

BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
September 13, 2018, 8:00 a.m.
King Library, Room 320
Miami University, Oxford Campus

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on September 13, 2018 in the King Library, Room 320, 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, Zac Haines, John Pascoe, Mark Ridenour, and Robert Shroder, National Trustee Diane Perlmutter, and Student Trustees Megan Cremeans and Hallie Jankura; along with non-committee members; Trustees David Budig, and Sandra Collins, and National Trustees John Altman, and Mike Armstrong.

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; and Vice President Michele Sparks, Chief Marketing and Communications Officer were in attendance. Also present to address or assist the Committee were: Jenn Franchak, Assistant Vice President, Center for Career Exploration and Success; Susan Schaurer, Assistant Vice President and Director of Admission; and Ted Pickerill, Executive Assistant to the President and Secretary to the Board of Trustees; along with many members of the Miami University community, present to observe.

Public Business Session

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

Approval of the Prior Meeting's Minutes

Trustee Pascoe then moved, Trustee Shroder seconded, and by unanimous voice vote, the minutes of the prior meeting were approved.

Reports

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

The written reports are included as Attachment A.

Interdisciplinary Presentation **University Staffing and Planning**

Provost Callahan provided a governance overview, then told of how Miami's Mission Statement is incorporated throughout the student experience, including within the Global Miami Plan. It was explained how the planning process is data-informed through RCM budgeting, and information such as the compensation study, and data from the College and University Professional Association (CUPA).

Vice President Brownell discussed Student Life. She stated that it is continually being reassessed. With each staff transition, they review to determine if staffing should be refilled or adjusted. One area identified as requiring additional support was Student Counseling Services, and additional counseling staff has been added. Also, in 2011, the Sexual Assault and Interpersonal Violence response office was created.

Senior Vice President Kabbaz stated that EMSS also reassesses staffing with each vacancy. Areas identified for additional support have recently included regional admission recruitment staffing, enrollment marketing and communication, student support and retention, and the Career Center, which will be funded in part through a new Career Services fee.

The presentation concluded, emphasizing that decision-making and planning are shared and data-informed. Predictive analytics are used in academic advising, academic support, enrollment, and retention. In planning there is always a balance between the need for flexibility and rapid response, with the need for careful deliberation, transparency, and key stakeholder engagement.

During the presentation, there were questions and discussions on areas such as; faculty salaries, assistance for students with need, support for first generation students, and career services support.

The Interdisciplinary Presentation materials are included as Attachment B.

Student Life Reports

Vice President Brownell updated the Committee with the following report:

Happy New Year! This semester has started with a lot of energy in Student Life, welcoming new students, reconnecting with returning students, launching new projects, and welcoming new staff. I'd like to tell you about some key staff members that have joined us in recent months. Steve Large joined us as the AVP for Health & Wellness in June, but this is the first of these meetings he has attended. Steve comes to us from Gannon University, and he is now overseeing student counseling, student health, and our student wellness efforts. Ann James came from NKU in July to head our new office of

Community Standards. And Kimberly Moore arrived a week after Ann as our new Associate VP and Dean of Students. Kimberly comes from Loyola University, and she responds to student crises, works with our Care Team, oversees sexual and interpersonal violence response efforts, and supervises Residence Life, Community Standards, Rinella Learning Center, and the Miller Center for Student Disability Services. She also works with the transition areas of orientation and parent programs, which report directly to Gwen Fears as Associate Dean. So if you think about Mike's role as DOS, and now think about how that is split between Steve and Kimberly, Steve is thinking about the strategy and prevention programming related to alcohol, SIV, and mental health, while Kimberly works with individual students who are affected by those issues—so a macro versus a micro focus.

We also have a whole new team of people working in the area of sexual and interpersonal violence, with new staff in our prevention and education role, our response role, and in our investigator role.

There is also a change in the way we are offering psychiatry services to students this year. For many years we've had a psychiatrist in Student Counseling Services in a .92 role, or about 4 days a week. You know we've long had concerns about counseling waitlists, but in recent years, our psychiatry waitlist has often been even longer. After conversations with Tri-Health as the managers of the Student Health Service, we have moved to an embedded behavioral health model, shifting psychiatry to the Health Service. Many of these appointments can realistically be managed by a general practitioner, and much of the ongoing medication management appointments that were handled by the psychiatrist can be managed by GPs or specially trained nurse practitioners. That frees up the time of the psychiatrist for the more complicated cases, or to serve as a consultant to the GPs. Following a model like this one, we believe that we'll be able to reduce the time that a psychiatrist is in the office to one or two days a week, and still have a shorter wait time for services. To help us with this transition this semester, as Tri-Health is testing the time needed and working to identify a psychiatrist for us, Dr. Dallas Auvel, who is a psychiatrist and the head of all behavioral health for the Tri-Health network, is himself working a day a week on campus so he can familiarize himself with our culture and needs. This change is also leading to a closer relationship between SCS and SHS as they work to do referrals between their offices as needed.

The last thing I want to touch on this morning is Greek Life, and specifically about our review of fraternity practices. In 2015 we formed a Greek Life Re-visioning Committee that led to many positive changes in our system, including better chapter advising, changes in the leadership cycle for chapters, and the introduction of on-line education for students before they enter recruitment. That group was reconstituted with a fresh charge this summer to look specifically at fraternities and the changes that still need to take place to have a more safe and sustainable culture. That group of staff, advisors, alumni, and students have been meeting all summer, and we expect a preliminary report to be submitted to me and to President Crawford before October 1. They have been very creative and bold in their thinking, and I look forward to giving you a full report on their work at our December meeting.

Student Life Written Reports

The following written reports were provided:

- Student Life “Good News,” Attachment C
- Student Housing Occupancy Update, Attachment D
- Office of Diversity Affairs Update, Attachment E

Enrollment Management and Student Success Reports

Admission Update

Assistant Vice President Susan Schaurer updated the Committee on Admission. Numbers were current as of the 15th day census, with the final count to come on October 15th. She explained that data show the value of the campus visit in recruiting applicants to attend Miami, and the new Campus Visitor’s Center, has made a positive impact in this area.

She informed the Committee that marketing is planned to inform prospective students on the career services available, and on the guaranteed merit scholarships. She explained that for those students not selecting Miami, the larger factor was scholarship/financial aid, and the merit guarantee will help provide more certainty in that area. New for Fall 2019 will be a premier merit scholarship, the Presidential Fellows Program, which provides a full-ride scholarship.

Also new is the national pathways program, which expands the Oxford pathway to students nationwide by allowing those selecting the pathway, who do not live within a commutable distance to the Regionals, to live in Oxford. The pathway program allows a student to begin their studies on the Regionals and after 16 credit hours are earned, to relocate to Oxford.

Associated material is included as Attachment F.

Career Center

Assistant Vice President Franchak provided information on the Center for Career Exploration and Success, including the additional services enabled by the creation of the new career services fee. The fee allows increased staff, communications, programs, services, and initiatives, as well as expanded immersive experiences, to benefit students.

She addressed placement following graduation, stating that across divisions, there is only a slight variation, 2.1%, between the highest and lowest. With the students holding lower GPAs (2.00 – 2.49) being the most challenged, but still placing at approximately 94%.

Several questions were asked and there were discussion on areas such as; support for international students, support for students with need, and key services along a student's career preparation continuum.

Associated material is included as Attachment G.

Enrollment Management and Student Success Written Reports

The following written reports were provided:

- EMSS “Good News”, Attachment H

Academic Affairs Reports

Provost Update

Provost Callahan provided an overview of the Boldly Creative process, explaining that it is a faculty-developed and faculty-led program, and that feedback will be provided to all faculty who submitted proposals and resubmissions in the next round will be welcomed. She stated there are currently pilots including Nursing, which now includes a four-year program, through CLAAS, but deliverable in Oxford.

Dean Oris provided background, on the process and progress to date, of the review of the Air Force research lab patent portfolio. He explained there are 937 patents in portfolio, which are open to the public. Miami has developed a capstone course which has categorized the patents, and helped identify the most promising to pursue.

Associated Material is included as Attachment I

Textbook Affordability

Jennifer Bazeley and Carla Myers updated the Committee on affordable learning initiatives. They highlighted the rise in cost of educational books, which have exceeded not only inflation, but also the cost of housing and medical care. The cost has reached a level where many students now choose not to purchase required course textbooks.

They then informed the Committee of several initiatives to provide required materials for students, but at a reduced cost. They include encouraging and promoting the use of Open Educational Resources, with faculty receiving assistance and professional development stipends to facilitate adoption. Other methods include course textbooks on hand in the library for checkout, course pack consultation services, faculty selection of earlier editions of textbooks, and selection of alternatives to textbooks, such as the Library's electronic collections.

The Committee was also informed that the University Bookstore no longer stocks books for each semester, instead they facilitate students ordering online through eCampus.

Associated materials are included as Attachment J.

Library Update

Dean Jerome Conley updated the Committee of the University Libraries. He stated the libraries provide students and the community with a place to dream – locations to facilitate curiosity and enable students to dream and learn.

He also reviewed budgets, and costs, such as for collections. He explained how OhioLink is a consortium that helps reduce library costs, by grouping together Ohio’s universities (public and private, over 100 institutions), allowing reduced costs for journals. Dean Conley concluded the presentation by informing the Committee of fundraising efforts and the vision for the future.

Associated materials are included as Attachment K.

Virtual Tour of King Library

Samantha Brandenburg provided a virtual tour of how King Library could transition into a space to welcome, connect, validate and empower.

Associated materials are included as Attachment L.

Academic Affairs Written Reports

The following written reports were provided:

- Academic Affairs “Good News”, Attachment M.
- International Education, Study Abroad, Attachment N.

Adjournment

With no additional business to come before the Committee, following a motion, second, and by unanimous voice vote, with all in favor, none opposed, the Committee adjourned at 12:00 p.m.



Theodore O. Pickerill II
Secretary to the Board of Trustees



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

TO: Board of Trustees Academic/Student Affairs Committee
 FROM: Annika Fowler
 DATE SUBMITTED: September 4, 2018

To the esteemed Board of Trustees,

ASG is excited to be back on campus and ready to tackle a new school year after a busy summer. We studied abroad, interned across the country, volunteered in our communities, and worked many different jobs, but Oxford is always home when we return. We are thrilled about our upcoming initiatives and partnerships, and I share some of these below for your knowledge:

ASG hit the ground running upon our return to campus with our annual Cabinet Retreat. We met with several administrators including new Dean of Students, Dr. Kimberly Moore, and new Assistant VP for Health & Wellness, Dr. Stephen Large. Our conversations with them were extremely productive, centered on mental health and safe drinking practices. We anticipate a wonderful working relationship with both of them in the years to come and are grateful for their new commitment to Miami's students. We also met with Provost Callahan, Dr. Creamer, Dr. Brownell, Dr. Kimple, and Robin Parker to hear about new university developments, and we appreciate their willingness to answer our questions.

Again this year, ASG participated in the #MoveInMiami campaign, raising funds for the Student Success Fund. We were thrilled to exceed our goal of \$1,000. This fund serves to cover expenses not typically covered by financial aid for students in need. This could include emergency flights, professional clothing, textbooks, student organization dues, etc. Additionally, ASG was a sponsor for the Run for Love & Honor 5k during Homecoming Weekend. We volunteered on the race course, cheering on the participants, and funds from the race will be contributed to the Student Success Fund, as well.

Our Secretary for Diversity & Inclusion, Courtney Rose, was awarded the first-ever Inclusive Excellence Award at the Homecoming Football Game. They were recognized for their extraordinary work on diversity and inclusion as well as their passion for building a welcoming environment at Miami. We are grateful that Secretary Rose is a dedicated member of ASG and the Miami community. Secretary Rose has been busy coordinating the upcoming Inclusion Forum: Miami's State of Diversity on September 17th. This large-scale forum is presented by over 16 organizations, including: ASG, Black President's Caucus, Black Student Action Association, Diversity Affairs Council, FWORD, Hillel, Interfaith Council, Interfraternity Council, National Pan-Hellenic Council, Panhellenic Association, Residence Hall Association, and more. This forum is a collaborative effort dedicated to providing a space for our Miami community to discuss inclusive initiatives for the upcoming school year. Forum panelists include: Dr. Ron Scott, Dr. Rodney Coates, Dr. Brownell, Provost Callahan, Dr. Moore, Athletics, and Admissions.

Our Secretary for Off-Campus Affairs coordinated a successful Walkabout this year with Off-Campus Outreach in the Division of Student Life. ASG members were part of the 130 people who volunteered to greet and welcome off-campus students to Oxford, sharing valuable information about policies and available resources. I enjoyed walking around with an Oxford Police Officer, learning about his perspectives and experiences in our community. We believe the Walkabout program makes a positive impact on student behavior off-campus.

