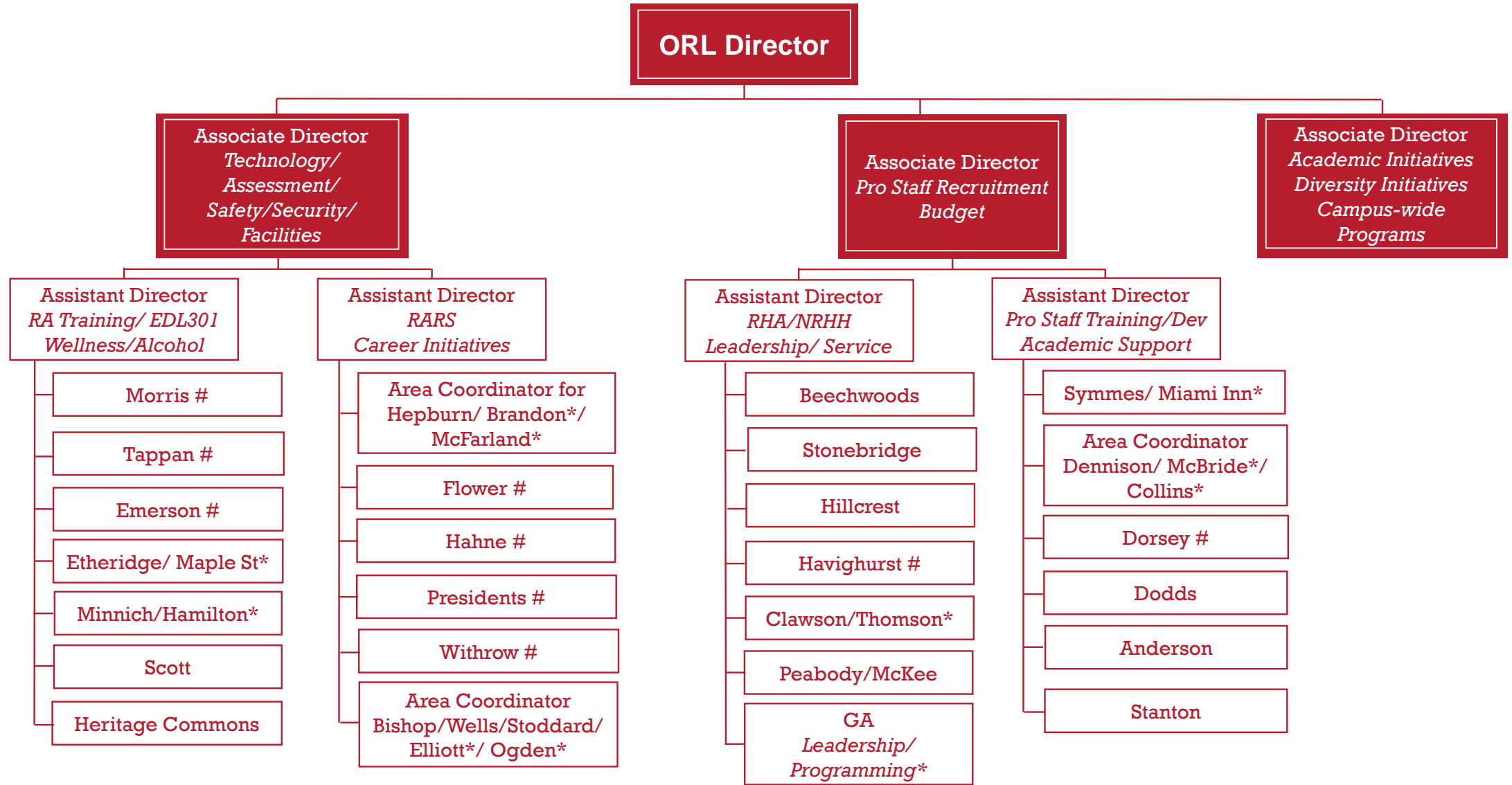
# Residence Life changes

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## Reorganize staff resources



- » Designate one associate director without direct supervisory responsibilities to focus on **academic initiatives, diversity initiatives/training, and campus-wide programming**
- » Assistant and associate directors with **focus areas** aligning with divisional and institutional priorities (e.g. wellness, career, community)
- » Introduction of **area coordinators** to maximize staffing resources
- » Shift one GA position to focus on ORL **leadership initiatives**



\* Graduate Student  
# RD plus a Graduate Student

# Office of Residence Life- proposed



# Residence Life changes

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## Expand community options

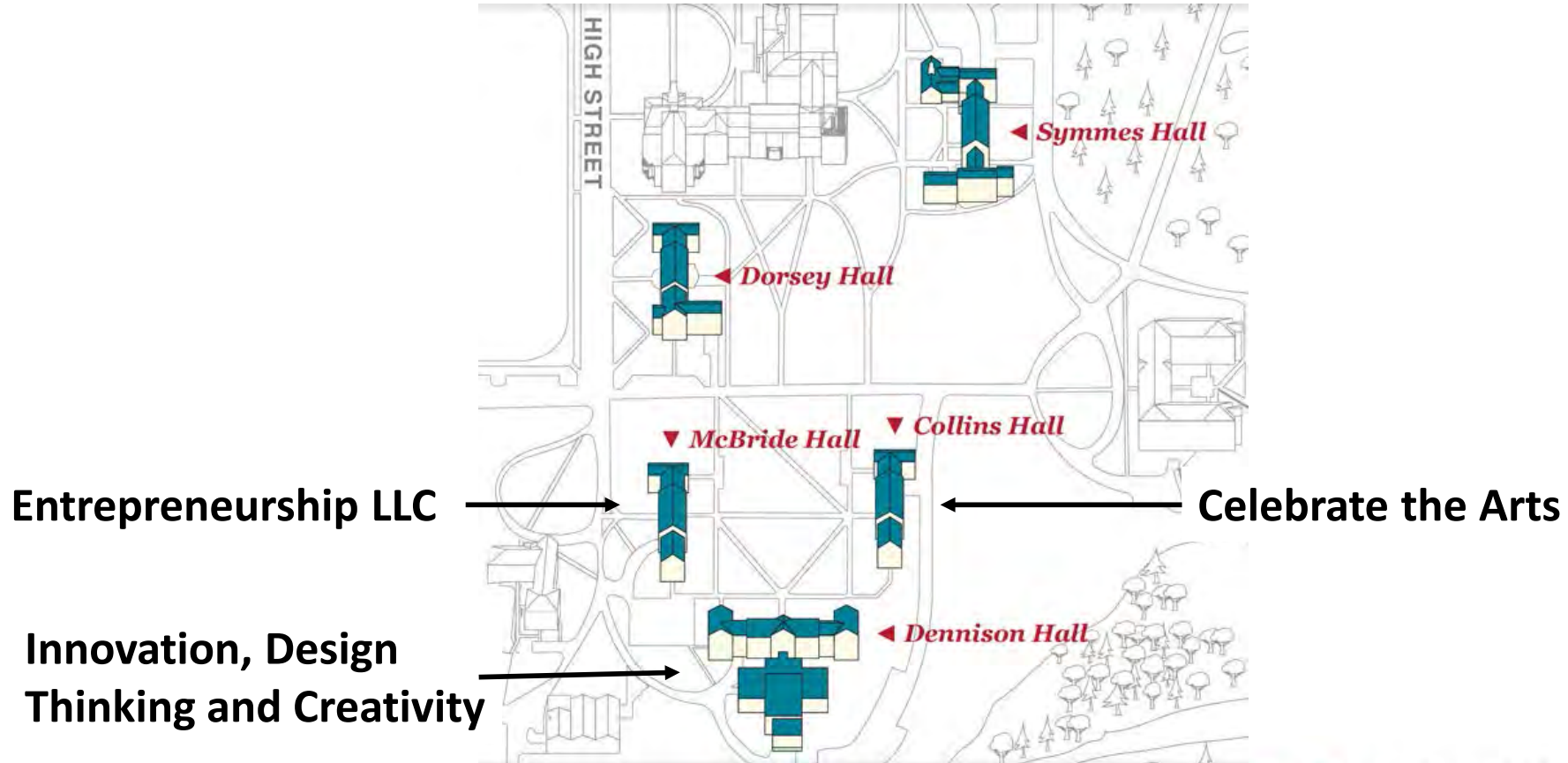


- » More intentional placement of LLCs to create **quad themes** (e.g. Creativity & Innovation, Leadership & Service, Honors)
- » Introduction of **academic neighborhoods** for those who do not select an LLC
- » Introduction of **affinity communities**



# Creativity and Innovation Quad

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# Residence Life changes

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## Longer range plans



- » Work with the academic deans to develop **work spaces** that will support student learning goals
- » Enact the recommendations from the Residence Hall Security Review, including **safety plans** and education for each hall, changes in **break housing policies**, and changes in hall **staff expectations**
- » Exploration and piloting of increased faculty involvement options in the halls (e.g. advising, review sessions, programming, FIR, etc.)



- » Plans proposed this summer after the Keeling visit continue to move forward
- » AVP for Health and Wellness search in process
- » Search underway for new Director of Counseling with Kip Alishio's retirement
- » Two new counselors hired; posted a counseling position that will be shared with ICA
- » Spring posting for Healthy Miami Collaborative position
- » Alcohol strategic plan; replacing vacant Wellness position with an AOD position

# Additional plans

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- » Raise the profile of our **academic partnerships** across the Division
- » Increase support of **international students** in partnership with ISSS; explore ESL support through Rinella
- » Examine hours of operation and staffing hours to meet needs of **24/7 student life**
- » Work with EMSS to explore options for creating a **co-curricular transcript**
- » Implement new methods for **professional development** at all levels (e.g. intranet, book clubs, mini-conferences) to inspire staff excellence



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# Budget consideration and next steps

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# Utilization changes in Student Life

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- » 15% increase in undergraduate enrollment since 2011; 33% increase in SOC
- » 86% increase in number of student organizations (366 to 681)\*
- » 30% growth in fraternity and sorority membership (4,294 to 5,575)\*
- » 22% growth in individual counseling
- » 86% increase in registrations with Student Disability Services (724 to 1,348)
- » 64% increase in OESCR cases (1,588 to 2,607)\*
- » 33% increase in tutoring, 62% increase in supplemental instruction, and 49% increase in number of exams proctored in 2 years (14/15 to 16/17)\*

***\* No increase in E&G budget for support costs for these areas or Diversity Affairs since 2011***

# Fundraising opportunities

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## Student success & well-being



- » **Rinella Learning Center** - support for tutoring and supplemental instruction
- » Expand **pre-semester transition programs**
- » **Healthy Miami Collaborative** - alcohol-free programming, alcohol and SIV education, HAWKS peer educators; renovation and naming of Health Services Building
- » Purchase a **property Uptown** for mixed wellness use, including late night programming space
- » **Student emergency fund**



# Fundraising opportunities

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## Enhancing the student experience



- » **Makerspaces in the halls**
- » **Community service-** support for students to participate in alternative break trips, stipends for student employees to plan service events
- » **Diversity initiatives-** annual programming budget
- » **Greek Life-** increase endowment to fund an additional Greek advising position
- » Endowment to help fund **special opportunities for students**, such as study abroad, conference attendance, etc.

# Year one timeline

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- » November-December 2017: Pre-rollout tasks
- » January-February 2018: Plan revisions and final presentation
- » March-May 2018: Prepare new materials for launch during orientation
- » June-August 2018: Final planning for full fall launch; start planning for 19/20 LLCs/quads
- » Fall 2018: Launch Division of Student Life, with new office names and structure, and new positions in place



# Longer term projects

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## 1-3 years



- » Continue to build out residential quads and increase LLC offerings
- » Develop makerspaces in halls
- » Zero-based budgeting process for all offices
- » Revisit divisional learning outcomes
- » Continue to work on space issues

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That's a start, and...

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...real change will be all about our  
mindset.

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# A Focus on Us

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- » Need to be more nimble, fluid and creative as a division
- » Every member of SA needs to connect to and be mindful of the bigger picture, work across units, be good partners
- » Generalist mindset with specialist skills
- » Improve communication, internal and external
- » **Identify the story we want to tell, support it with evidence, and communicate it through multiple methods**



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# Questions?

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# News and Updates

From the Division of Student Affairs

When people think of Student Affairs and leadership development, they often think of the Wilks Leadership Institute first. However, many other offices in Student Affairs also impact the leadership development of our students. We offer a wide range of methods to help students build the skills and capacity they will need to be leaders on campus and throughout their lives. We work intentionally to develop Miami students' leadership by offering formal educational programs, advising student organization officers, supervising student interns and employees, and training students to serve in leadership roles. In this update, we highlight just a few of these efforts.

## Community Leadership Team

Many students get their start in campus leadership by joining the Community Leadership Team (CLT) in their residence hall. CLTs function as hall governments and leaders are elected by their peers during the first 2-3 weeks of the term. For many buildings, these are brand new first-year students. The presidents of each CLT make up the Residence Hall Association (RHA), through which students experience a full year of leadership development. The year kicks off with a September retreat at a local camp, followed by weekly meetings that cover different leadership development topics. All 41 members of the general assembly have the opportunity to attend regional and national RHA leadership conferences. Members also receive individual coaching from their own Resident Director. With the organizational goals of community building, advocacy, and programming, these first- and second-year students learn skills in communication and listening, facilitation, and organization. Beyond that, they learn to navigate the university. A position in RHA is often a starting point for future leadership opportunities, including being a SOUL or an RA, joining ASG, or leading a student organization.

## Leadership Certificate Program

One of our most in-depth, targeted leadership development opportunities is the Leadership Certificate Program (LCP) through the Wilks Leadership Institute. In its second year, this two-semester program serves 73 students, primarily first- and second-years, with the ultimate goal of articulating a personal leadership philosophy. To that end, participants are required to engage with multiple parts of the university. In addition to attending Wilks programs such as the Perlmutter Leadership Conference or a signature workshop, participants attend lectures, read a leadership book, take part in a diversity-related program, and engage in service. They are then asked to reflect on those experiences. When students complete the program, Wilks continues to challenge them to take on more leadership responsibilities to practice and refine their leadership philosophy and skills. In fact, some of the students go on to work in Wilks and serve as mentors for 8-10 LCP students throughout their year of involvement.

## Student Organization Advising

Some of our staff also go above their expected responsibilities and volunteer to advise a student organization. This year, for example, six Student Affairs staff members (from Wilks, Residence Life, OESCR, and Parent & Family Programs) are working closely with the Beta Theta Pi fraternity as they re-establish themselves on campus. One staff member described that role not just as an organization advisor, but as a mentor to individual men developing their leadership. By offering the men both challenge and support, helping them build confidence in their ability to lead, and encouraging them to think ahead and successfully manage both academics and organizations, these advisors serve as role models, coaches and mentors to help students develop their own leadership skills.



**THE FEBRUARY 2018  
REPORT FOCUSES ON  
LEADERSHIP AND  
ENGAGEMENT**



## STUDENT AFFAIRS REPORT

### Student Employment

Student employment is often overlooked as a means of leadership development, but the experience is approached very intentionally in Student Affairs. In the Armstrong Student Center, 70 students work as building managers, ambassadors, members of the Red Zone event planning team, and event production staff. Each student goes through a two-day training in the fall where they learn skills specific to their roles, but also talk about the philosophy of the department and how it fits into Miami's mission, and they start to build a sense of team. From there, much of their development comes from the trust and responsibility that the Armstrong team shows in them. And they rise to the occasion. Through their work, they develop problem solving, customer service, and decision making skills. They learn teamwork, communication, and how and when to ask for help. The Armstrong staff consistently asks them to talk about those skills and to reflect on how they will apply to any career they choose to pursue after Miami.



*Residence Hall Association Fall Retreat, 2017*

# New Initiatives

### Health Advocates Pilot Project

Funded by a recent gift from the Coyne family, undergraduate Health Advocates now serve in Emerson, Hahne, and Collins halls. Advocates aim to inspire their peers to embrace wellness. They hold office hours, attend staff meetings, and live in the communities. This fall, Health Advocates led "Brief Educational Interactions" (moving away from one hour programs) on topics including coping with stress, party etiquette, nutritious meal planning, and sexual health/communication. Partnership between Student Wellness and Residence Life. Fall 2017.

### SOUP Dinner

Dinner and fundraiser to celebrate and support innovative local community change projects. Four proposals were selected as finalists to present their ideas live before a voting audience. Mini grants were awarded to the top vote recipients. All four projects, ranging from Safer Bars Training to a Youth Advisory Board, received funding between \$500 and \$2,243. From Community Engagement and Service, the Ford Family Initiative for Spirituality and Purpose, and Miami Hamilton's Center for Civic Engagement. October 2017.

### Sister Circle

Regular dialogue for women of color on the sisterhood experience at Miami. Collaboration between Student Counseling Service and Diversity Affairs. October 2017.

### Tenant Education Program

Online workshop about lease signing and off-campus living to provide students with the tools to be good neighbors, responsible community members, and informed tenants. Off-Campus Outreach and Communication. February 2018.

### MyHub Mobile Event Pass

New interface for student organizations and departments to track attendance at their events using an app, with no hardware required. Attendees check in using their unique QR code, similar to a mobile boarding pass. February 2018.

### ComMUnity Connect

Online platform to help students find local community service opportunities and track their service hours. The site connects Miami students with community needs and events. Community Engagement and Service. February 2018.

### Red Brick Rewards

Student organizations complete various requirements to reach increasing tiers of rewards. The program encourages student organizations to improve member experiences and positively impact the community at large. Collaborative effort between the Associated Student Government and Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life. February 2018.

### MPACT Leadership Experience

High-impact, transformative four-day strengths-based leadership experience during spring break, dedicated to cultivating valuable skills that will empower students to lead change initiatives in the Miami community. Collaboration between Wilks, Diversity Affairs, Student Activities/Fraternity and Sorority Life, Off-Campus Outreach and Communication, and Community Engagement and Service. March 2018.

## Format Change

As you can see, Student Affairs is taking a new approach to update the community about our work as a Division. Rather than our traditional "Good News" report, this newsletter will feature a specific topic in each issue, and highlight work from across the Division on that topic.

For this issue, we're focusing on our multiple approaches to student leadership and engagement. We'll also include some assessment highlights, key performance indicators, new programs, and staff accomplishments. We hope you enjoy the new format!

**STUDENT AFFAIRS REPORT**

# Fall 2017 Event Highlight

The Division hosted 1,400+ events that reached more than 61,000 attendees in Fall 2017.

**Late Night Miami**

16,031 students attended Late Night Miami in Fall 2017. This is a 15.8% increase over Fall 2016 attendance. A sampling of events includes Life-Sized Board Games, bus trips (Marshall football game, Wicked at the Aronoff Center in Cincinnati, and a haunted house), several concerts and the very popular Art After Dark (with the Office of Residence Life).

**The Body Project**

The Body Project is a campus-wide effort designed to encourage young women to improve self-esteem and overall body image through participation in a series of groups and trainings. Sixty-six students fully completed this Fall's training. The Body Project will continue this initiative in the upcoming semester. The project is in its second year and is produced by Student Counseling Service, in collaboration with numerous faculty, staff, and student groups.

**Multicultural Student Leadership Conference**

This annual conference provides students with the opportunity to increase their intercultural awareness, develop leadership skills, and strengthen the presence of diverse students and multicultural organizations on Miami University's campus. The conference, planned by the Office of Diversity Affairs, brought together 50 Miami student leaders (and a handful of Central State University students) in December 2017.

**Hurricane Relief Trip to Matthew 25 Ministries**

Following Hurricanes Harvey, Irma, and Maria, the Office of Community Engagement and Service quickly organized a donation drive for supplies. After a few days of a very successful drive, it was clear that a core group of students wanted to do even more. The office, with support from the Ford Family Initiative, took 20 students and a few staff members who donated their time to collect and sort a wide variety of medical supplies, personal care, food, clothing and other disaster relief goods at Cincinnati nonprofit Matthew 25 Ministries.



*Multicultural Student Leadership Conference, 2017*



*Service Trip to Matthew 25 Ministries, 2017*

## Staff Accomplishments



Tiffany Seaman was recognized as the 2017 winner of the C. Shaw Smith New Professional Award by the National Association of Campus Activities. Criteria for the award includes making significant contribution to campus life, and displaying genuine support and regard for students.

Tiffany is an assistant director in the Office of Student Activities and Cliff Alexander Office of Fraternity and Sorority Life.

The Cliff Alexander Office of Fraternity and Sorority Life was recognized at the Annual Association of Fraternity and Sorority Advisors Meeting for having the most innovative program of the year.

The award recognized our New Member Education and Hazing Prevention Online Orientation Course.



## STUDENT AFFAIRS REPORT

# Student Impact



2017 SOULS

## In Their Own Words

The Student Orientation Undergraduate Leader (SOUL) experience through the Office of Orientation and Transition Programs is a meaningful opportunity for 24 student leaders to spend nearly a year as ambassadors to welcome new students and their families to Miami. Through this position, students engage in extensive training, support 4,000 new students in their transitions to Miami, and contribute to recruiting next year's team. Each SOUL also participates in a structured mentoring program, through which they set individual goals based on the AAC&U VALUE Rubrics. As the 2017 SOULs recently concluded their responsibilities, they reflected on what they gained from this leadership experience:

"Being around good people who can openly discuss differing opinions has made me a more open-minded individual. I no longer approach issues/confrontations with only my perspective in mind. I actively try to put myself in others' shoes, in order to better interpret scenarios."

"I feel the experiences I have had through SOUL and the different perspectives I have encountered have made me appreciative to different cultures. Furthermore, I feel that I am now more equipped to communicate and understand people who are different from me."

"I had numerous opportunities to grow from my failures. I learned that you can't let one mistake hold you back because there are 3,500 more students who need you and many more sessions that are fresh starts. I learned to take risks."

## Lasting Impact of Leadership

Students involved in leadership through Student Affairs go on to make significant impacts in their communities after graduation. In fact, at least six recipients of the 2017 "18 of the Last 9" Young Alumni Award mention their involvement in our programs.

- **Sami Schalk '08** - Women's Center Intern,
- **Marisa Schnaith '09** - Adopt-a-School volunteer through Community Engagement and Service
- **Bethany Bowyer Khan '10** - SOUL and Wilks Scholar Leader
- **Jessica Gephart '11** - Wilks Scholar Leader
- **Corrylee Drozda '12** - SOUL, RA and Wilks Scholar Leader
- **Brice Hamill '03 BA, '12 MA** - SOUL and RA

A majority of award recipients also mention student organizations and/or greek organizations that contributed to their Miami experience.

## Tutors and SI Leaders

The Rinella Learning Center facilitates engagement and leadership development for Supplemental Instruction (SI) leaders and tutors. These students go through extensive training to prepare them to work one-on-one and in small groups with their peers, and to convey material in an effective and efficient way. These experiences allow students to actively engage in course material beyond what they had already learned in the classroom.

With a record breaking 14,505 visits in Fall 2017, 50 tutors and 50 Supplemental Instruction leaders served a total of 2,667 unique students. The impact of these peer leader relationships on both parties – both the tutors/SI leaders, and their "clients" – is seen not only in improved grade point averages and other outcomes, but also through the student experiences.

### From a Tutor:

"I enjoy my clients' success when they achieve what they thought wasn't possible and helping students achieve their goals."

### From a Student:

"[My tutor] is amazing. She works through each problem, helping me along the way. If I get stuck, she stays calm and works me through what I am struggling with."

## STUDENT AFFAIRS REPORT

# Engagement Highlights

## Parents & Family Members

The Office of Parent and Family Programs finds creative ways to proactively address parent and family member concerns and questions. Between August 2017 and January 31, 2018, the office collaborated with 11 partners across campus to offer 13 webinars, typically around the lunch hour, to tune in and learn more about a timely topic for their student.

Webinars are posted later on the website for people who may have missed the live conversation. There have been nearly 1,500 views between the live and recorded webinars. Topics this year have included:

- Preparing for Move-In
- Moving into Off-Campus Housing
- The First 6 Weeks of College
- Miami Career Community
- Pathways to Business
- Supporting a Sick Student
- The Job/Internship Search
- Post-Midterm Academic Assistance
- Second Year Housing Options
- Fraternity Recruitment Process
- Sorority Recruitment Process
- Study Abroad Planning Process
- Luxembourg-specific Study Abroad



## Myaamia Winter Gathering

The Myaamia Center charts a bus to Oklahoma for the Tribe's Winter Gathering each year. In January 2018, 55 guests, including 20 Miami students, traveled from Oxford to Oklahoma to learn about Myaamia tribal history, culture, and tradition. The experience is frequently cited by attendees as provoking growth, self-discovery, and unity-building.

"I was very happy yet surprised to see how everyone got involved in the language lesson, moccasin game, and stomp dance! I assumed interest would be mostly coming from the Myaamia people." - Myaamia Junior

"Participating in the Miami Tribe Winter Gathering made me reflect on the significance of building relationships through listening, observing and immersing oneself into diverse cultural events. This is an experience I will always cherish." - Art Faculty Member

## Impact of SDS Website Redesign

### OVERVIEW

Website redesign was a key goal for Student Disability Services (SDS) with the intent to improve interaction with faculty and students, information sharing, and overall experience for stakeholders. Needs identified included: more intuitive search options, transparent explanation of office process, easy access to important documents, and a more engaging overall design.

### BY THE NUMBERS

**50.66%**  
increase in  
homepage views

Faculty views grew from 95 views in the Spring 2017 Term to 621 in the Fall 2017 Term— an increase of over

**500%**

### ASSESSMENT

A Google spreadsheet was used to check and track needed changes and new ideas. Benchmarking and stakeholder polling were used to generate new ideas. A Kaizen event (Lean tool) was implemented to bring necessary resources and staff together over the course of one week to completely reimagine and recreate the site.

### RESULTS / LESSONS LEARNED

Pre-Work, a defined project scope, and clear agenda were essential. The process pulled together key skills of each team member. Site analytics confirm a drastic increase in website traffic and use. SDS received a call from another university requesting permission to use our site as a model for changes to theirs. The SDS website went from below the top 12 to 8th most viewed Student Affairs site.

### IMPACT ON PRACTICE

While the Kaizen meeting model requires more commitment and planning, the SDS team will use it again in the future. We continue to improve the website as we review topics from the Kaizen parking lot. We will be surveying users directly in the near future.