ASG will host our third annual Mental Health Forum this fall, aligning with President Murtagh and Vice President Smith's goal of reducing the stigma surrounding mental health. This event will be a collaboration with Active Minds, another student organization on campus, and we look forward to hosting a prominent guest speaker on the subject, building on the successful attendance we saw last year.

Our Secretary of Finance and Secretary of the Treasury hosted a successful President & Treasurer Training for over 650 student organizations on campus. Secretary Weimer will allocate approximately \$1.3 million to these student organizations, club sports, and Miami Activities and Programming (MAP) on campus through several funding hearings. We anticipate a busy Mega Fair as these organizations advertise their missions and provide new students on campus a chance to feel at home.

Later this month, I will serve on a panel in Columbus for a discussion on Miami's Boldly Creative future. I'm excited to share my Miami experience and promote the multi-year initiative that will prepare Miami graduates, like myself, to become workforce leaders in areas important to Ohio's economy. ASG looks forward to the faculty proposals that will enhance Miami's reputation for excellence and innovation, develop and enhance partnerships, and advance knowledge in professional fields considered most in-demand.

ASG sincerely appreciates what you do for our outstanding institution. We look forward to working throughout the year and reporting our efforts to you. As always, thank you for your dedication to Miami University.

Love and Honor,

Annika Fowler
Secretary for Academic Affairs

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Terri Barr, Chair

Dana Cox, Chair-elect

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

September 13, 2018

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

Executive Committee of University Senate membership:

- Terri Barr, (Marketing), Chair
- Dana Cox, (Mathematics), Chair-Elect
- Don Ucci, (Electrical and Computer Engineering), at-large member
- Meaghan Murtagh (Student Body President), undergraduate
- Benedict Njoku, graduate student
- Phyllis Callahan, Provost, Chair of University Senate
- Jeffrey Wanko, (Associate Provost), Secretary of University Senate
- Becky Sander (Executive Assistant for Admin Services), Recording Secretary

Dates University Schedule is scheduled to meet during the 2018-2019 academic year:

2018	2019
August 27	January 28
September 24	February 11
October 8	February 25
October 22	March 11
November 5	April 1
November 19	April 8
December 3	April 15
	April 22
	April 29 (tentative)

At the final meeting of the 2017-2018 academic year, Senate confirmed appointments to standing and advisory committees of Senate and authorized Executive Committee to confirm additional nominations made through the summer and into the fall. The standing committees of Senate have broad responsibilities and conduct the continuing and regular business of the Senate; the advisory committees are charged with the responsibility to advise appropriate administrators and to report to University Senate on the state of the institution in the policy area for which the committee is responsible. The business of Senate is managed by the Executive committee. Special reports will be scheduled throughout the year to inform Senate of items of importance to the University.

The following are items of business Executive Committee anticipates that Senate will discuss during the 2018-2019 academic year:

- New degrees

- Academic Integrity Policy

cc: Provost Phyllis Callahan, Chair, University Senate
Terri Barr, Chair, Executive Committee of University Senate
Jeffrey Wanko, Secretary, University Senate
Becky Sander, Recording Secretary, University Senate



ASL Integrated Report - Board of Trustees University Planning & Staffing September 13, 2018

Introduction

Through its tradition of shared governance, Miami University strives to enact collaborative and inclusive processes related to planning and resource allocation. Shared governance at Miami represents a delicate balance between faculty and staff participation in planning and decision-making processes, on the one hand, and administrative accountability, on the other. This report summarizes Miami's planning and staffing processes and decision-making. Because the organizational structure and governance undergird planning and resource allocations, those systems are discussed first.

Organizational Structure & Governance

The University's organizational and governance structure ensures that Miami's planning and operational decisions are aligned with its mission and values. Miami believes that every member of the community—students, faculty, and staff—shares in this responsibility. The State of Ohio has vested responsibility for the government of the university in the Board of Trustees (see Ohio Revised Code 3339.01).

The [board](#) conducts its affairs and the affairs of the university with integrity and in accordance with the highest ethical standards. The preamble of the regulations of the Board of Trustees states: Miami University enjoys an invaluable heritage of high scholastic standards and a reputation for the development of the whole person as a contributing member of society. To maintain these assets, an environment must be provided where individuals are not exempt from the consequences of their own actions or inactions, but where at the same time maximum freedom of scholastic inquiry is assured. Conferred upon by Ohio law, the board has the authority to “take all actions necessary for the successful and continuous operation of the University” ([Ohio Revised Code 3339.01](#) and [Regulations of the Board of Trustees, Article 1](#)). Its efforts are further supported and guided through:

- [Board Regulations](#) which articulate the responsibilities and processes of the Board;
- [Board's Finance and Audit Committee Charter](#) which enables the committee to function in an oversight capacity for financial and administrative operations of the university;
- [Board's Academic and Student Affairs Committee Charter](#) which describes the committee's charge to serve in an oversight capacity and considers and makes recommendations to the board on academic and student affairs initiatives and plans of the university as delegated by the board;
- Board's Complaint Communication Protocol;
- Ohio Ethics Laws (Ohio Revised Code, [Chapter 102](#) and [Section 2921.42](#));
- [Miami University Policy & Information Manual](#) (*MUPIM*);
- Board's Annual Ethics Reports.

The Board of Trustees is actively involved in the life and operations of the university and has the authority to “take all actions necessary for the successful and continuous operation of the University,” including the capacity to approve academic and financial policy and oversee the financial and

administrative operations. The Board of Trustees also has the authority to appoint the president; and to enact shared governance, it assigns the execution of university policies to the president.

Although the President oversees the university's operation and policies, he or she does not make decisions unilaterally. The President is aided by an [executive council](#) which includes the Provost, Senior Vice President for Finance & Business Services, Senior Vice President for University Advancement, Senior Vice President for Enrollment Management & Student Success, Vice President for Student Life, Vice President for Information Technology, Vice President for Institutional Diversity and Inclusion, Vice President for Communications and Marketing, Secretary to the Board of Trustees, Director of Intercollegiate Athletics, Director of Institutional Relations, and General Counsel.

The [University Senate](#) is the primary governance body where students, faculty, staff, and administrators discuss major university issues and reach conclusions on policies and actions to be taken by the institution. The senate is chaired by the provost, and the agenda is determined by an elected executive committee consisting of three faculty members (the faculty chair, the faculty chair-elect, and a third faculty member), undergraduate student body president, and a graduate student. The Board of Trustees delegates to University Senate responsibility for curriculum, programs, and course offerings and advisory responsibility on university matters (see [Senate Enabling Act, Standing Rules, and By-Laws](#)).

Miami's culture of inclusive decision-making, collaborative governance, and effective leadership is further promoted by the following:

- Clear [organizational structure](#) which is articulated in the policy manual and Board of Trustees regulations;
- Shared governance maintained through [University Senate](#) and its [committees](#), including, for example:
 - [Academic Policy Committee](#) functions to advise the Provost and make recommendations to University Senate on policy related to educational programs, requirements and standards.
 - [Council on Diversity and Inclusion \(CODI\)](#) advises the President and the Provost on matters of diversity and to engage in and facilitate long-range planning.
 - [Fiscal Priorities and Budget Planning](#) are to represent University Senate in the financial management of the University, in the process of setting fiscal priorities and in budget planning, and also to offer on-going advice to the administration in each of those areas.
 - [Graduate Council](#) which recommends graduate program policy to University Senate;
 - [Student Affairs Council](#) which recommends student behavioral conduct rules and regulations and has legislative authority in the general realm of nonacademic student affairs;
- As well as other administrative deliberative bodies, such as
 - [Council of Academic Deans](#) which meets every two weeks during the academic year and serves as an advisory body to the Provost;
 - [University Promotion and Tenure Committee](#) which makes promotion and tenure recommendations to the Provost;
 - [Faculty Assembly](#) which “may propose, debate, and recommend matters for Senate consideration or for presentation to other officials or administrative bodies. It may also challenge and refer back any University Senate action” (MUPIM 2.5);
 - [Committee on Faculty Rights and Responsibilities](#) which formulates and recommends standards defining professional rights and responsibilities of the faculty, conducts hearings, and acts as a continuing advisory body to the president on related policy matters;
 - [Unclassified Personnel Advisory Committee](#) and [Classified Personnel Advisory Committee](#) advises on issues and questions raised by staff in general, such as: health

- insurance, salaries, child care, holiday scheduling, Recreation Sports Center fees, and grievance procedures. Agendas and minutes are posted on a university website;
- [Associated Student Government](#) serves as the unified governing student body and as an intermediary body between the administration and students. ASG acts as and advocates for the needs of students;
- [Graduate Student Association](#) promotes the academic, social, and economic goals of Miami's graduate students.

Once each year, the president gives an [annual address](#) to all members of the university in which s/he outlines the key issues, challenges and opportunities facing the university as well as the key strategic priorities.

The provost also holds meetings of all department chairs and associate deans three times each semester to update as well as solicit and provide insights on key initiatives and challenges. Both the president and provost maintain other forms of electronic communication, including regular (weekly or daily) e-reports and websites. The president maintains an active Twitter account (@PresGreg).

Shared decision-making and planning are also maintained through divisional and departmental governance. Departments and divisions are authorized to adopt rules, policies, and procedures (that are in alignment with university rules, policies and procedures) for the discharge of responsibilities and governance of the unit.

Faculty and staff participation in governance is further supported by:

- Leadership development for staff such as [staff development programs](#), [job enrichment program](#), [PRIDE award](#), and [LEAN Leader Certification Program](#);
- Leadership development for faculty such as New Faculty Orientation, [Institute for Miami Leadership Development](#), Provost Fellows, MI_LEAD and the [MAC Academic Leadership Development Program](#);
- Policies & procedures as articulated in an [online policy library](#);
- Communication outlets which provide information and invite questions or comments such as annual presidential addresses, presidential e-newsletters, provost “weekly 3” e-mails, letters to faculty, e-reports, open forums, Twitter, websites, listservs, and social media;
- Involvement in key initiatives through standing and ad hoc committees as well as Faculty Assembly and other public meetings and surveys, such as the recent proposal to create a third promotion level for lecturers and clinical faculty, campus climate survey, the revision of the Global Miami Plan or the Miami 2020 planning process.

Over the past decade, Miami has taken steps to improve its shared governance:

- In 2008, University Senate passed a resolution (SR 08-09) that articulated a transparent guide for eliminating, merging, consolidating, partitioning, or transferring academic programs. That resolution was further refined in 2014 (SR 14-01) and again in 2017 (SR 17-02). Since its initial approval, this guide has been used in the restructuring of several academic units:
 - the merging of the departments of zoology and botany into a single department of biology;
 - the creation of a new academic division on the regional campuses and the merging of the two regional campuses;
 - the merging of the Department of Communication, the journalism program, and the film studies program into a single Department of Media, Journalism, and Film; and
 - the merging of multiple interdisciplinary programs into a single Department of Global & Intercultural Studies within the College of Arts & Science.

- For the past three years, the Provost and Senior Vice President of Finance and Business Services have given annual public presentations on the state of the University budget and instructional staff on the Oxford and regional campuses.
- The chair of the Fiscal Priorities Committee reports to University Senate at least once a year.
- In spring 2018, the Provost began a new series “Coffee and Conversation” which provides an open forum for faculty and staff to ask questions and provide insights on timely issues facing the University.
- Since becoming Miami’s president in 2016, Dr. Greg Crawford has engaged in a listening tour which included visiting almost every department on the Oxford and regional campuses.
- The Global Miami Plan revision process included multiple opportunities for input from members of the Miami community. The proposal underwent numerous revisions based upon salient feedback before being approved in April 2014.
- In March 2014, the Governance Committee of University Senate reviewed the composition of all Senate committees and made appropriate revisions to the Bylaws of University Senate to ensure fairness in representation.
- The Miami 2020 Plan involved an unprecedented number of faculty, staff, students, and Board of Trustees members in its development and ongoing implementation.

Mission

Miami University’s strategic and budget plans and staffing decisions are guided by the university’s [mission statement](#) which emphasizes an exemplary liberal education made possible by a highly energetic faculty and staff with an abiding commitment to student success and engaged learning inside and outside the classroom.

To advance the tenets of our mission, Miami is organized into seven vice-presidential units: academic affairs, student life, information technology services, finance & business services, university advancement, enrollment management & student success, and communications and marketing. Academic Affairs encompasses six academic divisions: College of Arts & Science; College of Creative Arts; College of Education, Health, and Society; College of Engineering & Computing; College of Liberal Arts & Applied Sciences; and Farmer School of Business. It also oversees the Graduate School and University Libraries. Each vice presidential and academic division has a mission statement that is aligned with the university mission.

Miami’s mission is consistent with its degree programs, support services, and the academic profile of its students. In fall 2017, Miami’s enrolled first-year students had an average ACT “Best” Score of 28.3; 58% came from Ohio and 33% of first-year students ranked in the top 10% of their high school graduating class.