## MIAMI UNIVERSITY DEPARTMENT OF HOUSING, DINING, RECREATION &amp; BUSINESS SERVICES

HOME Office

## 2017-2018 Occupancy Report # 3 (Spring Semester)

1/26/2018

Building Name	Standard Capacity	Residents	Occupancy %	Vacancies or (Beyond Standard)	Doubles Sold as Singles
Anderson	217	211	97%	4	2
Beechwoods	266	244	92%	17	5
Bishop	94	81	86%	10	3
Brandon	144	140	97%	2	2
Clawson	122	121	99%	1	
Collins	147	145	99%	2	
Dennison	271	255	94%	13	3
Dodds	215	207	96%	3	5
Dorsey	212	210	99%	2	
Elliott	35	33	94%	2	
Emerson	335	326	97%	5	4
Etheridge	237	220	93%	17	
Flower	266	256	96%	8	2
Hahne	367	355	97%	10	2
Hamilton	181	175	97%	5	1
Havighurst	336	329	98%	6	1
Hepburn	265	256	97%	8	1
Heritage Commons					
Blanchard House	72	69	96%	3	
Fisher	72	69	96%	3	
Logan	70	68	97%	2	
Pines Lodge	72	67	93%	5	
Reid	72	70	97%	2	
Tallawanda	72	71	99%	1	
Hillcrest	271	250	92%	17	4
MacCracken	197	177	90%	20	
Maplestreet Station	91	88	97%	1	2
McBride	142	130	92%	9	3
McFarland	142	141	99%	1	
McKee	81	52	64%	27	2
Miami Inn	99	88	89%	9	2
Minnich (Under Renovation)	-	-			
Morris	371	350	94%	13	8
Ogden	173	143	83%	22	8
Peabody	152	137	90%	10	5
Porter	219	201	92%	14	4
Richard	202	196	97%	5	1
Scott (Under Renovation)					
Stanton	235	227	97%	4	4
Stoddard	45	38	84%	7	
Stonebridge	265	245	92%	16	4
Swing	233	182	78%	43	8
Symmes	198	193	97%	4	1
Tappan	300	287	96%	6	7
Thomson	208	197	95%	9	2
Wells	153	114	75%	33	6
<b>On Campus Total</b>	<b>7917</b>	<b>7414</b>	<b>94%</b>	<b>401</b>	<b>102</b>

Leased University Housing					
Hawks Landing	188	158	84%	30	
Miami Commons	48	40	83%	8	
<b>Leased University Housing Total</b>	<b>236</b>	<b>198</b>	<b>84%</b>	<b>38</b>	

<b>Grand Totals</b>	<b>8153</b>	<b>7612</b>	<b>93%</b>	<b>439</b>	<b>102</b>
One Year Ago	8136	7833	96%	282	21

	2017	2018
<b>New Students Spring</b>		
First Year	89	39
Transfer	85	83
Regional Transfer	18	31
Returning Upper-class	56	47
	<b>248</b>	<b>200</b>
<b>Students Who Left Housing</b>		
First Year*	91	90
Upper-class*	246	300
	<b>337</b>	<b>390</b>
*Graduates, Withdrawals, Suspensions, Study Abroad, Student Teaching, Job Co-op, Contract Releases		

Spring History		
	New	Left Us
2008-2009	243	410
2009-2010	243	454
2010-2011	249	470
2011-2012	221	469
2012-2013	248	452
2013-2014	254	387
2014-2015	274	399
2015-2016	299	388
2016-2017	248	337
2017-2018	200	390

<b>Total Occupancy</b>	<b>7612</b>
<b>Increase from Last Year</b>	<b>(221)</b>

## Office of Residence Life Board of Trustees Report

February 2018

### Introduction

Residence Life has five core functions: (1) to provide safe and healthy homes, (2) to assist in increasing persistence and retention, (3) to promote inclusive and diverse communities, (4) to extend the learning environment beyond the classroom, and (5) to ease students' transition to adulthood.

### Mission Statement

The Office of Residence Life is committed to collaborating with students, parents, and other university partners to assist students in successful adjustment to and transition through their collegiate experience. We work to provide communities that are inclusive and safe extensions of the academic learning environment. Moreover, we create opportunities that allow students to ease into adulthood while persisting in their academic goals. We support the University's commitment to developing engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.

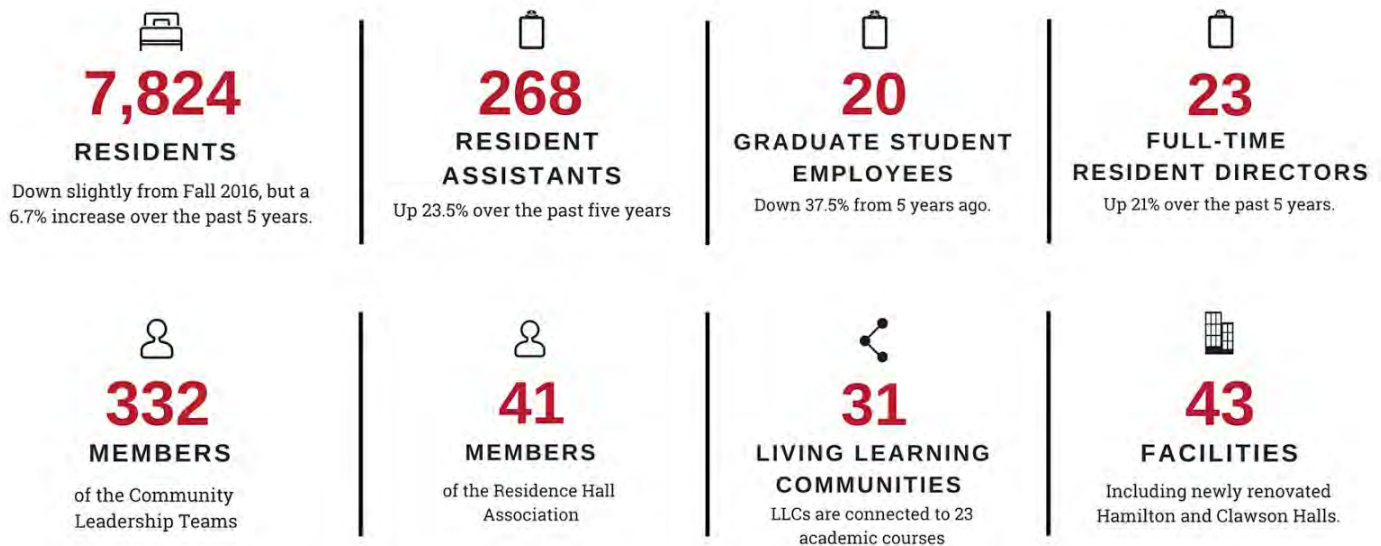
### Vision Statement

To provide Miami University students with a superior residential experience that leads to their academic, social, developmental, and professional success in a dynamic and ever-changing world.

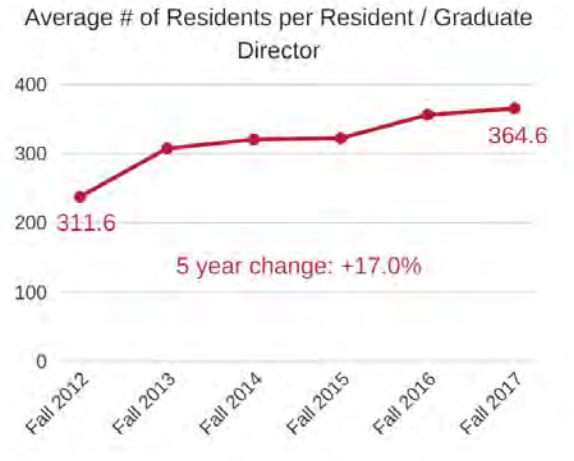
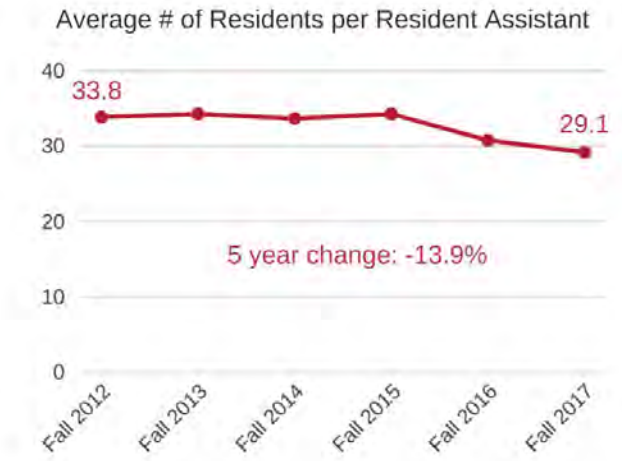
### Residence Life Strategic Priorities (17-18)

- Work collaboratively across the university to meet the needs of Miami University residential students.
- Gather as much perspective as possible from a variety of stakeholders who do/can interface with the unit.
- Adjust policies and organizational structures in innovative ways to address the needs 21st Century students.
- Enhance academic and co-curricular integration, including, but not limited to evaluating the functionality, purpose and viability of the Living Learning Community Program, and the Residential Curriculum.
- Ensure alignment between institutional/ divisional mission, values, and educational priority and the unit.
- Craft a strategic plan that is inclusive, responsive, and agile including specific goals and metrics for success.

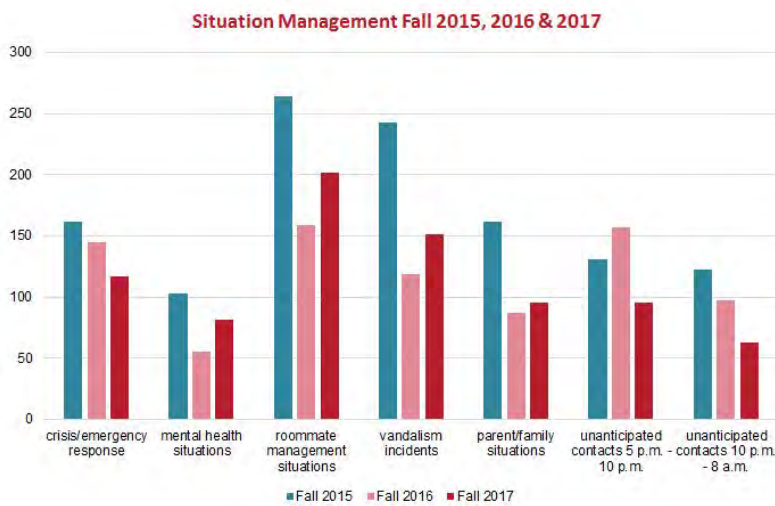
### Residence Life by the Numbers



The department has increased the number of Resident Assistants (RAs) as funding for Graduate Assistantships has declined over the past five years (31 graduate directors in 2012 to 20 in 2017). This has increased the number of residents per resident/graduate director by about 17%, but improved the resident to resident assistant ratio, down 13.9% from 2012.



### Selected Key Performance Indicators (Fall 2017)



#### Situation Management

- 151 Vandalism incidents
- 95 Parent/family situations
- 95 Unanticipated contacts 5 p.m. - 10 p.m.
- 63 Unanticipated contacts 10 p.m. - 8 a.m.
- 117 Crisis/emergency response
- 81 Mental health situations
- 202 Roommate management situations

#### Not pictured:

**573** Student-conduct follow-ups (Individual meetings; up by 1.1% from Fall 2016)

**439** Alcohol and other drug incidents (Incidents involving the presence of alcohol containers, alcohol use, alcohol intoxication, drug odor, drug paraphernalia, and illicit drugs; down by 36% from Fall 2016)

### Responses from the Assessment of Living and Learning Survey

November, 2017; Administered to all residential students; N=3169 approximately 40% of the residential population

#### Pillar 1: Create safe and healthy communities

Students' living spaces play an important role in their ability to be successful in their academic endeavors

- ➔ 95% agreed that they are able to sleep where they live
- ➔ 97% agreed that they feel safe in their residential community
- ➔ 91% agreed that they are having a positive experience in their residential community

#### Pillar 2: Support persistence and retention

Residence Life provides a housing experience which enables students to focus on their pursuit of an academic degree. In addition to providing a space to sleep and store items, Residence Life facilitates personal and community development aimed at creating a sense of connection and belonging among the student body.

- ➔ 91% agreed that they were able to study where they live
- ➔ 90% agreed that their RA is available and approachable
- ➔ 89% reported having a one-on-one meeting with their RA and that it was a good use of their time

#### Pillar 3: Develop diverse and inclusive environments

Through both formal and informal experiences, Residence Life has the opportunity to assist students in engaging in conversations and interactions that foster a greater understanding of the world around them.

- 90% agreed to having friends in their residential community
- 93% agreed or had no opinion about whether students with an underrepresented identity feel comfortable living in the residential community
- 94% agreed or had no opinion about feeling affirmed by others when they've shared an aspect of their identity

#### **Pillar 4: Extend the learning environment**

Through partnership and innovative collaboration between academic affairs and student affairs, residential communities can be places where students extend their experiences within their classroom to their homes through the experience of specialized academic support, unique access to faculty, as well as living with other students who share common interests or are enrolled in similar courses.

- 82% agreed that their RA is a good facilitator of educational opportunities
- 66% agreed that they study with others or seek assistance with academics in their residential community
- 58% agreed that they participate in activities in their residential community

#### **Pillar 5: Facilitate the transition to adulthood**

We recognize that though most students are legally adults, they are at the beginning stages of adulthood and benefit from instruction and insight from older and more experienced adults. With adulthood comes responsibilities and expectations related to healthy relationship development, making socially responsible and safe decisions, and managing resources wisely. Residence Life is uniquely situated to assist students in their transition to adulthood and off campus living.

- 85% agreed that their RA is effective at helping the community develop, revise, and adhere to community agreements
- 81% agreed that their RA is effective in assisting in the resolution of conflicts in the community/room/apartment
- 63% take some action (confront the resident, talk to a RA or RD, bring it up at a corridor meeting) when they notice someone violating a policy

### **Community Adjustments and New Communities for 2018 - 2019**

- **Eliminate** the Redhawk Traditions community. This community was structured around school spirit and did not promote any specific academic intentionality. In recent years, members of this community demonstrated a lack of commitment to the theme by low participation in the coordinated events that consume much staff time and financial capital. Additionally, the goal is to promote school spirit to ALL students, not just those within this community.
- Restructure and create an **Honors Quad** experience. This will include the move of the current Honors community to Brandon, Hepburn, McFarland and President's Halls located on North Quad. Brandon, Hepburn and McFarland Halls will house predominantly UHP student members and President's Hall will allow for additional space to accommodate the UASP student members. This will provide a community that is closer in proximity to the University Honors Program Office, thus allowing and promoting closer connection to the services, staff, and programs offered to students.
- **Academic Neighborhoods**. This is the reconceptualization of "General Housing," which has been eliminated. When possible, groups of students will be assigned, by academic college, into various residence hall corridors; ideally with each corridor of a large building housing a different academic college neighborhood. This will both support the individual academic efforts of students, while promoting opportunities for transdisciplinary conversations to occur within the halls.
- **Affinity Cluster communities**. For 2018-19, Residence Life will coordinate and offer communities for students who are: Out of State, Miami Firsts (first generation college students) and Transfer students. This will allow students to choose to live with peers who share some type of social identity, thus allowing greater peer and staff support.
- **Community Justice and Well-Being LLC**. Open to all majors, students will collaborate with community members on a project- and place-based approach to learning. The Community Justice and Wellbeing LLC provides students with the unique opportunity to collaborate with students, staff, faculty, and community stakeholders affiliated with the new Initiative for Community Justice and Wellbeing (ICJW).
- **Nursing LLC**. A community to support admitted students into the 2018 Oxford Nursing cohort, where students will find peer academic support and greater connection with faculty. Students in this academic program will be enrolled in Nursing Core courses.



**Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life Report**  
**Jenny Levering, Director**  
**January 2018**

## **Fraternity and Sorority Highlights for 2017/18**

The Cliff Alexander Office of Fraternity and Sorority Life is committed to working with the fraternity and sorority community to address the high risk issues the culture experienced over the last few years. Our goal is to help students better understand the dangers of hazing while also reducing the number of hazing incidents annually. The following plan outlines recent initiatives to drive change in the culture.

### **Re-Visioning Committee (Students, Alumni, Faculty)**

**Goal: Students will identify issues negatively impacting the community and become leaders in instituting positive social change.**

This committee is working to address the current issues facing the fraternity/sorority community and will continue to meet through the spring semester with a commitment to focus on four primary areas: Hazing and New Member Education, Shared Community Standards (building ideal chapters), Self-Governance, and IFC Structure and Council Development.

### **Improved Level of Chapter Support & Advising**

**Goal: Staff will continue to shift advising focus to a chapter-first support model that builds relationships and increases communication with organizations.**

Staff, assigned to advise no more than 11 organizations, will meet with chapters 3-4 times a month and include advisors in all meetings. This increased support and communication will strengthen relationships and trust between the organizations and the university.

### **Online Hazing Prevention Course**

**Goal: To implement the course for year two. Year one we saw major successes as a result of the course.**

In collaboration with RISE Partnerships, Miami created an online introduction to fraternity and sorority life course that every student interested in joining the fraternity and sorority community must take. The course is two parts: the first focuses on overall aspects of the purpose and values of joining the fraternity and sorority community. The second focuses on social norms and perceived norms of hazing. In 2017, 1958 students completed both modules of the course. Miami received national recognition for this program as the "Most innovative program in 2017" by the national Association of Fraternity/Sorority Advisors.

#### **Key outcomes from the course:**

##### ***More participants find more hazing situations unacceptable following the program***

The proportion of participants who find hazing situations unacceptable was consistently higher after the program and across all situations addressed. The results suggest the course may have shifted attitudes of new members

about what is acceptable in the community. There seems to be much more widespread distaste for these hazing situations among participants who completed the program.

***The following five situations had the greatest percentage of change in understanding. Following the program, more members identified that these situations are unacceptable.***

	Before	After
Serving members by doing their personal chores or errands	70%	90% (+23% change)
Expecting new members to work more or work harder than members	57%	85% (+29% change)
Participating in activities that have no clear purpose	50%	82% (+39% change)
Requirements to wear prescribed clothing or to look a certain way	55%	75% (+20% change)
Doing physical exercise	42%	81% (+39% change)

***Fewer participants are ambivalent about hazing following the program***

For some hazing situations, fewer students are ambivalent and fewer students believe their peers find it acceptable. This means that after the program, fewer participants believe their peers approve of hazing situations, and those who changed their mind were likely unsure during the pre-test.

***Many participants found the program relevant, helpful, and worthwhile***

Percent of those who found it Relevant – 73%; Practical – 64%; Worth Recommending to Others – 63%

***Short term campus culture impact around hazing***

Significant reduction in hazing incidents report/investigated/charged through the OESCR process.

2017 – 30 reports; 5 chapters charged versus 2016 – 76 reports; 27 chapters charged

### **New Student Leader & Officer Transition Structure**

**Goal: Implement a proactive approach to transition and training by shifting elections and officer transitions to earlier in the fall semester.**

The community is in year two of implementation of early officer transitions and trainings. We saw success in the spring of 2017 due to the fact chapter officers were more prepared and ready to lead the community. The shift to an earlier timeline for transition has allowed staff and students the opportunity to spend more time before the winter break on training, support, and general relationship building that has prepared them to lead during a high risk time of the year.

### **IFC Enhanced Member Experience Plan**

**Goal: To increase fraternity chapter accountability in order to improve the new member experience.**

In 2016-17, the Interfraternity Council worked with its member groups to develop the Enhanced Member Experience Plan. This plan outlines expectations for recruitment and the new member process and is shared publicly for potential new members and parents to view. The plans are developed by the chapters in the fall and are submitted to the IFC before they can be approved for recruitment in the spring. Through higher expectations, communication, and transparency about the process, the Interfraternity Council (IFC) has improved the level of accountability with chapters and will continue to in the spring of 2018.

## Panhellenic Initiative

**Goal: To increase accountability and overall standards and risk management in the Panhellenic sorority community.**

In 2016-17 we called for additional levels of support for six Panhellenic chapters on our campus. We asked each organization to provide a national representative that would help encourage new healthy and safe practices in the chapters, recruit and train new advisors, and work with other organizations on community initiatives. In one year, through this initiative we saw more student leader buy in, an increase in student led initiatives, and more chapters who wanted to participate in the progress. As we are entering year two, we have ten chapters on board with national volunteers who are working toward goals together and then influencing change on the campus level. Panhellenic student leaders have removed sorority involvement from the men's recruitment process, they have put in place plans for new member week to increase risk management, and they have addressed high-risk activities in the community.

## Alcohol

**Goal: To encourage students to take ownership of their high risk drinking behaviors.**

Over the last year we have seen student leaders step up and begin to address the drinking culture at Miami. Fraternity and Sorority Leaders adopted a beer and wine only agreement in 2017 that will continue for their events in 2018. All fraternity and sorority events must be registered through the student governing councils, and students are holding one another accountable when this agreement is not being followed. To start the spring semester off, January 28<sup>th</sup> the entire Greek Community is required to attend the State of the Community Event. This event will kick-off the semester and will challenge and charge the community to be safe this semester. Keynote speaker Dr. Louis Profeta will talk about the dangers of alcohol in fraternity and sorority communities across the country. He will be followed by student leaders challenging and charging the community.

For spring of 2018, the Panhellenic council has increased their focus on the first week of the semester after recruitment. Through alcohol education programming, reducing the numbers of socials the first week for new members, and encouraging more dinners and social time without alcohol, our sororities have made proactive plans for the upcoming spring.

## Ongoing Education

**Goal: To provide ongoing leadership development and member education to all members of fraternities and sororities.**

**The Association of Fraternal Leadership and Values annual conference** takes place every February. This year we will be taking 43 students from NPHC, IFC, and Panhellenic to immerse them in the national fraternity/sorority community. This conference has deep dive tracks on risk management, hazing prevention, alcohol, and sexual assault as well as other large scale community building programming. By taking a large group of students, our hope is that students come back inspired to lead new initiatives on our campus.

**Greeks Step Up** will be hosted for all new members the first 2 weeks of the semester following recruitment. This program is facilitated in partnership with the Peer Hawks and is a bystander intervention program that reviews the topics of Hazing, Sexual Violence, and Drug and Alcohol Abuse. This program is facilitated by Greek student peer leaders and a Peer Hawk. Over 2,000 students participated in this program last year and will again this spring.

**New Member Convocation** will be hosted in February and is an introduction to fraternity and sorority life for all new members. The speaker this year is Lori Hart and she will be speaking about "Making Greek Great Again"! It's an outstanding inspirational evening for new members as they have an opportunity to celebrate all the positive aspects of being in a fraternity or sorority.

**Greek Spring Clean** is hosted every spring and is a daylong service project in the city of Oxford for all sorority and fraternity students. The Greeks come together and serve more than 15 local agencies in the area.

**ACROPOLIS** is a high potential leader's weekend for students who have been recently initiated. This program examines personal leadership initiatives that serve as a foundation for future leadership opportunities within the chapter or university community.

**ADVANCE** is designed for chapter and community leadership, chapter presidents, and council executive board officers. It allows our leaders to work towards optimal effectiveness within their chapters and councils while building a sense of community. Leaders will participate in an annual weekend retreat and monthly leadership dinners where conversations continue through the year.

## Department Programming Highlights



**Late Night Miami** launched in fall of 2015 with a goal to improve programming on campus on Thursday, Friday and Saturday evenings. Funded by the Division of Student Affairs, Late Night Miami hosts free events to all students throughout the semester. Miami departments, student organizations and student programming boards have come together to make the campus come alive each weekend with free concerts, coffee houses, box office hit movies, block parties, casino nights and more!

### Late Night Miami... By the Numbers

123 total programs and events in 2017

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

20% were funded by LNM grants to student organizations and campus partners

20,160 students attended Late Night Miami Events in 2016

28,376 students attended Late Night Miami Events in 2017



As a part of Student Activities, **SLANT Marketing and Design** provides student organizations design and marketing services for their campus events and brand management. SLANT Marketing and Design assists student organizations in developing publications, signage, advertisements, social media, brand development and brand enhancement for student organizations at Miami. In 2017 SLANT design completed over 180 design projects for student organizations.



The **Student Engagement and Leadership Workshop Series** has been designed to give student organizations the tools to be successful and to develop student leaders. Students have indicated satisfaction with the range of topics covered and what they learned in the series. The major themes of what students took away from the programs related to how to better use: resources (facilities, administration, etc.), ASG funding, and the Hub as well as how to improve organizational operations. The feedback and lessons drove the planning for the fall 2017 series.

### Student Involvement - HUB Data

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

Hub Data	2016-17		2015-16	
Student Organizations	Total Registered Members	Total Registered Organizations	Total Registered Members	Total Registered Organizations
Club Sports	1604	53	1458	55
Fraternity and Sorority	4100	44	4656	46
Student Orgs	30,798	456	25,639	448
<b>Total</b>	<b>36,502</b>	<b>553</b>	<b>31,753</b>	<b>549</b>

### 2017 Number of Campus Wide Events and Summary of Attendance

Programming Category	Events	Sum of Students in Attendance
Late Night Miami	123	28,376
Miami Activities and Programming	24	17,117
Student Activities Office	61	15,631
Fraternity/Sorority Life Programming	29	11,055
	<b>237</b>	<b>72,179</b>

### Number of Student Organization Events Registered in the HUB

	2016-2017	2015-2016	2013-2014	2012-2013
Approved Events Registered in the HUB	2,235	2,140	1,355	1,734