In fall 2017, 24,424 students were enrolled at Miami with almost 90% being undergraduate students. The percentage of the graduate student population has remained relatively constant since 2006 and is purposefully limited to ensure that the primary focus of the university is undergraduate education. Miami offers bachelor's degrees in over 120 areas of study. Graduate students choose from more than 60 master's and doctoral degree programs. Several associate's degrees as well as over a dozen bachelor's degrees are offered through study at the regional locations. The College of Arts & Science, which delivers the majority of the liberal education curriculum, is the largest division awarding the majority of degrees.

The mission asserts that Miami’s Oxford campus provides a “highly involving residential experience.” Students on the Oxford campus must meet a two-year residency requirement and live in one of 38

residence halls and apartment communities. The residence halls are the site for 29 “living learning communities” (LLC) for first-year students and upper-class students. LLCs typically focus on a broad theme, integrate curricular and co-curricular experiences, and foster faculty and resident interaction through active programming that enhances both intellectual and personal growth of the residents. Students may also choose to participate in more than 600 student organizations and leadership opportunities, including service and cultural organizations, discipline-specific groups, fraternities and sororities, and club and intramural sports.

Miami’s mission of student success is borne out in its first-to-second-year retention rate of 90.9%, which is among the best in the nation. Miami’s four-year graduation rate of 67.2% ranks one of the best among public colleges and universities in the U.S. and first among publics in Ohio.

The mission statement also explicitly notes Miami’s commitment to providing a superb education to students who are time and place-bound. Toward that end, Miami is proud of its two regional campuses located in Hamilton and Middletown, with an educational site in West Chester (the Voice of America Learning Center). In 2010, the regional campuses were integrated into a single administered campus system under one dean. Two years later, the regional campuses became the site for a new academic division, which is currently named the College of Liberal Arts and Applied Sciences. It is focused on providing applied liberal arts and professionally-oriented degree programs to meet the needs of the southwest Ohio region, with flexible class schedules, a quality faculty, and small class sizes.

One of the hallmarks of Miami University is its liberal education program, the Global Miami Plan, which is required for all undergraduate students on all campuses and has been newly revised to advance engaged learning and promote 21st century outcomes that are based on the Association of American Colleges & Universities’ (AAC&U) “Liberal Education and America’s Promise” (LEAP) outcomes. As its mission states, Miami is nationally recognized for the quality of its academic programs. The 2018 *U.S. News & World Report* ranks Miami University the **top public university in the nation** for an **“unusually strong commitment to undergraduate teaching.”** The *Fiske Guide to Colleges 2018* recognizes Miami for a **“strong academic reputation, dedicated and accomplished faculty, high-caliber students, and high graduation rates.”** The guide also commends Miami for its emphasis on liberal arts and opportunities for research, travel abroad, and leadership.

To advance excellence in undergraduate education, the faculty are deeply committed to the teacher-scholar model and believe that Miami’s capacity to produce “engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society” and to involve students in the process of discovery is dependent upon the faculty member’s ability to produce high quality scholarship. The quality of faculty research and creative activity is a key consideration of Miami’s faculty promotion and tenure criteria, and Miami faculty have received awards and grants from renowned professional and national organizations and foundations, including the National Science Foundation, the National Endowment for the Humanities, the Social Science Research Council, and the National Institutes of Health.

Planning Processes

Miami 2020 Plan

The mission guides key budgetary and academic planning processes, including the Miami 2020 Plan (which was created with input from several hundred faculty, staff, and students and provides the blueprint for excellence for the next two years). The unifying goal of the Miami 2020 Plan was to “promote a vibrant learning and discovery environment that produces extraordinary student and

scholarly outcomes,” and it was supported by three foundational goals which underscore key tenets of our mission:

1. Ensure vitality and sustainability by building a forward-looking, efficient, and caring culture that stimulates, recognizes, and rewards creativity, entrepreneurial thinking, and exemplary performance.
2. Promote a diverse culture of inclusion, integrity, and collaboration that deepens understanding and embraces intercultural and global experiences.
3. Cultivate mutually beneficial partnerships and applied and service-oriented projects that strengthen our local, state, national, and world communities.

Each goal included objectives and specific metrics for gauging progress. All divisions, departments, programs, and offices identified strategies, challenges, and opportunities for achieving the metrics, objectives, and goals; and the University reported annually to the Board of Trustees on progress made.

In academic year 2018-19, the President will begin developing Miami’s next strategic plan.

“Boldly Creative” Strategic Academic Enrichment Initiative

In December of 2017 and with the approval of the Board of Trustees, President Crawford announced a new academic initiative in which Miami will invest \$50 million to advance the University’s academic reputation. “[Boldly Creative - Strategic Academic Enrichment Initiative \(SAEP\)](#)” the multiyear initiative will be committed to programs that: advance knowledge; prepare versatile, analytical and flexible students; advance Miami’s reputation for excellence and innovation; generate new sources of revenue; may involve transdisciplinary curriculum and research connecting academic units; and engage external partners.

Miami faculty will generate the ideas for investment, all aimed at sustaining Miami's premier academic experience and creating new partnerships with industry and government. SAEP begins with three pilot projects. During the 2018-19 academic year, faculty will propose additional projects for funding through a rigorous application process.

Budgetary Plan

In 2013-2014, the institution adopted a new responsibility centered management (RCM) approach to budgeting. The main premise behind RCM is that academic deans, who best understand the academic mission of Miami, should be given greater budgetary authority and responsibility over their faculty, students, curricula, and operations. RCM is designed to encourage deans to develop programs that are aligned with the academic mission, attract high quality faculty and students, and reduce unnecessary costs.

The Division of Finance and Business Services employs generally accepted accounting principles and collaborative decision-making to ensure consistent, transparent, and ethical financial processes. The budget framework is reviewed throughout its development by key administrative leaders as well as the President’s Executive Cabinet and the Fiscal Priorities Committee of University Senate, and it is approved by the board’s finance and audit committee and the Board of Trustees. Budget and tuition ordinances are published on the Office of the President’s website, and the approved budget is available through the university budget office.

The approved budget is loaded into the Banner system at the beginning of the fiscal year and reviewed again by individual fund managers. Each month, operating reports are produced comparing actual to

budget for the current month and year to date. The general accounting department verifies the accuracy of the reports.

The treasury services office manages the cash, investments, and debt obligations. The Miami University Foundation Board of Directors selects, monitors, and evaluates the management of Foundation assets. It meets quarterly to scrutinize the performance of managers, screen potential investment firms, and allocate assets among the various investment sectors, managers and allocation styles. It also establishes guidelines for all managers and makes certain each firm is operating within its stated objectives.

The university's resources are monitored through preparation of annual audited financial statements coordinated with external auditors by the controller's office. Additionally, the Office of Internal Audit and Consulting Services (OIACS) independently and objectively determines whether internal controls are in place and functioning effectively. The financial statements and reports by the OIACS are presented to the Board of Trustees' finance and audit committee.

Financial and budget statements are also discussed and reviewed annually by the Fiscal Priorities Committee of University Senate which includes faculty and staff representatives from all academic divisions. Budget performance is reported throughout the year to the dean's representative on the budget committee, the Fiscal Priorities Committee of the University Senate, and the Finance and Audit Committee of the Board of Trustees.

Staffing Plans & Decisions

To further ensure the integration of budget, academic, and operations planning and to foster data-driven decisions, in 2012, the university purchased an **institutional analytics tool**, Oracle Business Intelligence Enterprise Edition (OBIEE). Dashboards and data warehouses have been developed using revenue, course and student data, and a business intelligence team oversees key project work streams in partnership with specialized teams focusing on specific projects. Specialized teams are staffed with clients, IT resources, and in some cases contracted consultants. Teams focus on requirements, metadata, testing, and security.

Academic Affairs

One of the first OBIEE projects was to move the human resources (HR) model into the new tool to allow easily accessible data to create reports and dashboards. The project also linked the HR and revenue data to support the RCM budget model. At the same time, a project bringing extensive student and course data was initiated. One of the outcomes of these projects was an Executive Academic Performance Dashboard which can easily generate information about the number of credit hours delivered by departments, trends in enrollment and faculty composition within a department, and teaching load data.

In 2014, the Provost Office began requiring academic deans to report each November on their division's cash flow, budget and hiring plans to ensure that these division's plans are not only in alignment with each other but also with the Miami 2020 goals and objectives and the university budget. The Assistant Provost for Academic Personnel reviews each divisional staffing plan against the relevant BI Executive Academic Performance Dashboard data so that the Provost can collaborate with the deans to make informed staffing decisions.

Below is a snapshot of our full-time faculty composition over the past decade.

Miami University Full-Time Faculty - Fall Snapshot										
	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
TOTAL (FT T/TT, Lecturers, CF and Visitors)	974	961	997	994	975	990	1,065	1,100	1,132	1,130
% T/TT of Total	78.5%	80.4%	75.9%	73.2%	70.9%	68.2%	65.0%	63.4%	61.4%	63.0%
% Visitors of Total	17.2%	15.0%	18.4%	18.4%	19.3%	20.1%	23.6%	25.3%	27.1%	25.7%
% Lecturer & Clinical of Total	4.2%	4.6%	5.7%	8.4%	9.8%	11.7%	11.5%	11.4%	11.5%	11.3%

In 2017-2018, Academic Personnel hired Sibson Consulting to conduct a major project related to the compensation structure of Miami's salaried (unclassified) staff members. The goals of the project were to create an effective, consistent and equitable compensation program that lays the foundation for the development of a sound pay-for-performance system that has accurate and current job information. The project included the creation of a comprehensive position description library. Each position description, which included the percent of time devoted to each responsibility, was collaboratively developed by the staff member and supervisor and approved by the Dean or Vice President to ensure that the responsibilities were aligned with divisional and University priorities. Sibson analyzed the position descriptions against similar positions in the market and made recommendations for improvement. These positions will be grouped with other positions with similar responsibilities, skills sets and strategic importance to the University, and compensation packages will be aligned with the job groupings and the market trends.

Additionally, Miami participates in the College and University Professional Association for Human Resources (CUPA) Faculty in Higher Education Survey and uses national survey data to assess salaries for its instructional staff and unclassified staff. Additional salary data are gathered from the American Association of University Professors. Data from these sources are presented annually to the deans and faculty in public budget presentations.

Below is a summary of how Miami faculty salaries compare with those at peer institutions from 2015-2017:

Comparison of Miami University Faculty Salaries with National AAUP Faculty Salaries by Rank										
		MU-Oxford	Nat'l Doc Public	Ohio Doc Public	Ohio 4 Year Publics		MU-Regional	AAUP - Bachelor's Publics	AAUP - Associate's Publics	AAUP- Ohio Public Regional
2015	Professor	\$ 116,332	\$ 125,833	\$ 125,121	\$ 123,423		\$ 97,904	\$ 87,751	\$ 81,270	\$ 86,235
2016	Professor	\$ 119,819	\$ 124,485	\$ 127,731	\$ 126,083		\$ 101,900	\$ 84,453	\$ 79,311	\$ 97,192
2017	Professor	\$ 124,388	\$ 130,376	\$ 128,893	\$ 127,251		\$ 101,037	\$ 99,829	\$ 89,633	\$ 97,995
2015	Associate	\$ 86,136	\$ 89,870	\$ 87,681	\$ 87,066		\$ 71,959	\$ 71,145	\$ 67,989	\$ 73,311
2016	Associate	\$ 90,177	\$ 90,619	\$ 90,207	\$ 89,576		\$ 75,900	\$ 69,717	\$ 65,781	\$ 75,697
2017	Associate	\$ 90,408	\$ 93,785	\$ 91,816	\$ 91,182		\$ 75,545	\$ 80,925	\$ 71,276	\$ 76,342
2015	Assistant	\$ 86,248	\$ 78,959	\$ 77,911	\$ 76,855		\$ 59,196	\$ 60,791	\$ 58,221	\$ 58,363
2016	Assistant	\$ 88,018	\$ 79,126	\$ 80,143	\$ 79,193		\$ 60,839	\$ 62,900	\$ 59,700	\$ 60,600
2017	Assistant	\$ 89,376	\$ 81,626	\$ 81,901	\$ 81,015		\$ 61,191	\$ 69,090	\$ 61,479	\$ 62,404

For the past five years, the University has allocated funds each year and provided salary data to academic deans so that they may make adjustments to salaries of high performing employees that are below the average market value. As an example, Miami established a 2% merit pool for all Miami faculty and unclassified staff for 2018-19, with an equivalent increase for classified staff. In addition, each division was allocated a 1% market adjustment pool to use strategically.

Finally, the academic program review (APR) process was substantially revised in 2014. Rather than solely reflecting on past successes and ways of operating, APR now includes the creation of a strategic plan and the identification and discussion of key issues that the department will face in the near future. Information from the department's self-study as well as findings from the program review evaluation report are used to inform and review staffing decisions.