- *New updated interface and unique design to draw students to the site*



# ENROLLMENT UPDATE

## Board of Trustees Meeting February 15, 2018

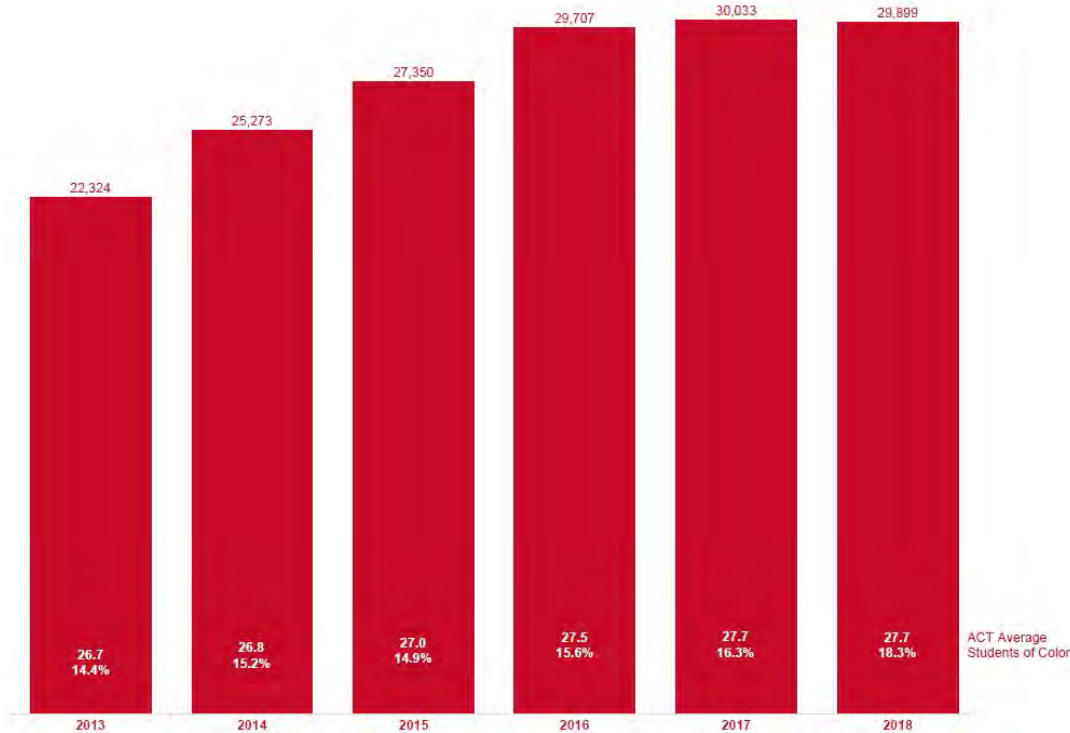
Michael S. Kabbaz, Senior Vice President  
Susan K. Schaurer, Assistant Vice President  
**Enrollment Management & Student Success**



# Application and Key Indicator History

## Fall 2018

Data as of 2.13.2018



ACT Average  
Students of Color



# Fall 2018 Applications

## *by Residency*

	2016	2017	2018	Δ 2016 to 2018	Δ 2017 to 2018
Non-Resident	18,888	18,331	17,914	-5.2%	-2.3%
Domestic Non-Resident	14,004	13,782	13,381	-4.4%	-2.9%
International	4,884	4,549	4,533	-7.2%	-0.4%
Ohio Resident	10,819	11,702	11,985	10.8%	2.4%
<b>Total</b>	<b>29,707</b>	<b>30,033</b>	<b>29,899</b>	<b>0.6%</b>	<b>-0.4%</b>



Data as of 2.13.2018

MiamiOH.edu



# Fall 2018 Applications

## *by Division*

	2016	2017	2018	Δ 2016 to 2018	Δ 2017 to 2018
CAS	12,349	12,724	12,221	-1.0%	-4.0%
FSB	9,164	8,928	8,368	-8.7%	-6.3%
CEC	4,237	4,228	4,244	0.2%	0.4%
EHS	2,785	2,928	2,723	-2.2%	-7.0%
CCA	1,172	1,225	1,441	23.0%	17.6%
CLAAS			902		
<b>Total</b>	<b>29,707</b>	<b>30,033</b>	<b>29,899</b>	<b>0.6%</b>	<b>-0.4%</b>



Data as of 2.13.2018

MiamiOH.edu

# Fall 2018 Applications

## *Key Indicators*

	Applications	ACT	GPA	Curriculum Strength	Non-Resident	Students of Color
<b>2014</b>	25,273	26.8	3.63	12.9	59.2%	15.2%
<b>2015</b>	27,350	27.0	3.66	13.0	61.5%	14.9%
<b>2016</b>	29,707	27.5	3.68	13.3	63.6%	15.6%
<b>2017</b>	30,033	27.7	3.71	13.6	61.0%	16.3%
<b>2018</b>	29,899	27.7	3.74	14.1	59.9%	18.3%



Data as of 2.13.2018

MiamiOH.edu

# Fall 2018 Admits

## *Current Admits*

	Admits	ACT	GPA	Curriculum Strength	Non-Resident	Students of Color
<b>2014</b>	14,210	28.5	3.84	14.6	55.9%	13.3%
<b>2015</b>	15,071	28.7	3.86	14.7	56.6%	14.1%
<b>2016</b>	17,357	29.2	3.89	15.0	58.9%	14.2%
<b>2017</b>	18,172	29.2	3.89	15.1	61.5%	14.9%
<b>2018</b>	19,387	28.9	3.89	15.1	56.8%	15.8%



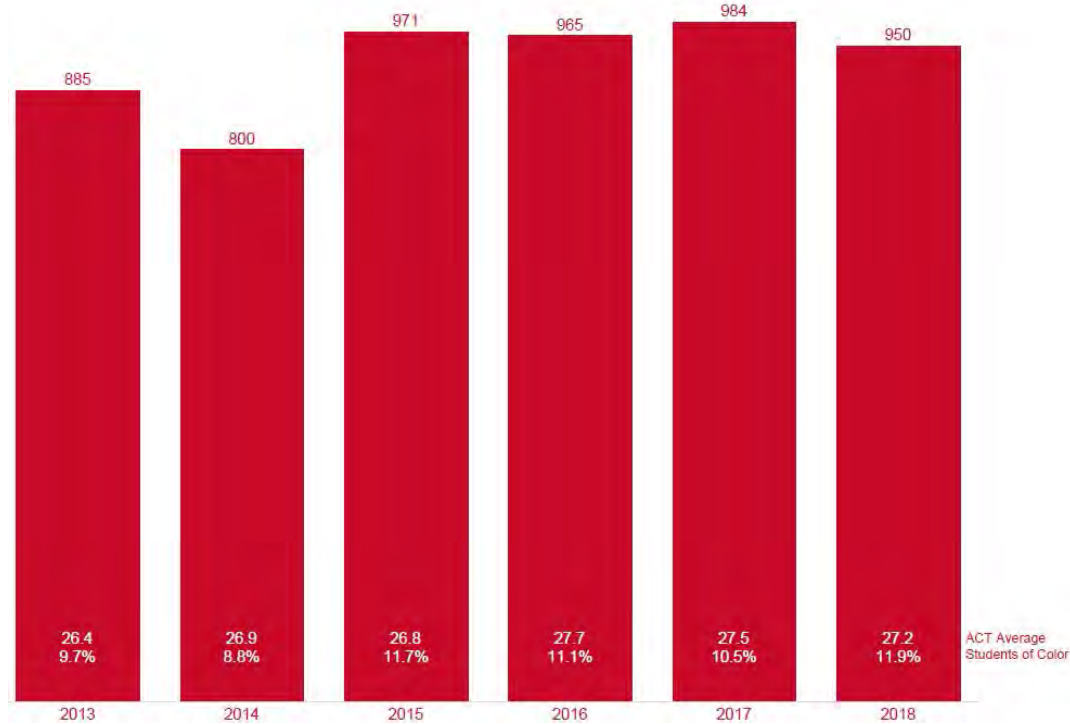
Data as of 2.13.2018

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# Confirmations and Key Indicator History

## Fall 2018

Data as of 2.13.2018



# Fall 2018 Confirmations

## *by Division*

	2016	2017	2018	Δ 2016 to 2018	Δ 2017 to 2018
CAS	535	481	484	-9.5%	0.6%
FSB	191	227	179	-6.3%	-21.1%
CEC	76	86	83	9.2%	-3.5%
EHS	128	138	149	16.4%	8.0%
CCA	35	52	47	34.3%	-9.6%
CLAAS			8		
<b>Total</b>	<b>965</b>	<b>984</b>	<b>950</b>	<b>-1.6%</b>	<b>-3.5%</b>



Data as of 2.13.2018

MiamiOH.edu

# Enrollment Planning: Fall 2018

## *Concerns and Market Observations*

- » Competitiveness of Miami's Scholarship Dollars
  - » Merit: Domestic Non-Resident, Ohio
  - » Need-Based: Ohio
- » Global and National Appetite to Increase International Student Enrollments
- » Increased Competition for Highly-Talented and Diverse Students
- » Demographic Shifts
- » Transfer Enrollment Trends



# Enrollment Planning: Fall 2019

## *Changes and Opportunities for Impact*

- » Expanded Outreach
  - » Targeted Non-Resident Markets
  - » Increased Student Search Volume
- » Enhanced Marketing and Communications
  - » Segmented Outreach by Academic Area of Interest
  - » Digital and Social Media Marketing Plan
- » Application Changes
  - » Coalition Application
  - » Additional Application Type/Deadline
  - » Self-Reported Test Scores
  - » Honors Application
- » Revamped University Academic Scholars Program
- » Exploration of New Partnerships (e.g., New Oriental)
- » Integrated Four-Year Career Pathways (Career Fee Implementation)



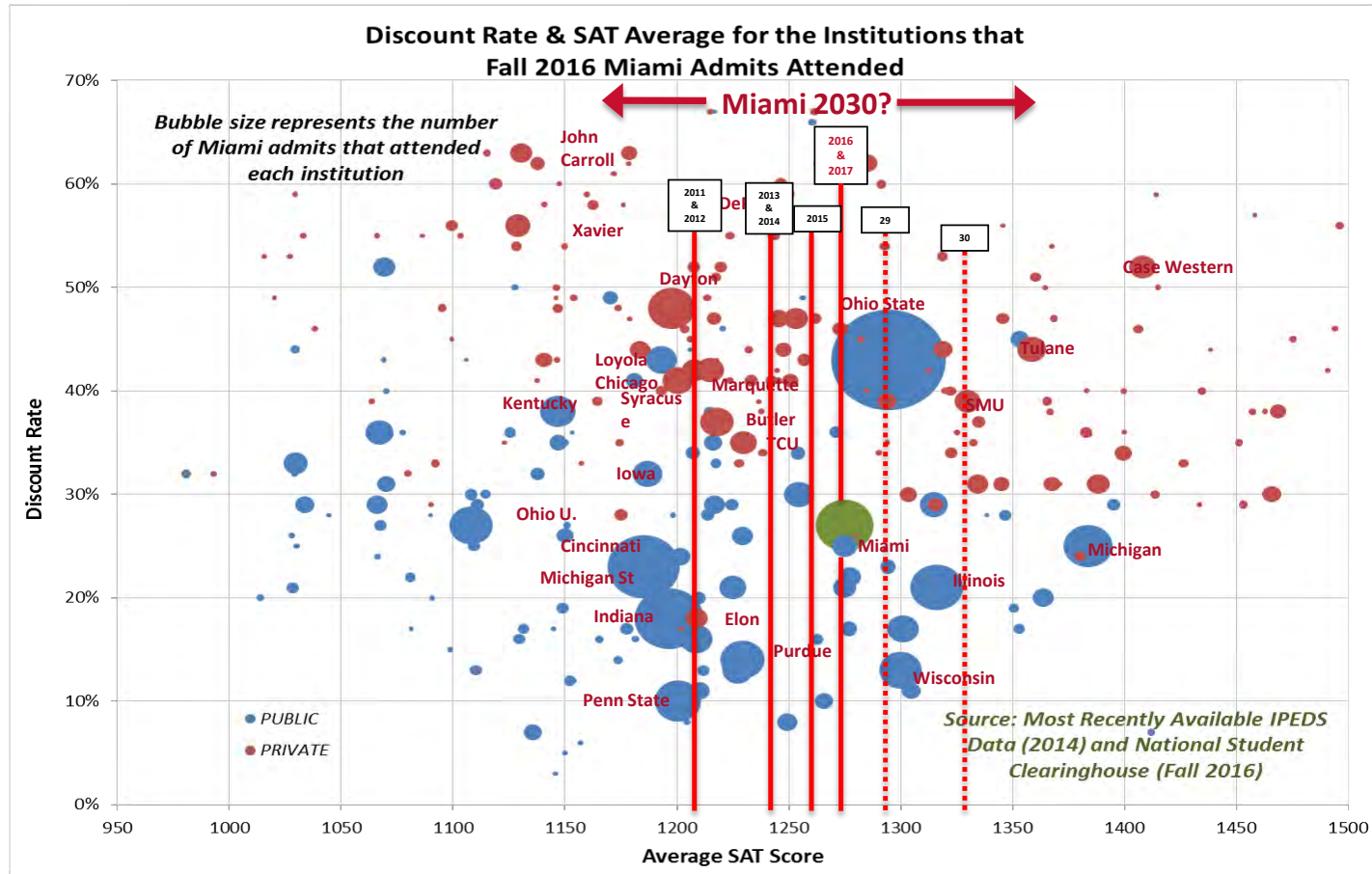
# Enrollment Planning: Fall 2020 and Beyond

## *Institutional Opportunities for Impact*

- » Global Brand Awareness
- » New and Enhanced Academic Programs
  - » Market-Driven Majors
  - » Strategic 3+1 and 4+1 Programs
- » Major & Career Clusters
  - » Integrated Marketing Plans
  - » Academic Support Alignment
- » Premier Scholarship Program
- » Signature Curricular and Co-Curricular Experiences
- » Differentiating First-Year Experience
- » Personalized Career Pathways by Cluster Interest
- » Clearly Defined Institutional and Divisional Enrollment Priorities







# Enrollment Planning Discussion

## *Fall 2019 and Beyond*

- » What trade-offs (e.g. NTR, diversity, quality) is the institution willing to make for Fall 2019 and beyond in order to balance competing enrollment priorities overall and across the academic divisions?
- » What is the size, composition, and profile of Miami's Fall 2020, 2025, and 2030 cohorts? How does that translate into the enrollment priorities and fiscal realities for Fall 2019?
- » How does Miami continue to advance (or maintain) diversity, broadly defined, and academic profile without an increased investment for scholarship programs and given the institution's reliance on meeting Net Tuition Revenue targets?





# QUESTIONS?



MIAMI UNIVERSITY





FEBRUARY 2018  
EMSS WRITTEN REPORT  
Michael S. Kabbaz, Senior Vice President

### Center for Career Exploration & Success

The Center for Career Exploration and Success (CCES) was active this Winter Term having offered five experiential opportunities to students. CCES took two groups of students to Washington D.C. and San Francisco to visit several companies and network with alumni in those areas. They also planned the Startup Cincy Day where over 20 students learned about the startup ecosystem in Cincinnati at Cintrifuse with visits to nearby startups in Over the Rhine. Lastly, CCES offered two Job Shadow Days in Columbus and Cincinnati which allowed nearly 30 students to visit ten different organizations to learn more about the employers and experience their work culture. One student commented, "This job shadow day has sparked a curiosity in me regarding this industry and is something I want to look into further."

### One Stop Services

The One Stop continues to enhance its outreach efforts to veterans and military-affiliated students. New counseling options were created for the January orientation sessions for this important group of students; a new series of communications was also developed and deployed to better inform veterans and military-affiliated students of various processes as they enrolled this spring and started the semester. The One Stop will also extend opportunities for one-on-one meetings to newly admitted veterans and military-affiliated students and their families at the *Make It Miami!* yield events this spring.

### Student Financial Services (*Bursar and Student Financial Assistance*)

The Offices of the Bursar and Student Financial Assistance, in partnership with CCES, highlighted two new and impactful **initiatives at Miami's** Lean Fair which was held last month. **Miami's Know Before You Owe** student debt portal, which provides students the ability to track their loan debt and obtain estimated repayment information, was showcased at the event. *Handshake*, the customer relationship system which links employers and students and provides increased access to opportunities in finding jobs or internships, was also included. Both of these projects represent enhancements in student services, help ensure success, and have resulted in increased efficiencies in existing University processes.

### University Registrar

The Office of the University Registrar replaced the process of 2,500 annual paper grade changes by launching an online grade change application on December 21. The new process, which faculty access through Photorooster, routes through any required approvals, feeds directly into Banner, and then updates the student record and class roster. Developed by the EMSS Tech Team, this online process streamlines grade changes, as well as eliminates the need for faculty to come to campus. Security of the grade change process is heightened as both instructor and student are notified of the change immediately following the posting.

The Policy And Validation Effectiveness Report (PAVER) was initially developed for the Office of the University Registrar by a CEC Senior Capstone project in 2013 to provide a way to evaluate a specific **department's or division's schedule of** classes per the approved University Class Scheduling policy. The application enables departments to evaluate their schedules by monitoring compliance with the policy as directed by the Provost. A 2017 update to the project included the associate deans from each division and Associate Provost, Jeff Wanko, who provided input on the functional changes and visual enhancements to the existing program. Staff from IT transformed the various ideas into an easy-to-navigate and more intuitive application. PAVER is now a more useful tool that departments and divisional coordinators can use to make certain their schedules are in compliance with University policy to ensure students have the full range of days and times from which to select classes.



BOARD OF TRUSTEES  
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February 16, 2018  
Academic and Student Affairs

### RESOLUTION R2018-xx

**BE IT RESOLVED:** that the Board of Trustees hereby approves the following faculty and librarians for promotion and tenure or continuing contract, as specified below, effective July 1, 2018:

#### For PROMOTION to PROFESSOR:

Drushel, Bruce	Media, Journalism and Film
McKee, Heidi	English
Thesz, Nicole	GRAMELAC
Raval, Vaishali	Psychology
Guichard, Julia	Theatre
Almquist, Catherine	Chemical, Paper, and Biomedical Engineering
Singh, Kumar	Mechanical & Manufacturing Engineering
Bautista, Nazan	Teacher Education
Lee, Lena	Teacher Education
Weems, Lisa	Educational Leadership
Ashenbaum, Bryan	Management
Farrell, Anne	Accountancy
Nixon, Terry	Finance

#### For TENURE and PROMOTION to PROFESSOR:

Sparks, Jessica	Chemical, Paper, and Biomedical Engineering
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#### For TENURE

Holcomb, Tim	Management
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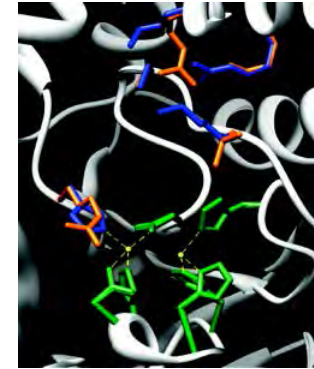
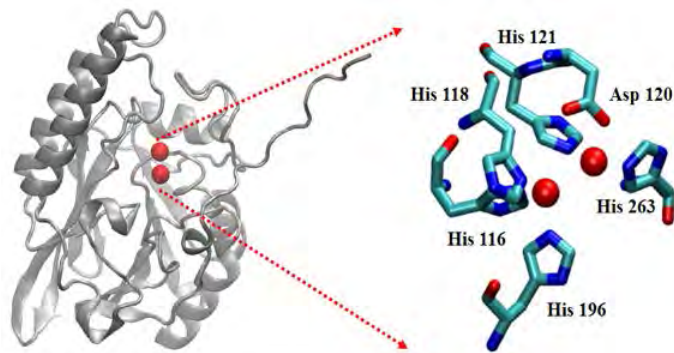
#### For TENURE and PROMOTION to ASSOCIATE PROFESSOR:

Blitz, Dawn	Biology
Clerkin, Elise	Psychology
Dich, Linh	English/ Languages, Literatures, and Writing
Eckhardt, Caleb	Mathematics
Jiang, Ziyang	Geography/Social & Behavioral Sciences
Page, Richard	Chemistry & Biochemistry
Schaefer, John	Anthropology/Social & Behavioral Sciences
Smith, April	Psychology
Boland, Per	Music
Berberich, Jason	Chemical, Paper, and Biomedical Engineering

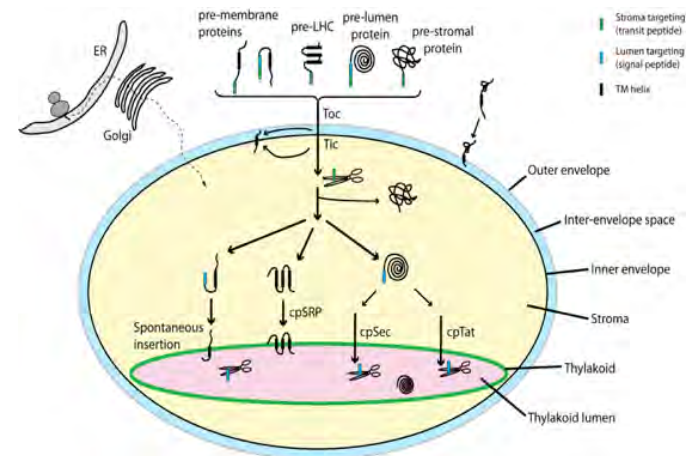
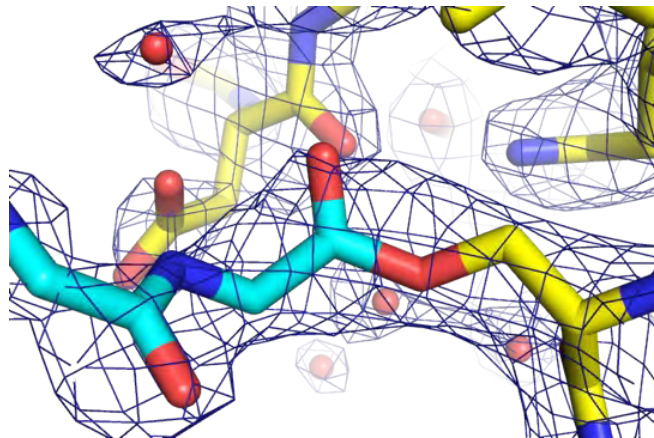
Rao, Dhananjai	Computer Science & Software Engineering
Conover, Theresa Ervin	Justice and Community Studies
Forren, John	Justice and Community Studies
Mays, Thomas	Commerce
Nicely, Stephanie	Nursing
Spencer, Leland	Interdisciplinary & Communication Studies
James, Jr. Anthony	Family Science and Social Work
Perez II, David	Educational Leadership
Chen, Po-Chang	Accountancy
Henry, Tyler	Finance

**For PROMOTION to PRINCIPAL LIBRARIAN:**

Tzoc, Elias	Univerisity Libraries
Johnson, Jacqueline	Univerisity Libraries



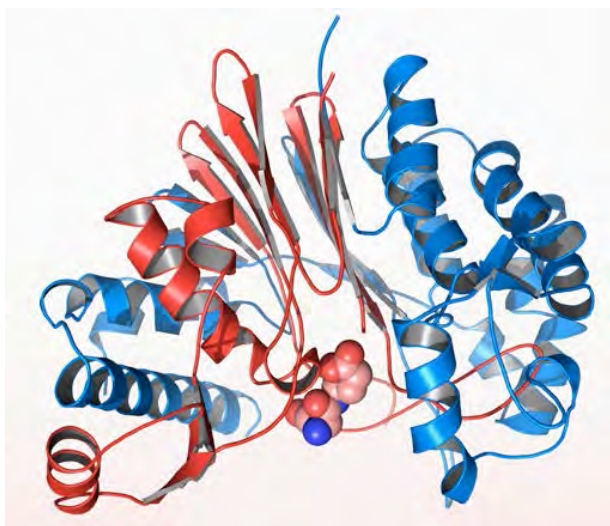
# Structural Biology at Miami University



Import and routing pathways of chloroplasts

# What Is Structural Biology?

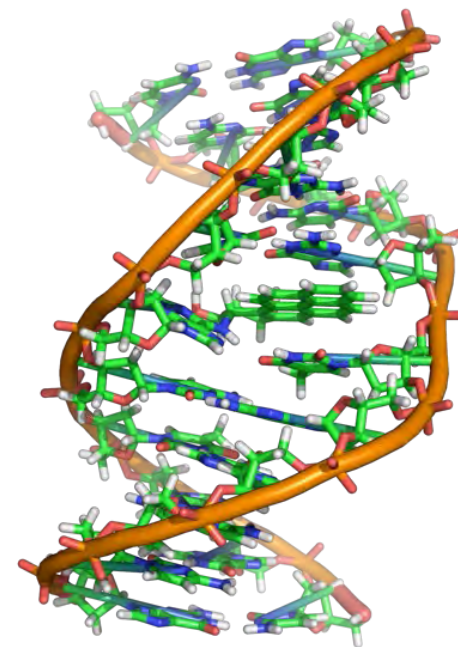
Structural biology is the study of the **molecular structure** and **dynamics** of biological macromolecules, particularly proteins and nucleic acids, and how their structures affect their function. Structural biology incorporates the principles of molecular biology, biochemistry, and biophysics (Nature.com).



How do proteins work?

How do we improve drugs?

Can we learn from Nature?

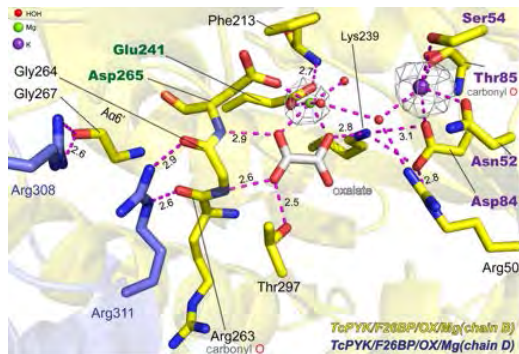




# Structural Biology at Miami University

## Centers/Facilities

1. Cell, Molecular, and Structural Biology (CMSB)
2. Center for Structural Biology and Metabonomics
3. High Field Magnetic Resonance Laboratory
4. Ohio Advanced EPR Laboratory
5. Center for Bioinformatics and Functional Genomics (CBFG)
6. Center for Advanced Microscopy and Imaging (CAMI)



OHIO ADVANCED  
EPR LABORATORY at



MIAMI  
UNIVERSITY



COLLEGE OF ARTS & SCIENCE

*Center for Advanced Microscopy & Imaging*

COLLEGE OF ARTS & SCIENCE

*Cell, Molecular, and Structural Biology*



# Structural Biology Faculty at Miami

## Departments

- a. Biology
- b. Chemistry and Biochemistry
- c. Microbiology
- d. Physics



Carole  
Dabney  
Smith



Ann  
Hagerman



Karthik  
Vishwanath



Luis Actis



Rick Page



Natosha  
Finley



Mitchell  
Balish



Paul  
Urayama



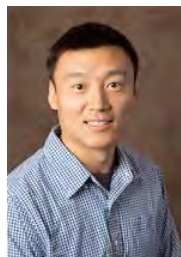
Dave Tierney



Chris Zhu



Mike  
Crowder



Xin Wang



Gary Lorigan



Mike  
Kennedy



Chris  
Makaroff



# Student Opportunities in Structural Biology

>100 Miami UGs and > 25  
Miami graduate students  
conduct research in structural  
biology every year