Student Life

Since 2014, the Division of Student Life has been tracking utilization of its services in each office and has been realigning priorities and staffing models accordingly. As the size of our student body has increased, along with the demand for key services, some strategic investments have been made in the division, including:

- Student Counseling Services: Between 2011 and 2017, we saw a 22% increase in the demand for individual counseling in SCS, leading to uncomfortable wait lists for appointments. Our challenges in this area are exacerbated by the fact that there are few resources for private counseling in the Oxford community, adding to the need on campus. We added counseling staff in 2015 and again in 2017 to address this demand.
- Student Disability Services: Following the consent decree with the Department of Justice, we increased the support for students with disabilities related to accessible technology.
- Sexual and interpersonal violence/ Title IX: Since the "Dear Colleague" letter in 2011, the need to increase resources to address sexual and interpersonal violence (SIV) on campus has grown all across the country. To meet the needs in this area, we now have a team for response, prevention, and investigation of SIV cases that did not exist prior to 2011.
- Student Wellness: Given the increased attention on the mental health needs of students, the effects of high-risk use of alcohol and other drugs, and the increased understanding of SIV on campus, in 2018 we restored the position of AVP for Health and Wellness, which had been eliminated in 2013. This leadership role in the division will allow us to be more strategic in addressing these issues.
- Armstrong Student Center: With the opening of Armstrong Student Center in 2014, and the addition of the East wing in 2017, we added staff positions to manage the building, which is open 24 hours a day.

Each year we examine the staffing needs in the residence halls as they are undergoing construction, and we add or reduce hall staff accordingly. We also adjusted our overall staffing model in 2015 in order to provide better, higher quality leadership in residence life. By reducing the number of assistant directors and graduate assistants in the halls over time, we've been able to reduce the total number of staff and our overall budget, while increasing the number of master's-level resident directors and moving them to 12-month positions. In 2018, we're also introducing area coordinator positions, which will oversee multiple LLCs in a residential quad.

Finally, each time a staff member resigns in the division, we look at the needs of our division as a whole, and we have shifted resources between offices in order to best meet the current needs of our students. Those shifts are resource neutral, and give us flexibility as student needs change.

Enrollment Management & Student Success

Beginning in May 2011, following a downward trend in enrollment and period of national economic uncertainty and faced with an increasingly competitive landscape of higher education, the Offices of Admission and Student Financial Assistance, along with the Office of the Registrar, began reporting to the newly created position of Associate Vice President (AVP) for Enrollment Management. The institution's first AVP for Enrollment Management reported directly to the Provost with a dotted line to the President. With this intentional organizational shift, both structurally and in terms of its approach to enhance and further develop the University's strategic efforts to recruit and enroll the brightest and most diverse students, Miami began its multi-year implementation of an integrated enrollment management model.

In 2014, the University further solidified its commitment to strategic enrollment management with the creation of the Division of Enrollment Management and Student Success (EMSS). EMSS is committed to recruiting, enrolling, and graduating broadly diverse and academically ambitious students and propelling their lifelong success through the design, implementation, and execution of strategic, innovative, and research-based enrollment and student success practices in support of the University's mission.

Some key EMSS staffing resource investments/reallocations over the last five years:

- Admission and recruitment staff to expand regional, national, and international markets
- Enrollment marketing and communication
- Student support and retention services
- Research and analytics
- Career Center

These aforementioned staffing investments and internal reallocations within EMSS are tightly aligned to the division's key role in meeting the University's annual net tuition revenue targets, advancing student retention and persistence rates, and enhancing post-graduate employment success. EMSS believes in championing student-centered support services based on qualitative and quantitative evidence, and the leveraging of industry-leading technologies to inform and drive student outcomes.

Since its inception of an enrollment management model back in 2011, EMSS has continued to align and leverage its existing and new resources focused on the most pressing divisional priorities. In addition, every staffing vacancy, regardless of its office of origin, is evaluated first for divisional priorities before those staffing resources are redeployed (or in some cases held centrally for future needs) back to the existing office.

Conclusion

Over the past decade, Miami has systematically moved to a culture of data-informed and shared planning and decision-making. This shift is critical as the landscape of higher education becomes more fiercely competitive and fiscally challenged.

Evidence that Miami's planning in the past several years has accounted for possible economic fluctuations and anticipates emerging trends includes:

- Revising the Lecturer, Clinical and Professionally Licensed Faculty position to accommodate different roles and levels of promotion;
- Use of predictive analytics in enrollment, academic advising and academic support;
- Increased staffing support for the Division of University Advancement;
- Advancement of the [MU-LEAN initiative](#) across the University, which is a systematic method for the eliminating waste within processes;
- Development of new certificate programs, such as customer service, GIS, and analytics;
- Development of a strategic plan for e-Learning and new structures for the e-learning offices on the Oxford and regional campuses;
- Creation of a new four-year integrated plan for career development and comprehensive career counseling.

As Miami continues to make substantive forward-thinking changes such as those listed above, it will be important to balance the impetus for flexible and rapid change with the need for careful deliberation, transparency and involvement of faculty, staff, students, and other stakeholders in decision making.

As Miami moves further into its third centennial, challenging questions related to shared governance, strategic planning and staffing are emerging, including:

- How do we help the University community adjust to the rapidly changing landscape of higher?
- What is the balance between offering innovative, competitive programs and maintaining the strength and value of a liberal arts education?
- Given that budgets continue to remain constrained:
 - How do we maintain a tenure-line faculty consisting of high quality scholars?
 - How do we continue to provide high quality student services in light of increasing enrollments and demand for services?

University Planning and Staffing

ASA Integrated Report

Board of Trustees
September 13, 2018

Phyllis Callahan
Michael Kabbaz
Jayne Brownell



MIAMI UNIVERSITY

Organizational Structure & Governance

❖ Board of Trustees

❖ University Senate

❖ University Senate Committees, for example:

- Academic Policy
- Council on Diversity and Inclusion
- Faculty Welfare
- Fiscal Priorities and Budget Planning

❖ Administrative Bodies, for example:

- Council of Academic Deans
- University Promotion and Tenure
- Faculty Assembly, etc.



MIAMI UNIVERSITY

Mission Statement

Exemplary liberal arts education

Faculty and staff deeply committed to student success

- ❖ Global Miami Plan
- ❖ Engaged Learning – 21st Century Outcomes
 - AAC&U and LEAP outcomes
- ❖ Residential, Oxford and Regional Campuses Students
- ❖ Recognition of academic quality



Planning Process

- ❖ Data-informed and shared planning and decision-making
 - Boldly Creative
 - Budgetary Plan – RCM
 - Staffing Plans / Decisions - Academic Affairs
 - Hires
 - Compensation Study (Sibson)
 - College and University Professional Association (CUPA)
 - Market Adjustments (5 years)
 - Predictive Analytics - Academic Advising



Student Life

Track service utilization & realign priorities / staffing models

- ❖ **Student Counseling Services:** Added counseling staff to address demand
- ❖ **Student Disability Services:** Increased support related to accessible technology
- ❖ **Sexual and interpersonal violence/ Title IX:** Response, prevention, investigation of SIV cases
- ❖ **Student Wellness:** AVP for Health and Wellness
- ❖ **Armstrong Student Center:** Added staff



MIAMI UNIVERSITY

EMSS

❖ Key EMSS staffing resource investments/reallocations over last 5 years:

- Admission & recruitment staff to expand regional, national, and international markets
- Enrollment marketing and communication
- Student support and retention services
- Research and analytics
- Career Center



MIAMI UNIVERSITY

Conclusions

- ❖ **Data-informed and shared planning and decision-making**
 - Predictive analytics in enrollment, academic advising, academic support
 - Strategic plans for e-Learning
 - Integrated plan – career development

- ❖ **Balance need for flexibility and responding to rapid changes with need for careful deliberation, transparency and involvement of key stakeholders**



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



MIAMI UNIVERSITY

Discussion Questions

1. How do we help the University community adjust to the rapidly changing landscape of higher education?
2. What is the balance between offering innovative, competitive programs and maintaining the strength and value of a liberal arts education?
3. Given that budgets continue to remain constrained:
 - How do we maintain a tenure-line faculty consisting of high quality scholars?
 - How do we continue to provide high quality student services in light of increasing enrollments and demand for services?



MIAMI UNIVERSITY

News and Updates

From the Division of Student Life

**Community and belonging • Diversity and inclusion • Student transitions
Academic support • Health and wellness • Engagement and leadership**

The Division of Student Life supports students through all of the transitions they encounter as they move into, through, and beyond their Miami experience. This newsletter will highlight a few of those efforts to assist with students' social and academic transitions.

One-on-One Conversations in Residence Halls

Resident Assistants (RAs) are expected to have meaningful individual interactions with every one of their residents through one-on-one meetings each semester, with at least 75% occurring in the first 30 days. They also complete an individual resident summary that details their interactions with the resident; these summaries filter up to their supervisors, who can review and follow up if needed.

During Fall 2018, just under 50% of the residential population will have an individual meeting with a professional or graduate **Residence Life** staff member (and nearly all will have a one-on-one with an RA). Conversations with first-year students follow an outline designed to learn about the student's overall adjustment to college. By having meaningful, purposeful interactions with residents, Residence Life can provide more comprehensive oversight of our communities in support of students' transition to and through Miami.

Commuter Prep Day

The **Armstrong Student Center's** Commuter Center hosted the second annual Commuter Student Prep Day, with 55 incoming students in attendance, an 83.3% increase over last year. With so many residence-based programs at the start of the semester, the event was an opportunity for our population of commuter students to learn about the Commuter Center and connect with each other. A highlight of the event was the question and answer session with a panel of current commuters.

Pre-semester programs

The Division organizes or partners on several pre-semester programs through which incoming students engage in learning, leading, and connecting before classes begin. **Wilks Leadership Institute's U-Lead** welcomes 50 students for a four-day leadership retreat each year. Participants define leadership, work on self-awareness, participate in community service, and map their leadership journey during the program.

New this year, in partnership with Political Science and M.I.A.M.I. Women, **Orientation and Transition Programs** offered *Empowering Leadership on Campus and Beyond*, a 1.5-day pre-semester program aiming to inspire and prepare students to run for office in college and beyond. Students participated in the nationally-recognized training program *Elect Her*, met with local elected officials and student government members, connected with faculty, and discovered leadership opportunities on campus.

Group Psychotherapy Targeting Transition

Group psychotherapy provides an opportunity for students to connect around similar issues and a safe space to work through social struggles. **Student Counseling Service** offers several groups that support students in their transitions to and through Miami, including a Mandarin-speaking *International Student Support* group (Spring 2018), a *Graduate Student Support* group, and an *Understanding Self and Others* group.



**THE SEPTEMBER 2018
REPORT FOCUSES ON
STUDENT TRANSITIONS**

Division of Student Life: We bring learning to life.

STUDENT LIFE REPORT

Orientation

It Takes a Village

Orientation and Transition Programs collaborates with 71 offices during Summer orientation to support students' transition to college and equip them for success in and out of the classroom.



37 offices and 143 individuals volunteered for the resource fair



139 individuals provided academic advising and support

Survey Results

96%: Orientation met or exceeded expectations

97%: Know of at least one student organization through which they anticipate making new friends

95%: Better understand the differences between high school and college life



35 staff/faculty members presented during orientation

99.2% of students who attended Summer orientation were retained to the first day of class.

In Their Own Words

Students are asked about the most important thing they learned at orientation on the orientation survey. Here are some of their responses:

"Going to Miami means more than just going to class. It means finding out who I am and how I can make a difference in this world."

"Even though this marks my life as an independent, responsible adult, I'm not alone. There are countless people and resources that I can access to help me on my journey. If I'm having issues, all I have to do [is] reach out."

"I felt right at home and knew officially I made the right decision on where I will be spending my next four years."

"I learned how accepting of a community Miami is and to embrace diversity, as it is [what] makes the campus such a welcoming place."

"That college is all what you make it; Miami presents lots of activities, opportunities & resources for students but we won't be able to do [well] if we don't use them."

Community Expectations

A major part of students' transition to the University is learning about community expectations and campus safety. The **Office of the Dean of Students** presents on this topic at Summer orientation to all parents and incoming students. This summer, new content was added specifically around freedom of speech and bias incidents, including how to report incidents.

Alcohol use is another considerable factor in students' transition to campus, and thus we take time during the Community Expectations session of Summer orientation to review social norms, policies, and warning signs of alcohol misuse.

Reporting Incidents

- Miami wants to know
- Many reporting options including confidential, anonymous

Safe and Smart

- Most students **do not** misuse alcohol
- Most students incorrectly believe "others" drink more than they do
- For those in recovery or recovery curious, The Haven at Miami (partner) offers outpatient and residential programs

Most Students Disapprove of Blacking Out:

strongly

68%

moderately/mildly

30%

71% Even students who have blacked out in the last 30 days disapprove of blacking out

Informed Choices

Work Hard: Play Smart.