>30 publications and >50  
presentations every year

20 structural biology students  
conduct research in the  
summer every year

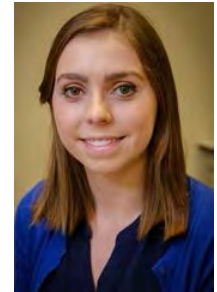
Students train on state of the  
art instruments



Blake Rasor '17; Grad  
program at  
Northwestern;  
Beckman Scholar



Megan Matthews  
'05; PhD Penn State;  
Assistant Professor, U  
Penn



Callie Miller (R); Audrey Short (L): 2017-  
18 Beckman Scholars



Alisha Jones '10; PhD  
Washington; 2010  
President's  
Distinguished Serve  
award; postdoc –  
Helmholtz Zentrum  
Munchen



Cameron Williams  
'17; Grad program  
Northwestern;  
Goldwater scholar,  
Astronaut Scholar



Dirk Auman '14; Grad  
program at U Penn;  
Astronaut Scholar



Krystina Hird  
2017-18 Alfred  
Free Scholar

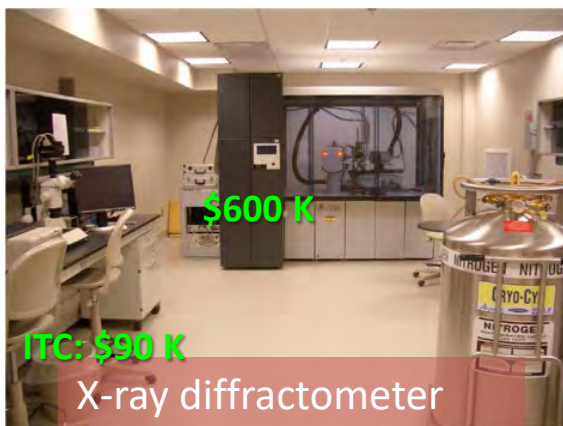
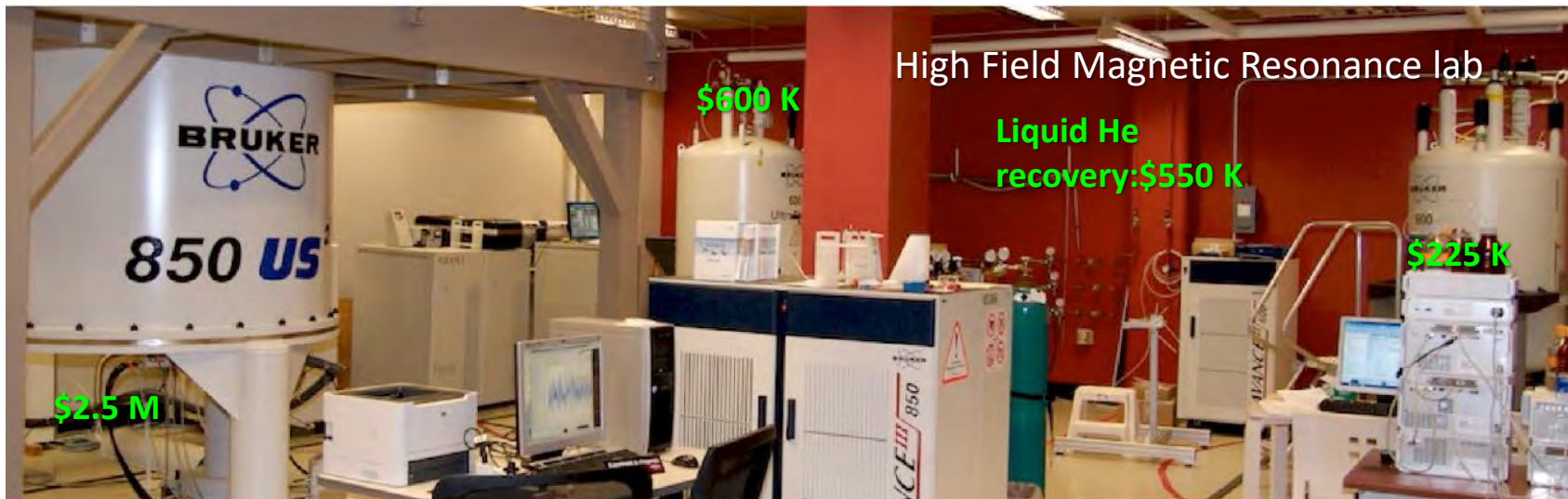


Kerry Rouhier PhD  
'08; Assoc. Prof.  
Kenyon College



Brant Center '16  
Patheon

# Facilities in Hughes Laboratories



Mass spectrometer

**\$7.7 M total**



New \$1.2 M instrument coming soon



# How Has the Instrumentation Been Leveraged?



\$359K to date



Procter & Gamble

\$150K



\$300K



\$590K to date



ONO PHARMACEUTICAL CO., LTD.

\$134K



CELSUS  
\$200K



\$75K

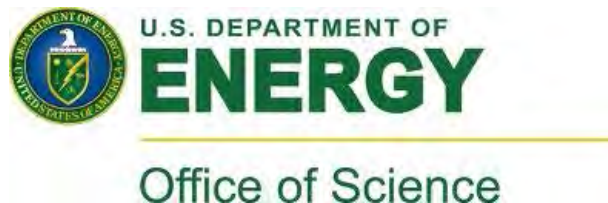
\$2.6 M in last  
4 years



\$800K



# Recent Research Funding



>\$9 M in external grant funding by  
Structural Biology faculty since 2013.



# Structural Biology Creates Opportunities at Miami

- Positions faculty members to collaborate with industry and academia.
- Positions faculty members to be competitive in external grants.
- Provides unique research experiences that students use to get into graduate and professional schools and get jobs.
- Used to recruit high quality prospective UGs, grad students, and faculty members.



# Structural Biology Research at Miami: Antibiotic Resistance

Goal: develop drugs to counteract antibiotic  
resistant bacteria



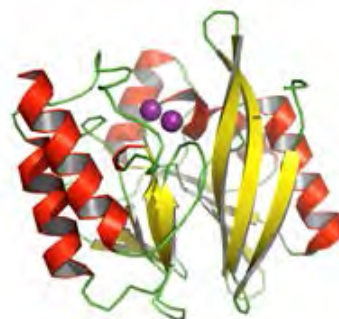
Rick Page



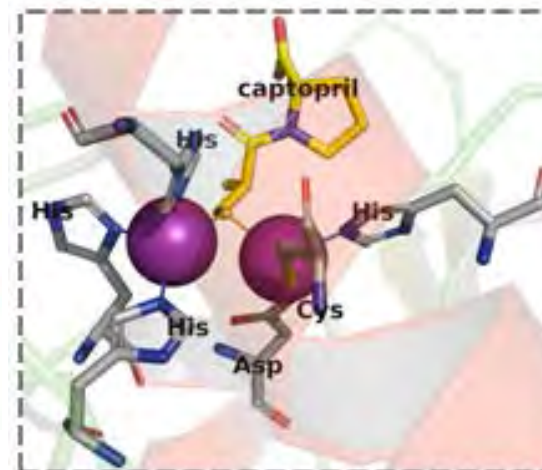
Mike  
Crowder



Dave Tierney



VIM-2



Collaborative NIH- funded project between Miami, UCSD, U Texas  
Austin, and Case Western

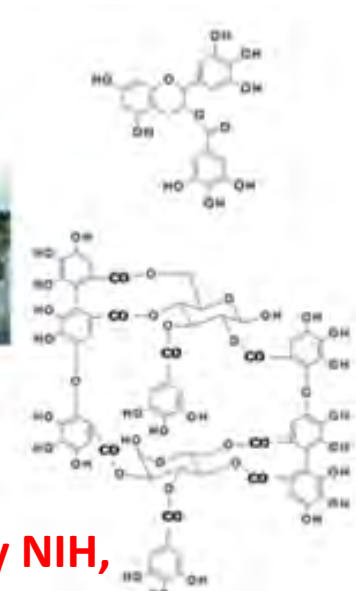
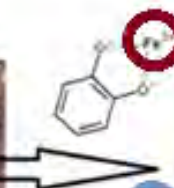
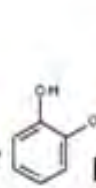


# Structural Biology Research at Miami: Polyphenols



Ann  
Hagerman

Goal: understand the role of polyphenols in food and in the environment



Polyphenol research has been funded by NIH,  
USDA, Lipton Tea, P&G, Cancer Research  
Foundation of America

# Structural Biology Research at Miami: MS-based Metabolomics



Chris Zhu

Goal: detect diseases before they progress



## Main projects:

1. Gut microflora and colorectal cancer.
2. Breath analysis for early detection of lung cancer and pulmonary disease.

## **GOOD NEWS FROM ACADEMIC AFFAIRS**

### **November 2017 – February 2018**

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#### **Miami again among top 10 U.S. publics for entrepreneurship**

**Nov 16, 2017** - For the 10th year in a row, Miami University, with its Institute for Entrepreneurship, has been ranked by The Princeton Review as one of the Top Schools for Undergraduate Entrepreneurship for 2018. Miami is 9th among public universities and 18th overall.

The Princeton Review annually considers more than 300 schools to identify and rank the top 25 undergraduate and top 25 graduate programs for entrepreneurs. The survey weighs institutions' commitment to surrounding students with mentors, professors and alumni, as well as provide environments for budding entrepreneurs to thrive.

The Institute for Entrepreneurship is one of the fastest growing programs at Miami's Farmer School of Business and has nearly tripled in size over the last six years. More than half of the students studying entrepreneurship are nonbusiness majors, and more than 70 different majors are represented within their ranks.

The availability of entrepreneurship studies to students from any major is emblematic of the interdisciplinary nature of learning at Miami, said Greg Crawford, university president. "Creativity, imagination and innovation are critical in and out of the classroom. By encouraging entrepreneurialism across the university, we continue to be agents of change and to prepare our students to be designers of a bright future."

"We highly recommend (these schools) to any applicant aspiring to launch a business," said Robert Franek, The Princeton Review's editor-in-chief. "Their faculties are truly engaged in entrepreneurship. Their courses are rich with in-class and out-of-class experiential components, and the financial and networking support their students and programs receive via donors and alumni is extraordinary." Entrepreneur magazine partners with The Princeton Review for the annual rankings.

graduate students and several undergraduate students from engineering and biology have been working on the project.

#### **New products support tribe students, promote university and tribe unity**

**Dec 08, 2017** - Within a recently signed agreement between the Miami Tribe of Oklahoma and Miami University, a product line, the Myaamia Heritage Collection, has been created to celebrate the partnership and bolster awareness of its history. The Myaamia ("Miami" in the tribe's language) Heritage Collection will support Miami Tribe students at the university as all royalties from sales will fund scholarships for tribe students through the Myaamia Heritage Award Program.

A relationship of respect began in 1972 and has evolved into a multifaceted partnership, with activities of the Myaamia Center at its core. In October, Miami Tribe Chief Douglas Lankford and Miami University President Gregory Crawford celebrated the relationship in a new Memorandum of Agreement.

While enrolled at Miami, tribe students take classes together and learn their own history, language and culture. They can also participate in activities and research to revitalize Myaamia language and culture. Research shows the more familiar young people are with their heritage, the more it enhances their sense of self and of achievement. In learning their tribe's language and culture, since 2003 students in the Myaamia Heritage Award Program graduate at more than three times the average rate of Native Americans in the U.S., at 77 percent in four years vs. 22.5 percent.

"It's amazing what the university has done," said junior Megan Mooney, a Miami Tribe member. "It allows us space to come together as tribespeople. ... it allows us to learn more about ourselves. If I hadn't gone to Miami ... I would be missing an entire part of me that I really have now."

The Myaamia Heritage Collection uses designs approved by both the tribe and the university, including symbols with shared meaning. Tribe and university artists Julie Olds and Alyse Capaccio worked together recently to create a new symbol, the Myaamia Heritage logo, that represents the tribe and university relationship. It builds on the bold colors, geometric patterns and elongated diamonds found in traditional tribal ribbonwork. Teaching the art of ribbonwork, which dates to the 1700s when the Myaamia acquired silk ribbons from European traders, has been recently revitalized.

## **GOOD NEWS FROM ACADEMIC AFFAIRS**

### **November 2017 – February 2018**

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#### **Miami to award 1,266 diplomas during fall commencement**

**Dec 14, 2017** - Miami University presented 1,266 diplomas during its fall commencement ceremony at 3 p.m. Friday, Dec. 15, in Millett Hall. President Gregory Crawford presided at the ceremony.

Conferral of diplomas included 91 associates, 813 bachelor's, 346 master's and 16 doctorates.

Linda Marchant, professor of anthropology at Miami, was the keynote speaker. She is a biological anthropologist who specializes in behavioral primatology, hominid evolution and African apes. She has worked in East and West Africa and is especially well-known for her work on laterality ("handedness") in primates. Marchant is known worldwide for her research and has been cited by international media. Her research has been supported by eight external grants and has resulted in more than 60 journal articles and book chapters.

She recently received two national awards: the Outstanding Research into Human Origins Award from the Center for Research into the Anthropological Foundations of Technology and the Stone Age Institute, as well as the Distinguished Primatologist Award from The Midwest Primate Interest Group.

Marchant is also Miami's 2017 recipient of the Benjamin Harrison Medallion, one of the most significant recognitions Miami offers faculty for contributions attesting to qualities of teaching, research and/or service.