Good Samaritan Policy, Heating*

Hard Alcohol* & Blacking Out

Alcohol Poisoning

* New Office of Community Standards policies

Slide excerpts from the Community Expectations presentation at Summer orientation.

STUDENT LIFE REPORT

Social Transition

Welcome Weekend and First 50 Days

This year's Welcome Weekend and First 50 Days includes 379 events from 80+ campus and community partners. The seven weeks of events, compiled by **Orientation and Transition Programs**, help students meet new people, connect with campus resources, learn their way around campus, and pursue success in their first semester.

Live from the Quads: It's Saturday Night!

Last year we learned from Welcome Weekend focus groups that students wanted more opportunities to connect with peers who lived near them. In direct response to this feedback, **Residence Life** developed a new quad-based program on the Saturday night of Welcome Weekend. The program included five location-based events, one on each residential quad. Events included a Ninja Warrior Run, Foam Dance Party, Recess with Glow-in-the-Dark Games, Art, and a Music Festival. Students were invited to start in their own quad immediately following corridor meetings, and then could branch out from there.



Students enjoying the Foam Dance Party on MET Quad and partaking in Art in Harris on South Quad

Rise Against Hunger

109 students spent their first Saturday afternoon at Miami packaging 14,904 meals to be sent across the world to countries and communities in need through our Rise Against Hunger event, a collaboration between **Orientation and Transition Programs** and **Community Engagement and Service**.



Rise Against Hunger volunteers packaging meals

ASG Alcohol Letter

The Associated Student Government (ASG) President and Secretary for Governmental Relations worked with **Orientation and Transition Programs** and **Student Wellness** to develop a letter welcoming new students and sharing honest, responsible insights on alcohol. The letter was included in Residence Life move-in packets for all residential students, and discussed in Squad Leader peer mentor groups.

Myaamia Student Retreat

Miami Tribe Relations hosted an evening retreat during the first weekend of classes for all 31 Myaamia students and the Myaamia Center staff to encourage connections and facilitate belonging.

New Mentoring Opportunities

M.A.D.E. Mentors

Diversity Affairs starts off each year with M.A.D.E. @ Miami, a two day pre-semester experience for first-year students who are ready to make the most of Miami. Students representing different ethnic/racial, sexual orientation and gender identities, and socioeconomic backgrounds are encouraged to apply. In August 2018, 121 incoming students attended M.A.D.E. New this year, 14 peer leaders from the program will continue to serve as mentors for the approximately 80 incoming students who opted into the mentoring portion of M.A.D.E. @ Miami. They will attend monthly workshops led by **Diversity Affairs** and the **Wilks Leadership Institute**. Peer Mentors will have at least one in-person interaction with their mentees each month.

Peer Mentoring Pilot Program

A new peer mentor program through **Orientation and Transition Programs** aims to ease social transitions for first-year students. During Welcome Weekend, 19 groups of first-year students (450 first-year students total) began meeting in "Squads" led by upper-class student "Squad Leaders." Squad Leaders are trained to build connections within their group, including connections between international and domestic students. Squad Leaders also facilitate discussions about transitioning to college, and offer input on making friends, making safer decisions regarding alcohol and other drugs, and finding community on campus. Squad Leaders will support their Squads throughout the first semester with weekly newsletters and monthly in-person meetups.

STUDENT LIFE REPORT

Academic Transition

Scholastic Enhancement Program

The **Rinella Learning Center** is helping 89 Scholastic Enhancement Program (SEP) students transition to Miami University through specialized advising and ongoing academic counseling. Established in 1993, the SEP provides conditional admission for targeted students on the agreement they participate in the program and satisfactorily follow through on that commitment. Rinella provides SEP students with personalized academic support and a tailored study plan, all with the goal of ensuring academic success during the first few semesters at college and throughout their college experience.

SEP advisors meet with students weekly to work on such topics as:

- Transitioning to College
- Time Management and Organization
- Selecting Classes
- Creating Course Schedules
- Mid-term Academic Evaluations
- Major Selection and Degree Planning

First-Year Transition Course

Student Life is a significant partner with the Provost's Office and Enrollment Management and Student Success in the development and support of Miami's first-year transition courses. These courses facilitate students' transition to college by introducing skills and information needed to succeed and offering opportunities to connect with faculty, staff, and other students. The small classroom environment encourages open inquiry, allows for individual advising, and identifies campus resources to enhance academic and co-curricular success.

This fall, more than 3,200 first-year students on the Oxford campus are enrolled in a first-year transition course. This constitutes more than three quarters of the incoming class.

- 63 sections of UNV 101
- 15 sections of CEC 101
- 30 sections of BUS 106
- Additional sections from other academic units
- **More than 115 total sections of first-year transition courses**

These courses share a common thread of five elements woven throughout the curriculum: academic success, belonging, academic planning, student life experience, and career development.

The course is a university-wide endeavor, drawing on support from across the institution, including all academic divisions and multiple supporting units. The Division of Student Life contributes 28 instructors for 34 sections (more than 40%) of UNV 101 and CEC 101, at no cost to the academic divisions.

Undergraduate Associates (UAs) serve in first-year transition courses as community-building mentors to assist instructors. This year, **Orientation and Transition Programs** and the **Rinella Learning Center** developed a 1-credit EDT 310 hybrid course to support and train the 119 UAs serving in this critical peer leadership role.

Access Fellows

The Access Fellows program provides support to students receiving the Miami Access Initiative Scholarship. With this scholarship, Miami recognizes high-achieving, low-income students and allocates resources to bring their educational goals within reach. The **Rinella Learning Center** helps 160 Access Fellows transition to Miami by facilitating connections to high impact experiences like undergraduate research, service learning, campus employment, and leadership opportunities throughout their time at Miami.



Student members of Access Fellows Council

Miller Center for Student Disability Services

Registrations

The Miller Center for Student Disability Services began the year with 229 newly registered students (220 first-year and 9 returning or transfer) for Fall 2018, bringing the total number of registered students to 1,996. For the second year, the Center hosted walk-in hours for new and returning students on first-year move-in day, and the second week of classes for students who have questions about services, accommodations, or campus resources.

Miller Center Ribbon Cutting

The ribbon cutting ceremony for the J. Scott and Susan MacDonald Miller Center for Student Disability Services will be celebrated during 2018-19 Family Weekend. On Friday, September 28, 2018, Scott and Susan Miller and the Miller Center staff will host an open house for faculty, staff, students, families and the Miami Community from 2-4 p.m. in 304 Shriver Center. Light refreshments will be served.

STUDENT LIFE REPORT

Beyond the First Year

Joining the Greek Community

The **Cliff Alexander Office of Fraternity and Sorority Life** assists interested students through their transition into the Fraternity and Sorority community. The office uses data from their online new member course to better understand the experiences of new members as they enter the community. The data suggests that most fraternity/sorority members find hazing situations unacceptable (even more so after taking the course). We also see that the gender gap in the unacceptability of hazing is closing and the majority of students - approximately 85% - want others to intervene on their behalf should they witness hazing events occurring. We will continue to implement the online program moving forward, as approximately two-thirds of participants found the course to be relevant and helpful.

Moving Off-Campus

Moving from the residence halls to off-campus housing is a major transition for our students, typically during their junior year. For many, this is the first time they are living truly on their own. To support students through this transition, **Student Activities** collaborates with the City of Oxford, **Community Engagement and Service**, Enjoy Oxford, the Oxford Senior Center and many other campus and community partners to host the Welcome Back Walkabout, now in its 16th year. During the program, 100+ campus and community volunteers visited 1,000 student residences in the Mile Square to welcome them to the Oxford Community, deliver cookies and information about living in Oxford, and encourage students to recognize that they are part of the Oxford community.



Walkabout volunteers head to their next student residence, August 2018

Supporting Parents' Transition

Building Community Online

The Miami University | Parents and Family Members Facebook Group, managed by **Parent and Family Programs**, is a welcoming place for parents and families of Miami students to both help each other transition and to feely provide advice, strategies, and wisdom to each other in helping their students find a sense of belonging. Parents and family members must request access to the closed group on Facebook. The group currently engages around 8,500 members (2,865 added in the last year) with an average of 420 posts per month (37 of which are by Parent and Family Programs staff).

Parent and Family Programs also emails a newsletter to parents and families of first-year students starting in the summer prior to the fall semester. The newsletter, called Miami Family Focus, helps family members support their student throughout the first year at Miami. Newsletter content targets situations that students are likely to be facing throughout their transition, and provides ideas for conversations, questions, and resources that might be helpful. There are 18 issues throughout the first year.



In Their Own Words

Parents and family members often provide feedback on their experience through the Facebook group.



Heather Fulton Eyer

Yesterday at 9:16 AM · Add Topics

I wanted to take a moment to thank you all who created and participate in this page. First time commenter, long time reader.

All of the advise, questions, tips (especially the list of things to buy) has made this process so much easier and more comfortable for me as a parent.

Thank you for empowering and supporting each other!

#FirstOneInTheFamilyToGoToCollege



You and 127 others

4 Comments



Lisa Fry Durbin

August 3 at 5:32 PM · Boardman, OH · Add Topics

For freshman parents, if you didn't participate in the webinar this afternoon on preparing to move in, I recommend you listen to it. Great information was shared!



You and 11 others

5 Comments



Tricia Scholze Andrews Mark... I'm really grateful to you for how you keep us so informed of what's going on and the communication the school has with the parents. All these fun activities make me want to be a student again but more importantly being 7 hours away it gives me some comfort and makes it easier knowing I have some idea of what's going on. Miami definitely gets an A+ in Communication. Thanks again for all your hard work.

Like · Reply · 1d



Lynn Edmunds

August 24 at 4:53 PM · Add Topics

We moved our son into Stanton yesterday. Yes, the room is small but we were so impressed with how helpful the staff was and how smooth the whole move in process was. We know he is in a great place! Thank you Miami! ❤️

MIAMI UNIVERSITY DEPARTMENT OF CAMPUS SERVICES*Campus Services Center***2018-2019 Occupancy Report # 1 (Prior to No Shows)**

8/24/2018

Building Name	Standard Capacity	Residents	Occupancy %	Vacancies or (Beyond Standard)	Doubles Sold as Singles
Anderson	217	210	97%	7	
Beechwoods	266	259	97%	7	
Bishop	93	92	99%	1	
Brandon	144	142	99%	2	
Clawson	120	120	100%	0	
Collins	145	144	99%	1	
Dennison	271	266	98%	5	
Dodds	215	215	100%	0	
Dorsey	212	209	99%	3	
Elliott	35	33	94%	2	
Emerson	337	326	97%	11	
Etheridge	237	229	97%	8	
Flower	266	263	99%	3	
Hahne	366	362	99%	4	
Hamilton	181	178	98%	3	
Havighurst	332	325	98%	7	
Hepburn	266	265	100%	1	
Heritage Commons					
Blanchard House	72	69	96%	3	
Fisher	72	72	100%	0	
Logan	70	67	96%	3	
Pines Lodge	72	70	97%	2	
Reid	72	70	97%	2	
Tallawanda	72	71	99%	1	
Hillcrest	270	262	97%	8	
MacCracken (Under Renovation)					
Maplestreet Station	91	91	100%	0	
McBride	142	142	100%	0	
McFarland	139	133	96%	6	
McKee	79	54	68%	25	
Miami Inn	99	95	96%	4	
Minnich	254	243	96%	11	
Morris	371	371	100%	0	
Ogden	171	146	85%	25	
Peabody	153	150	98%	3	
Porter (Under Renovation)					
Presidents	348	340	98%	8	
Richard (Under Renovation)					
Scott	255	247	97%	8	
Stanton	232	222	96%	10	
Stoddard	45	44	98%	1	
Stonebridge	265	259	98%	6	
Symmes	196	184	94%	12	
Tappan	300	285	95%	15	
Thomson	202	189	94%	13	
Wells	153	141	92%	12	
Withrow	281	277	99%	4	
	8179	7932	97%	247	0

Grand Totals	8179	7932	97%	247	0
One Year Ago	8157	7885	97%	271	1

First Year Count	
Residents in First Year Housing	4,060
Less Current ACE Students	(218)
Add Commuters	152
= First Year Admissions #	3,994

First Year Resident History	
2018-2019 (Includes ACE)	4,060
2017-2018 (Includes ACE)	4,019
Increase (Decrease)	41

New Transfer/Relocation Residents <i>(All Transfers & Relocations)</i>	
2018-2019	163
2017-2018	169
Increase (Decrease)	(6)

Returning Resident History	
2018-2019	3,709
2017-2018	3,697
Increase (Decrease)	12

Total Occupancy	7932
Increase (Decrease)	47

Office of Diversity Affairs

Division of Student Life | Board of Trustees Report *September 2018*

About

Miami University's Office of Diversity Affairs (ODA) is responsible for the development and implementation of programs, activities, and procedures designed to enhance the academic success, retention, and personal development of diverse student populations. ODA embodies a commitment to diversity/multiculturalism as expressed through ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic differences.

The staff within the ODA are as follows:

- Dr. Kelley C. Kimple, Director, Office of Diversity Affairs
- Jane Goettsch, Director of the Women*s Center
- Hannah Thompson, Associate Director of LGBTQ+ Services
- Julian Oliver, Assistant Director of Diverse Student Development
- Rhonda Jackson, Administrative Assistant for the Women*s Center
- Janine Todd, Program Associate for Diverse Student Development and LGBTQ+ Services
- Simran Kaur, Doctoral Associate from the Student Affairs Higher Education program (SAHE)

As of May 18, 2018, Corrine Witherspoon resigned from her position as the Associate Director of Diversity Affairs. The department is currently conducting a search this summer to fill this vacant position. We desire to have the new staff member join our team by September 2018.

The department consists of three functional areas: Diverse Student Development, LGBTQ+ Services, and Women*s Center. Currently the staff within the department are housed in three different physical spaces within the Armstrong Student Center, on both the second and third floors.

As Miami University continues to look at the best use of space in Armstrong Student Center, the ODA staff hopes to start construction for one space to house the entire staff on the 2nd floor of Armstrong Student Center in Summer 2019. The current plan for expansion includes the department stretching out into the current Community Lounge right next to the Cultural Center on the 2nd floor.

Programming Highlights from 2017-2018 Academic Year

M.A.D.E at Miami. MADE is an acronym that stands for Mentoring, Achievement, Diversity, and Excellence. MADE@Miami is a three-day pre-semester experience for first-year students who are ready to make the most out of Miami. MADE@Miami is open to all entering first-year undergraduate students; students of color, LGBTQ+ identified students, international students, and students receiving Miami Access Initiative scholarships receive direct invitations to attend. Approximately 135 students participated in MADE 2017 and for the Fall of 2018, the Office of Diversity Affairs will be implementing a year long mentoring program for the incoming class of 2022.

Record attendance at LGBTQ+ events. We saw record numbers at all LGBTQ+ signature events in 2017-18, which increased visibility and awareness across campus, and spurred the development of new programming initiatives including a Miami/Oxford Pride Parade (collaboration between all functional areas, and the Office of Community Engagement and Service, and Spectrum) with approximately 150 students, faculty, staff, and community members in attendance.

Redevelopment of Safe Zone programs. LGBTQ+ Services redeveloped and provided Safe Zone Program monthly and by request from various departments/organizations in order to meet the demands of the Miami community. Overall, 18 trainings were offered and 226 faculty, staff, and students were trained.

New professional development initiatives through the Women*s Center. The Women*s Center took the lead or partnered on a number of new collaborative initiatives in the spring: a salary negotiation workshop and employer networking event for women students (with the Farmer School of Business and the Career Center), a Women*s Collaborative Meet & Greet for student organizations focusing on women*s empowerment, and re-establishment of the Women*s Leadership and Male Ally Awards, presented as part of the SEAL Celebration.

Traveling Leadership Program. The Cultural Center assists multicultural students by providing programs and activities that enhance personal development and academic success. Diverse students are recruited to attend conferences that focus on the development of culturally inclusive leaders. The Cultural Center hosted trips to the following conferences this year:

- Ohio Latino Student Summit at the University of Cincinnati (13 students)
- Regional Black Student Symposium at Northern Kentucky University (14 students)
- Midwest Asian American Student Union Conference at The Ohio State University (8 students)
- United States Hispanic Leadership Institute in Chicago, IL (6 students)
- The Big XII Conference on Black Student Government at Baylor University in Waco, TX (8 students)
- The Cultural Center also partnered with the Wilks Leadership Institute, Office of Community Engagement and Service, and Hillel to send a total of approximately 30 students (10 students representing the ODA) on the annual WISE Immersion & Service Trip held during the January Term to Washington, D.C.
- Creating Change: National LGBTQ Task Force in Washington, D.C.(3 students)

Lavender Graduation Ceremony. The annual ceremony to honor the achievements and contributions of lesbian, gay, bisexual, transgender, queer+ and ally students had a record number of graduates this year, with 28 participants. In addition, there were a record number of people who attended Lavender Graduation in support of the graduates, with approximately 100 people attending overall.

Horizon Graduation Ceremony. Horizon recognizes and celebrates the accomplishments of graduating undergraduate and graduate diverse students. The name Horizon was chosen to signify the new beginnings, opportunities, challenges, outlooks, and options facing our students at the dawn of their professional lives. The event is held on Commencement weekend. Family and friends are invited

to share in this special recognition of students that incorporates a celebration of culture while acknowledging our diverse students for their graduation. This year we had approximately 50 students participate with approximately 300 guests to celebrate the graduates.

Focus on the Future

Half of the current ODA staff have been at Miami for less than two years, and as a team we have been together for less than one year. We produced some great work through the programming and events we provided. Building relationships with our students was at the forefront our minds, while serving them in various areas of their lives. The majority of the staff spends significant time providing one-on-one mentorship to students. We've also made connections across campus by collaborating with departments on different programs and events.

Opportunities for 2018-2019:

- Continue building a successful team while working in three functional areas and three different physical spaces.
 - We hope that moving to one space in Summer 2019/Fall 2019 will assist with creating more synergy among the staff.
- Intentionally create intersectional programming and events between our three functional areas.
- Conduct a Council for the Advancement of Standards in Higher Education (CAS) review of our entire department. This will give us an opportunity to assess our current programs and events in order to decide if we want to continue doing them, revamp them, or consider doing something completely new. This process will take the entire year to go through as we conduct a self assessment, internal (stakeholders) assessment and external expert assessment.
- Pursue funding opportunities with University Development to support some of our current and new initiatives.
- Support students in creation of a Queer People of Color group, as many have expressed Spectrum historically being an organization for White LGBTQ+ students.
- Create a Peer Educator program to facilitate dialogues on diversity, social justice and equity.
- Create a Peer Mentor program as an addition to the students who participated in MADE@Miami to keep them connected to someone throughout their first year at Miami University.



Fall 2018

First-Year Key Metrics

2018 vs. 2017

Enrollment: 3,937 vs. 3,828

Honors: 563 vs. 517

ACT Best: 28.1 vs. 28.3

Academic Scholars: 272 vs. 182

GPA: 3.77 vs. 3.76

Bridges: 258 vs. 280

Curriculum Strength: 14.1 vs. 13.8

Summer Scholars: 144 vs. 125

Non-Resident: 39.2% vs. 42.6%

Alumni Connection: 31.8% vs. 31.2%

International: 7.5% vs. 8.2%

Countries: 24 vs. 19

Domestic Diversity: 17.2% vs. 16.9%

States: 41 vs. 43

Pell Eligible: 524 vs. 446

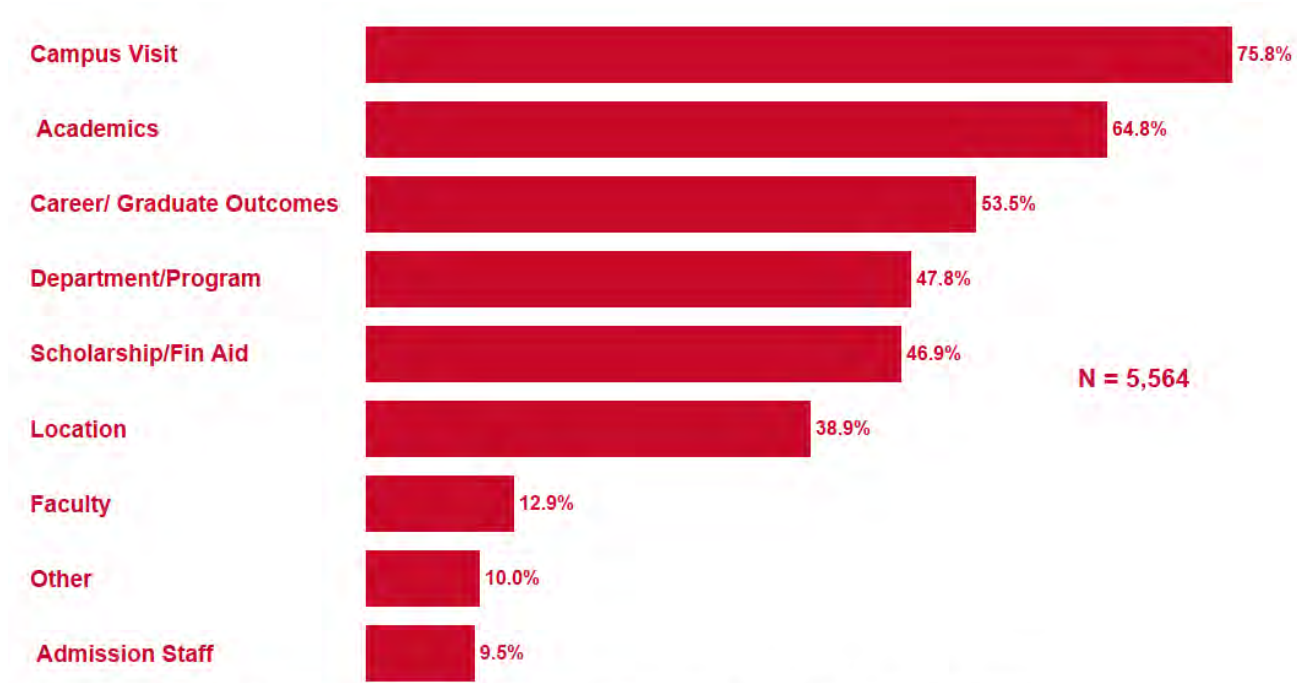
High Schools: 1,393 vs. 1,413

First Generation: 624 vs. 579

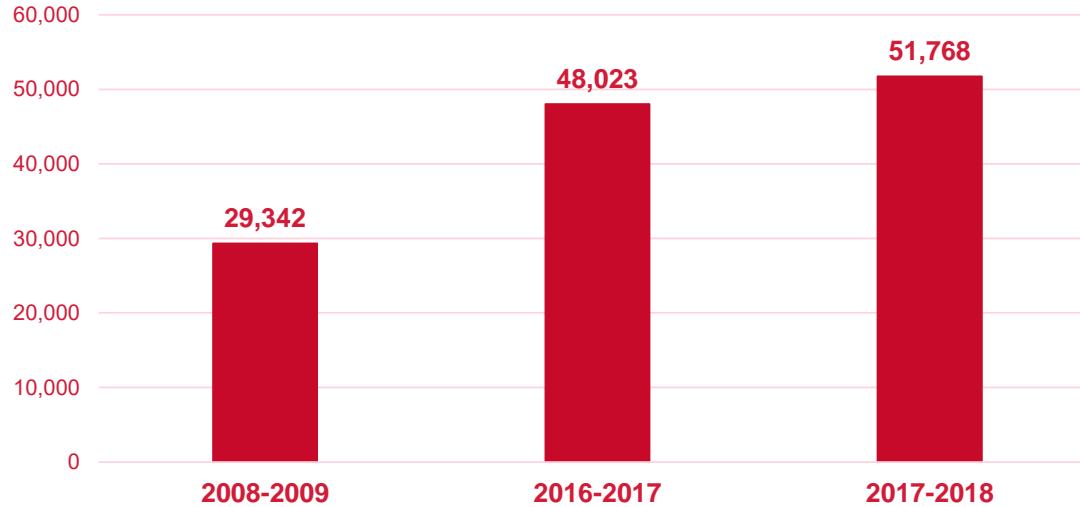
Data as of 9.11.2018

Admitted Student Questionnaire

Not Initially Top Choice, But Enrolled at Miami



Campus Visit



Career/Graduate Outcomes



MIAMI UNIVERSITY

A CAREER ADVANTAGE FOR EVERY STUDENT

The Miami career faculty includes experts who advise outstanding graduates, and passionate alumni. Our goal is to match you to the career resources that are best for you, whether you're a Freshman or a senior, a future accountant or an aspiring biologist. We'll be in the Career Community Approach, which calls your professional network.

3,918

CAREERLINK

TAP INTO THE MIAMI NETWORK AS SOON AS YOU ARRIVE ON CAMPUS.

DEDICATED CAREER ADVISORS

Connect with an advisor who works exclusively with students to your academic discipline and assess the resources that recruit students to your major.

CAREER EXPLORATION SERIES

Each month you'll meet Miami alumni from different industries and learn about the skills and experiences they value in their prospective careers and employers.

LINKEDIN 101

Learn the best tricks that will help you master the leading professional website network. We'll even take your photos to give you that perfect profile pic.



PATH TO
A CAREER
ADVANTAGE
FOR EVERY STUDENT.