#### **Miami a member of national open textbook Publishing Cooperative**

**Dec 19, 2017** - Miami University is one of nine higher education institutions piloting a program to publish new, openly licensed textbooks. The program, called The Publishing Cooperative, was launched by the Open Textbook Network (OTN) to grow open textbook publishing expertise in higher education institutions, and increase the availability of free, open textbooks for use by instructors and students across the world. Founding members of the OTN Publishing Cooperative include, Miami University, Penn State University, Portland State University, Southern Utah University, University of Cincinnati, University of Connecticut, University of North Carolina at Greensboro, Virginia Tech and West Hills Community College District (CA).

"As the rising costs of textbooks and scholarly publishing increasingly become part of the discussion around college affordability, open educational resources offer real possibilities for creating access to free, open textbooks that meet the needs of faculty and students," said Carla Myers, coordinator of scholarly communications for Miami. "Supported by the University Libraries and Provost's office, Miami is fortunate to have faculty who are already demonstrating leadership in exploring these possibilities."

The cooperative will establish publishing infrastructure, processes and community to expand the development of open textbook publishing in higher education. The Publishing Cooperative will publish two dozen new textbooks with a Creative Commons Attribution (CC BY) license by 2020.

"The partnership with OTN and its reputation for leadership in this area are a natural alignment that positions Miami and its faculty to contribute to this emerging field and create and share more open textbooks with our campus community and the world," Myers added.

The Open Textbook Network is a community working to improve education through open education, with members representing over 600 higher education institutions. OTN institutions have saved students more than \$8.5 million by implementing open education programs, and empowered faculty with the flexibility to customize course content to meet students' learning needs.

#### **10 Miami students and 4 alumni named semifinalists in Fulbright competition**

**Feb 01, 2018** - Ten Miami University students and four alumni are semifinalists in the 2018-2019 U.S. Student Program competition. The group of 14 make up Miami's largest semifinalist cohort yet.

Fulbright, the largest U.S. exchange program, provides grants for individually designed study/research projects or for English teaching assistant programs outside of the United States. Semifinalists have been recommended by the U.S. National Screening Committee for further consideration by the Fulbright Foreign Scholarship Board in the countries in which they applied.

Miami's semifinalists are:

## GOOD NEWS FROM ACADEMIC AFFAIRS

### November 2017 – February 2018

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- **Alexa Askari** — Senior, diplomacy and global politics and political science double major and history and European area studies double minor, English teaching assistant in Bulgaria.
- Angel Evans — graduated in 2014, international studies major with minors in Spanish and social justice and inequalities, research/study in Spain.
- **Hannah Frasco** — Senior, international studies and integrated social studies education double major with history minor, English teaching assistant in Malaysia.
- **Sara Giska** — graduated in 2016, international studies and linguistics double major, research/study in Kazakhstan.
- **Autumn Harriger** — Senior, political science and history double major with Russian minor, English teaching assistant in Russia.
- **Jack Henne** — Senior, German and economics double major with minors in international business and actuarial science, English teaching assistant in Germany.
- **Aaron Kawamura** — Senior, individualized studies major, English teaching assistant in Argentina.
- **Camila Kowalski** — Senior, integrated mathematics education and Spanish double major, English teaching assistant in Spain.
- **Katherine Melberg** — Senior, classical humanities and classical languages double major, English teaching assistant in Germany.
- **Tory Paez** — graduated in 2012, management and organizations major and women's, gender, and sexuality studies minor, bionational internship in Mexico.
- **Ali Preissing** — graduated in 2017, international studies and Italian studies double major, now a graduate student in political science, English teaching assistant in Czech Republic.
- **John Steele** — graduated in 2014, social justice studies major and political science minor, English teaching assistant in South Korea.
- **Allison Van Twisk** — Senior, international studies and economics double major, English teaching assistant in Germany.
- **Megan Zimmerer** — Senior, French and international studies double major, and Arabic minor, English teaching assistant in Jordan.

The semifinalists will learn later this spring whether they will receive the Fulbright grants. Miami has had recipients of Fulbright U.S. Student Program grants every year since 2005.



MIAMI UNIVERSITY

# COLLEGE OF ARTS AND SCIENCE

**Academic Committee of the Board of Trustees**

**February 15, 2018**

# LIBERAL EDUCATION IN 21ST CENTURY

- Deal with complexity, diversity, and change
- Broad knowledge of wider world AND in-depth study in a specific area
- Sense of social responsibility
- Strong and transferable intellectual and practical skills
- Demonstrated ability to apply knowledge and skills in real-world settings

*Integrating and applying learning to complex problems and projects that are important to the student and important to society.*

<https://www.aacu.org/leap/what-is-a-liberal-education>



MIAMI UNIVERSITY

# CAS PROFILE

- **27** Academic Departments and Programs
- **63** Undergraduate Majors, **58** Minors, and **10** Co-majors
  - **7950** Undergraduates
- **30** Master's & Doctoral Programs
  - **1500** Graduate Students



MIAMI UNIVERSITY



# CAS FACULTY & STAFF PROFILE

- 401 Full time, permanent instructional faculty
- 143 Full time, visiting instructional faculty
- 134 Non-instructional support staff
  
- During 2016-2018:
  - We hired 40 new faculty; nine additional searches are in progress.
  - Appointed four new department chairs; two searches are in progress.



MIAMI UNIVERSITY

# NOTABLE CAS FACULTY ACHIEVEMENTS



**Kate de Medeiros**

*Dept. of Sociology & Gerontology*  
2017 Educator of the Year, Ohio  
Association of Gerontology & Education



**Dominik Konkolewicz**

*Dept. of Chemistry & Biochemistry*  
2017 National Science Foundation  
(NSF) Career Award



**Kimberly Hamlin**

*Depts. of History and Global &  
Intercultural Studies*  
Carrie Chapman Catt Prize for Research  
on Women and Politics



**April Smith**

*Dept. of Psychology*  
2016 Rising Star by the Association  
for Psychological Science



MIAMI UNIVERSITY

# SELECTED STUDENT ACCOMPLISHMENTS



*Overberg*



*Webb*



*Cable*



*Bali*



*Kempf*

## Benjamin A. Gilman International Scholars

*2017*

- **Kevin Berning:** International Studies, Strategic Communication
- **Chance Overberg:** International Studies, East Asian Languages & Cultures
- **Josephine Webb:** International Studies, East Asian Languages & Cultures

## Astronaut Scholars

*2017*

- **Jana Cable:** Microbiology
- **Avnika Bali:** Biochemistry, Biological Physics

## Goldwater Scholars

*2017*

- **Hannah Kempf:** Geology
- **Jana Cable:** Microbiology



MIAMI UNIVERSITY

# CAS SUPPORT CENTERS AND RESOURCES



- Center for Advanced Microscopy and Imaging (CAMI)
- Center for Bioinformatics and Functional Genomics (CBFG)
- Ecology Research Center (ERC)
- Instrumentation Laboratory
- Willard Sherman Turrell Herbarium
- Center for Structural Biology and Metabonomics
- The Humanities Center
- Center for Public Management and Regional Affairs
- Interactive Language Resource Center
- Statistical Consulting Center
- Hefner Museum
- Mallory-Wilson Center for Healthcare Education
- Sue J. Henry Prelaw Center



MIAMI UNIVERSITY

# MALLORY WILSON CENTER FOR HEALTHCARE EDUCATION

- 1,117 Current Premed Co-majors (73% CAS).
- 280 Premed Co-majors graduated in 2014-2016 (82% CAS).
- 332 students applied to medical school in 2013-2016 (85% CAS).
- 192 students matriculated into medical school 2013-2016 (86% CAS)



*Over the last 4 years (2013-2016) **57.8%** of Miami first time applicants were accepted into medical school.*

*The national acceptance rate into schools offering the MD degree over the last 4 years (2013-2016) was **40.4%**.*



MIAMI UNIVERSITY

# SUE J. HENRY CENTER FOR PRE-LAW EDUCATION

Pre-Law Center Office	<ul style="list-style-type: none"> <li>• Director</li> <li>• Part-time Pre-Law Advisor</li> <li>• LSAT Instructor</li> <li>• Student Aides</li> </ul>
Student Advising	<ul style="list-style-type: none"> <li>• Faculty Pre-Law Advisors (BUS, ENG, HST, PHL, POL, PSY)</li> <li>• Director/Advisor</li> </ul>
Program Advising	<ul style="list-style-type: none"> <li>• Pre-Law Alumni Advisory Board</li> </ul>
College & University Engagement	<ul style="list-style-type: none"> <li>• Admissions Initiatives (Law &amp; Public Policy Scholars, Make It Miami)</li> <li>• Inter-Departmental/Inter-Divisional Coordination</li> </ul>
Alumni Engagement	<ul style="list-style-type: none"> <li>• Pre-Law Alumni Advisory Board</li> <li>• PLW 101 and PLW 401</li> <li>• Internships/Shadowing</li> <li>• Women in Law and Leadership Symposium</li> </ul>
<ul style="list-style-type: none"> <li>• <i>64 seniors applied in 2015-16 (88% CAS)</i></li> <li>• <i>96% overall acceptance rate for senior applicants, compared to 86% nationally</i></li> </ul>	



*Miami seniors applying to law school in 2014-16 were accepted at a rate of **96%**, compared to an **86%** national average. In that time, 22% were accepted to Top 25 law schools, 49% to Tier 1 law schools, and 69% to Tier 2 law schools.*



MIAMI UNIVERSITY

# CENTER FOR ADVANCED MICROSCOPY & IMAGING (CAMI)



Over \$4M in advanced microscopy equipment for student and faculty use, including:

- Transmission and Scanning Electron Microscopes
- Confocal Microscopes
- Laser Dissection Microscopy
- Crystallographic & Elemental Analysis

*In AY16/17 CAMI was utilized by 387 individuals from 102 Laboratories, representing 13 different Departments from four different colleges.*



MIAMI UNIVERSITY

# PROGRAMMING UPDATES: 2016-18

- ACE & International Student Support.
- Increased on-line courses from 2.6% to 6.3% of offerings.
- Mock Trial & Legal Studies minor will be administered by the Prelaw Center.
- Systematic curriculum revisions to streamline and update the course offerings (BIO,ENG, GEO, MJF, SPO).
- Professionalization of the Liberal Arts.
- Grow Professional & Fee-Paying M.S. Programs.



MIAMI UNIVERSITY



# STUDENT PROFESSIONAL DEVELOPMENT

## Partnership with Career Services

- Humanities Works
- Spring Icebreaker
- Vocatio: Career Hacks

## Alumni Engagement & Partnerships

- “Inside” Workshops
- Alumni in Residence

## Curriculum

- Pre-Health and Pre-Law Programs
- Internships and Experiential Learning



2017 FlavorMan Internship



Inside New York/NYC Media



Inside Hollywood



Ohio Public Leaders



MIAMI UNIVERSITY

# FEE-PAYING M.S. PROGRAMS



- Speech Pathology & Audiology
- Professional Science Masters in Environmental Science (IES)
- Low-Residency MFA in Creative Writing
- Project Dragonfly
- 4+1 BS-MS Programs



# CAS INVESTMENTS IN THE FUTURE

**\$16.5M invested in 2016-17 to support the following activities:**

- CAS scholarships to class of 2021.
- Classroom and building upgrades.
- New faculty start-up.
- New course and program development.
- Departmental/classroom computers and equipment.
- Student & faculty research.
- Provost Interdisciplinary grants.
- EMSS for international student recruiting.



MIAMI UNIVERSITY



# CAS FACILITIES INVESTMENTS: 2016-18



## Recently Completed/In Progress

Hughes C-Wing	\$11.0M (\$5.5M)
Pearson	\$60.0M* (\$13M*)
Upham	\$1.1M (\$0.7M)
Classroom Enhancements	\$9.5M (\$4.8M)

*(Projects in BAC, IRV, HRN, HUH, MIL, PSN, PEA, PSY, UPH, WIH over the past 3 years)*

## In Planning (2019-2021)

MacMillan	\$1.5-2.0M*
Bachelor	\$25-30M*

\*Estimated cost



MIAMI UNIVERSITY

# NEW PROGRAMMING

- Graduate Certificate in Aging and Entrepreneurship (GTU, ESP).
- B.A. in Public Health (MBI, POL, EHS ).
- Organizational Leadership (SOC, POL, PSY, MGT).
- Two year Nursing cohort on Oxford (BIO, CHM, MBI, Nursing).



MIAMI UNIVERSITY

# CHALLENGES

- Manage changing international student enrollment patterns and needs for success.
- Maintain high touch, high outcome UG educational model in current low-cost/online education environment.
- Competition for core CAS credit hours and workshops.
- Decreased federal funding for research.



MIAMI UNIVERSITY

# OPPORTUNITIES

- Human Health: Strong existing faculty and infrastructure: new Public Health degree, possible MPH; developing partnerships with Medpace, Mercy Health and CincyTech.
- Expansion of Audiology Clinic and Speech Pathology graduate program; possible development of a center on autism disorders.
- Partnership with CADS on data analytics- Strong core with expanding faculty presence; Center for Statistical Analysis.
- Expansion of Professional Science M.S. program.
- Innovative and Entrepreneurial Thinking in the Liberal Arts.
- Leverage research infrastructure and talent pool to expand corporate partnerships.



MIAMI UNIVERSITY



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**QUESTIONS?**