ORIGINAL PUBLIC IVY

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

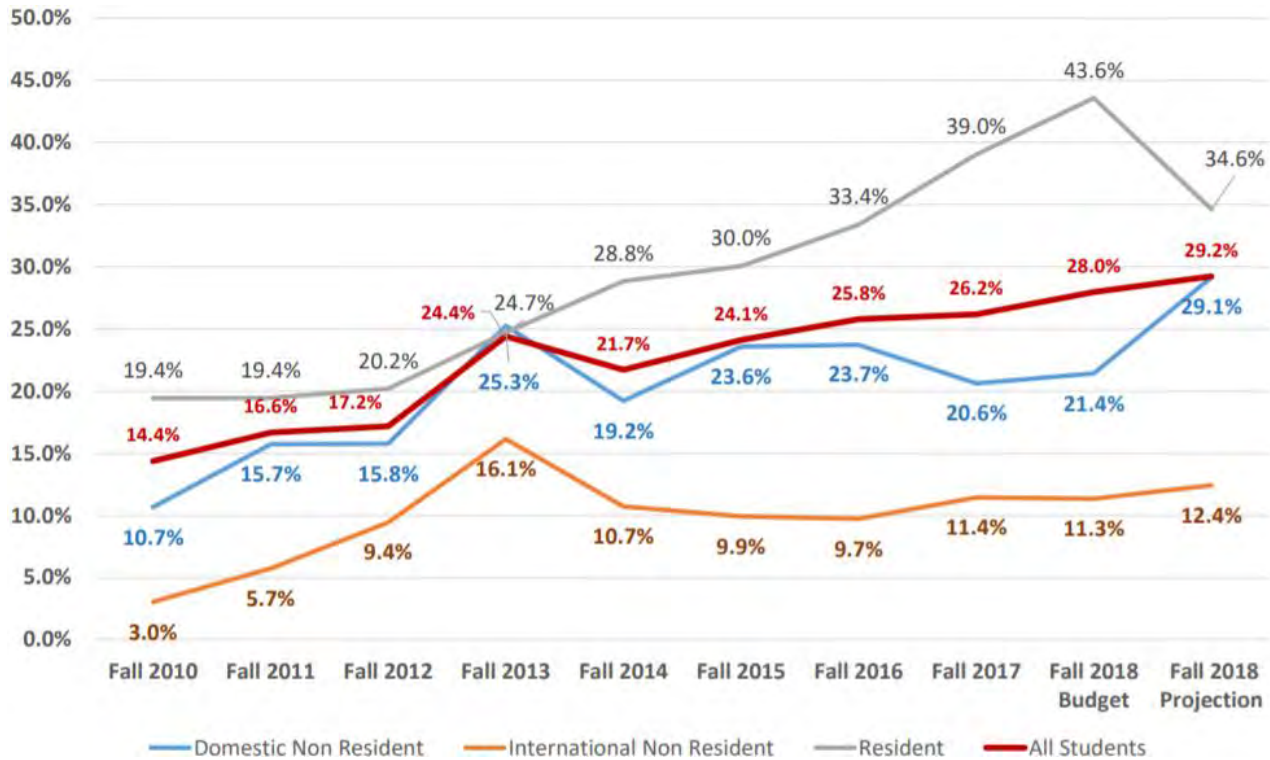
2017



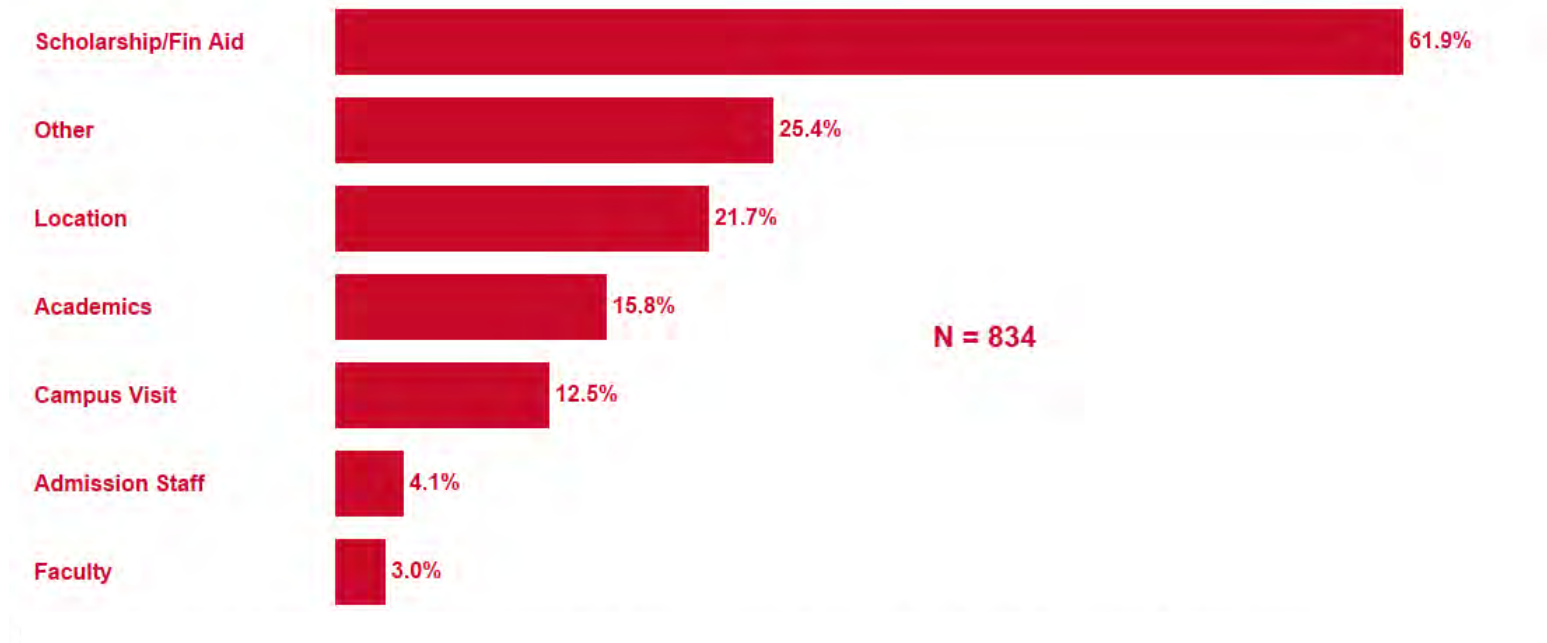
Scholarship/Financial Aid



Financial Aid as a Percent of Tuition: Incoming Class



Initially Top Choice, But Enrolled Elsewhere



Miami Final Cost Compared to School Attending

		2015	2016	2017	2018
Ohio Resident	\$10,000+ more per year to attend Miami University	24%	21%	22%	31%
	\$5,000 to \$10,000 more per year to attend Miami University	25%	27%	23%	26%
Domestic Non-Resident	\$10,000+ more per year to attend Miami University	51%	55%	58%	59%
	\$5,000 to \$10,000 more per year to attend Miami University	18%	17%	17%	18%



CIRP Freshman Survey

CIRP Freshman Survey: Select Results

CIRP Freshmen Survey
provides data on incoming college students' background characteristics, high school experiences, attitudes, behaviors, and expectations for college.

To date, over 15 million students at over 1,900 institutions have participated in the survey.



Enrollment Influencers (2017)

How important was each reason in your decision to come here?

Academic Reputation

Very Important	78.6%
Somewhat Important	20.0%
Not Important	1.4%
Total (n)	1,936

Source: Miami University, OIR, CIRP 2017

Enrollment Influencers (2017)

How important was each reason in your decision to come here?

Graduates Get Good Jobs

Very Important	68.1%
Somewhat Important	27.4%
Not Important	4.5%
Total (n)	1,893

Source: Miami University, OIR, CIRP 2017

Enrollment Influencers (2017)

How important was each reason in your decision to come here?

Admission to Top Graduate/Professional Schools

Very Important	42.2%
Somewhat Important	36.8%
Not Important	21.0%
Total (n)	1,888

Source: Miami University, OIR, CIRP 2017

Fall 2019

Fall 2019 Key Enrollment Goals

First-Year Objectives

- Increase applications for admission to exceed 31,000
- Enroll a cohort of 3,900 first-year students
 - Increase non-resident enrollment
 - Increase domestic non-resident enrollment
- Maintain international non-resident enrollment of 300
- Increase diversity
 - Racial/ethnic
 - Socioeconomic
 - College-going status
- Increase quality
- Manage divisional enrollment targets

Other Enrollment Objectives

Maintain ACE Program enrollment of 200

Maintain transfer enrollment of 200

Meet Net Tuition Revenue targets



Fall 2019 Enrollment Initiatives

- Increase Search Volume
- **Expand Recruitment Staff and Activities**
- Enhance the Campus Visit Experience and Increase Off-Campus Events
- **Reintroduce Guaranteed Merit Scholarships**
- Develop and Deploy Admission-Specific Digital and Social Media Marketing Campaigns
- Implement an Earlier Application Deadline to Ensure Consistency with Peers
- Launch an Additional Application Platform
- Introduce an Honors Program Application
- Redesign the University Academic Scholars Program and Separate Application Process
- **Establish the Presidential Fellows Scholarship Program**
- **Implement a National Pathways Program**



Expand Recruitment Staff and Activities

Staffing Enhancements

- Enrollment Marketing & Communication
- Senior Associate Director for Regional Recruitment
- Additional Oxford-Based Recruiters

Recruitment Activities

- 1,800 High School Visits
- 5-10 New High Schools per Recruiter
- Divisional On-Campus Recruitment Events
- State/National Initiatives

Other Activities

- Admission-Specific Digital Media Plans
- Red Brick Road Shows

Reintroduce Guaranteed Merit Scholarships

Test Score	High School GPA	Resident Scholarship Range	Non-Resident Scholarship Range
ACT: 33+ SAT: 1480+	3.50+	\$32,000-\$60,000 (\$8,000-\$15,000 Annually)	\$72,000-\$144,000 (\$18,000-\$36,000 Annually)
ACT: 30-32 SAT: 1390-1470	3.50+	\$20,000-\$48,000 (\$5,000-\$12,000 Annually)	\$40,000-\$80,000 (\$10,000-\$20,000 Annually)
ACT: 28-39 SAT: 1310-1380	3.50+	\$8,000-\$32,000 (\$2,000-\$8,000 Annually)	\$24,000-\$52,000 (\$6,000-\$13,000 Annually)
ACT: 27 SAT: 1280-1300	3.50+	\$4,000-\$12,000 (\$1,000-\$3,000 Annually)	\$8,000-\$20,000 (\$2,000-\$5,000 Annually)

Presidential Fellows Program

- Premier academic scholarship
- Program consisting of full-ride scholarship including Tuition & Fees, Room & Board, and a one-time enhancement fund of \$5,000
- On-campus selection process taking place at a premier event for students and parents over President's Day weekend
- Interview 50 students and enroll 15-20 annually
- Students will be groomed for national fellowships
- Designated faculty director who will oversee the program and mentor and engage the cohort



National Pathways Program

- Expand the current Pathways Program to all students (not just those residing in an 11-county region) who are not competitive for admission to the Oxford campus and would instead be placed on the Wait List
- Students across the US will be offered an opportunity begin their Miami experience with Miami Regionals and then transition to the Oxford campus after one semester and successfully meeting certain academic requirements (2.0 GPA and 16 credit hours); students will have a maximum of two semesters as a Pathways students to complete these requirements
- Students will attend Miami Regionals, but live on the Oxford campus
- Cohort will have a living learning community, a dedicated academic advisor (College of Arts and Science), and support from the Student Success Office



Questions



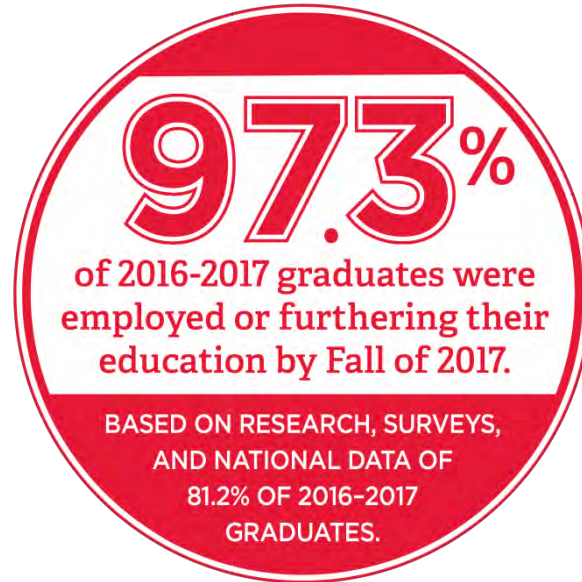
CAREER EXPLORATION & SUCCESS UPDATE

Board of Trustees Update September 2018

Jen Franchak
Assistant Vice President
Career Exploration & Success



First Destination



Source: Institutional Research, New Alumni Success Project (2016-2017)

MiamiOH.edu

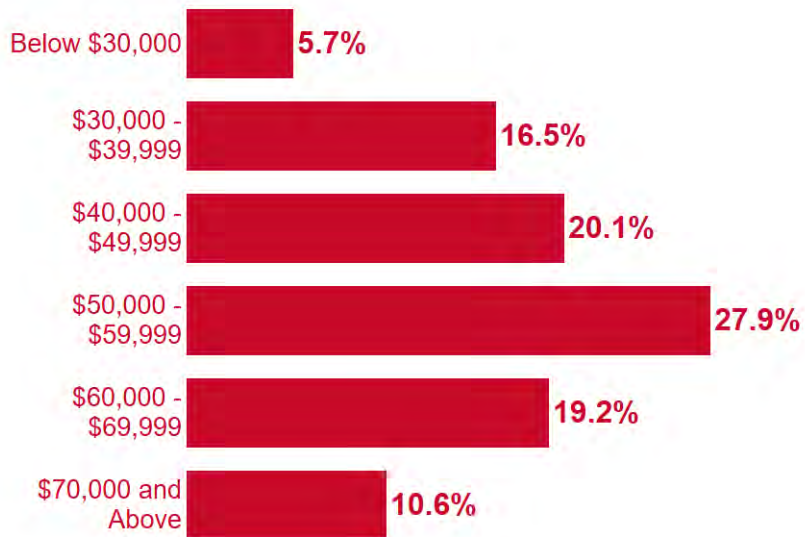


56.7%

2016-17 Oxford Bachelor's Degree Graduates
RECEIVED MORE THAN ONE JOB OFFER

COMPARED TO 55.8% FROM 2015-16 GRADS

2016-2017 Oxford Bachelor's Degree Grads



**Salaries of Alumni Who
Accepted a Job Offer**

83.7%
had salaries between
\$30,000-\$69,999

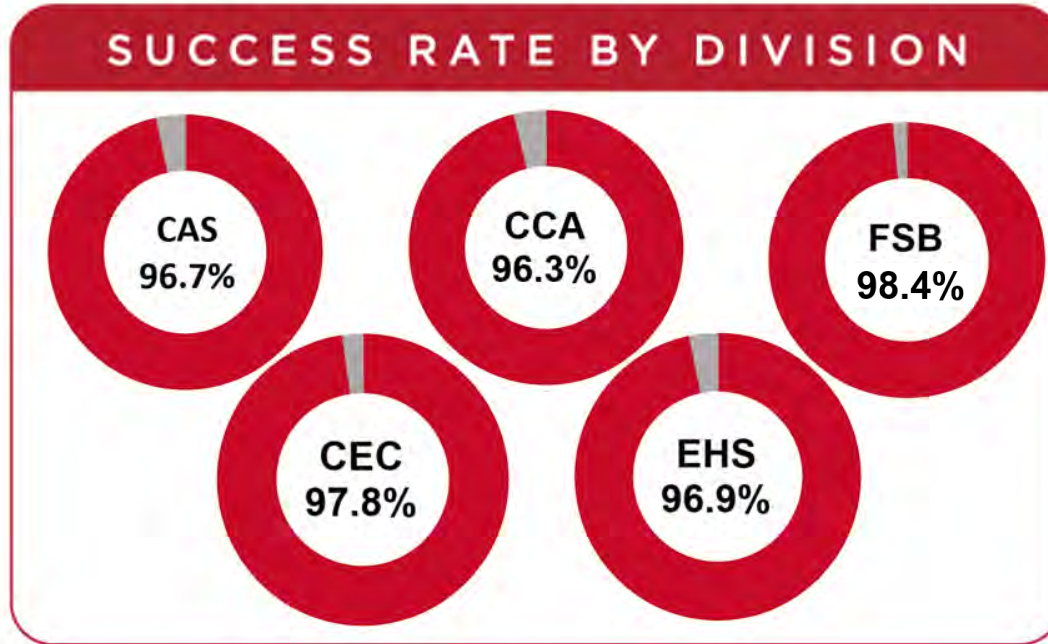


Source: Institutional Research, New Alumni Success Project (2016-2017)

MiamiOH.edu

Graduate Employment Outcomes

FIRST DESTINATION DATA



Source: Institutional Research, New Alumni Success Project (2017)

MiamiOH.edu

FY18 Recruitment Facts

- » 495 organizations recruiting at various career fair events
- » 26,937 job/internship postings in Handshake (increase from 6,479 in FY17)



Career Development Features

- » More than **3x median number of advising sessions** compared to similar institutions nationally
- » Continue to offer dedicated Mock Interview Program (over 900 in FY18)
- » Satellite offices – all 5 divisions, plus ODA and ISSS
- » Diversity Initiatives Team







SUIT UP EVENT

MIAMI STUDENTS

SAVE AN EXTRA 40%

SEPTEMBER 9, 2018 • 6:30-9:30PM • JCPENNEY COLERAIN AVE.

CENTER FOR CAREER EXPLORATION & SUCCESS • 0045 ARMSTRONG STUDENT CENTER • (513) 529-3831 • MIAMIOH.EDU/CAREERS

New Initiatives Career Development

Career Development Fee

- » State of Ohio strategy
- » \$100/semester for full-time (\$8.34/credit for part-time)
- » Regional Campus alignment
- » Supplements Career Center funding
- » 4-year rollout plan – Begins with Class of 2022



New Initiatives Career Development

Career Development Fee – Key Challenges facing Career Services within Higher Education

- » Post graduate success rate
- » Career mindedness
- » Relevancy



New Initiatives for Career Development

Career Development Fee - Features

- » Decreases student to career advisor ratio
- » Expands internship and experiential opportunities tied to post graduate success
- » Addresses challenges related to differing preparation and job search strategies across careers and student populations
- » Communications and collaboration are key



New Initiatives for Career Development

Career Development Fee - Features

- » Increase Career Advising Staff by 4 by May 2019
- » New Director and Associate Director of Employer Relations
- » Enhancing communications to students, parents, and employers
- » Increasing programs, services, and initiatives to uniquely prepare students for job search strategies across differing careers and student populations



New Initiatives Career Development

Career Development Fee

- » Expanded immersive experiences
- » Targeted Outreach to level the playing field



New Initiatives Career Development

Career Development Fee

- » First Year Student Tasks
- » Career Clusters

DEVELOP
YOUR RESUME

COMPLETE
HANDSHAKE PROFILE

ENGAGE
w/ CAREER CENTER



CAREER CLUSTERS



**ACCOUNTING &
FINANCIAL SERVICES**



**ECONOMICS &
DATA ANALYTICS**



**ARTS, COMMUNICATION,
MEDIA & DESIGN**



**ENGINEERING &
TECHNOLOGY**



**APPLIED &
BEHAVIORAL SCIENCES**



**GOVERNMENT,
LAW & NON-PROFIT**



**MANAGEMENT,
SALES & CONSULTING**



**HEALTH &
MEDICINE**



EDUCATION



**STUDENTS
STILL EXPLORING**

New Initiatives Career Development

Career Development Fee

- » Presidential Career & Leadership Development Series
- » Featuring Career Summit





QUESTIONS?





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

Office of Admission
Transfer Peer Connectors

On Sunday, August 26, the Office of Admission, in partnership with the Office of Orientation and Transition Programs, hosted a Transfer and Relocation Ice Cream Social to welcome incoming students to the Oxford campus. At the social, 53 incoming transfer and 6 relocation students had the opportunity to meet one another, as well as connect with 15 current students. Staff members from Admission, Orientation, the College of Arts and Science (CAS) and the Student Success Center were on hand to welcome students and answer any questions they had about the upcoming semester. This was the first time a social was hosted for both transfer and relocation students.

The social also served as the kickoff to a new mentorship program – Transfer Peer Connection. Transfer Peer Connection is designed for incoming transfer and relocation students and is coordinated by the Office of Admission, the Student Success Center, and Academic Advising in the College of Arts and Science. All incoming students had the opportunity to register for the program at Transfer Orientation, through social media, or at the Transfer and Relocation Social. The goal of the Transfer Peer Connection program is to build a sense of community among transfer and relocation students and to ensure a seamless transition to Miami and/or the Oxford campus. Throughout the year, Transfer Peer Connectors will engage with a group of incoming transfer and relocation students and will encourage community-building through a series of 1:1 and group activities such as meet-ups at Miami-sponsored events or dinner uptown.

Cincinnati Scholars

Miami welcomed its first cohort of Cincinnati Scholars to campus this fall. Each of the five Cincinnati Scholars participated in an early arrival program (*MADE, Miami, My Place, or Bridges Scholars*), providing them with the opportunity to make connections with students, faculty, and staff prior to the start of the fall semester. For Fall 2018, Scholars are living in the Government Relations Network (GRN) living learning community and are enrolled in the GRN course taught by Dr. Rodney Coates.

The Cincinnati Scholars Program is a partnership between Miami University and the Cincinnati Public Schools (CPS) and provides intentional and ongoing engagement and connections with students in grades 9-12 who are in the Men, Organized, Respectful, and Educated (M.O.R.E.) program and Girls to Women (G2W) leadership collaborative within CPS. In addition to establishing a robust pipeline and partnership between CPS and Miami, the program is intended to increase student awareness of higher education and access opportunities. In partnership with Student Financial Assistance and the Student Success Center, the Office of Admission hosts workshops and programs in Cincinnati, as well as on-campus events, in conjunction with M.O.R.E. and G2W throughout the year.

For Fall 2019, the goal is to enroll 15 Cincinnati Scholars on the Oxford campus.

Center for Career Exploration and Success (CCES)

Due to the new Career Development Fee, CCES offered two new summer 2018 programs targeted for the incoming class of 2022.

Pre-Semester Orientation Program: The Value of a Humanities Major and How to Translate It to a Career

In partnership with various faculty from a variety of humanities departments, the Career Center invited incoming University Studies and humanities majors to campus two days before move-in to explore career opportunities for humanities majors. Participating students were also able to connect with Career Center staff and hear about our services while also meeting various faculty and learning about success stories of humanities alumni. In total, 15 students participated in this inaugural program, including 13 first-years.

Cincinnati Job Shadow Day

The largest job shadow day hosted by the Career Center took place this summer whereby six organizations in the Cincinnati area hosted a combined 45 students. Involvement by the Class of 2022 was noteworthy and accounted for 25% of the student participants. One first-year student stated, "This event will help **shape my choices about my life, career, and education over the next few years.**"

Student Enrollment Services

During the course of the summer, the Office of the Bursar and the One Stop worked on two different projects to better serve Miami parents and students.

In coordination with Parent and Family Programs, a webinar for parents was developed that covered topics around accessing, understanding, and paying the fall tuition invoice. Although this topic is covered during Orientation, many parents have new or additional questions once the fall bill becomes available. The webinar was initially delivered to approximately 120 parents and was also recorded to serve as an available resource for families.

Staff in the Office of the Bursar held two open information sessions to assist students who struggle to pay their bill and/or rely on financial aid to meet book and living expenses. These sessions were held during the first week of the term and provided one-on-one counseling regarding payment and direct deposit options.

Student Success Center

The Student Success Center staff hosted the *Miami, My Place* and *Bridges Scholars* pre-semester programs for incoming first-year students from August 21-23.

Miami, My Place

Miami, My Place (MMP) had 110 participants who are Miami Firsts (first-generation students) and/or RedHawk Grant recipients. Highlights of the MMP pre-semester program included breakfast with President and Dr. Crawford at Lewis Place, a Mystery Tour, an intercultural dinner and dialogue in small groups with incoming international students, an introduction to MMP enrichment points and funds, and connections with an undergraduate Student Success Leader and their Student Success Coach.

Bridges Scholars

Bridges Scholars is the ongoing, multi-year program for students who participated in the Bridges Program as high schoolers and then chose to attend Miami. This year, 126 Bridges Program alumni participated in the pre-semester program in an effort to connect with one another and build a sense of community prior to the start of the semester.

Background: Miami University (through the Research Office) has partnered with the Wright Brothers Institute (WBI) to evaluate nearly 1,000 patents that are open and available for domestic use. Initiated in January, 2018, the project will involve students in formal classroom and informal independent study settings to explore the patent portfolio, prioritize technologies for deeper evaluation, develop market and business cases, and launch start-up companies. The portfolio has also involved professional technology commercialization and business innovation staff in parallel with student activities. The end goal of the project is to execute licenses and make R&D or business alignments with at least 10 technologies (by June 2019)

Process: In the spring of 2018, a student capstone in entrepreneurship (ESP341) was held. The capstone class, led by Wayne Speer, was treated as an experiential learning opportunity. Students were assigned to teams, each team was assigned a large group of patents from one of the six AFRL directorates and told to put that group of patents into a “Top 10” list, based on methodology provided by a technology commercialization professional (also a former patent attorney). Students worked throughout the semester, identified one final patent to examine for (1) market novelty and (2) market size. Teams contacted potential licensees or relevant industries to get feedback on their proposed products. The end of the semester culminated in presentations and a pitch deck for the proposed products.

A professional team in the research office did its own analysis in parallel, using a technique developed by the technology commercialization officer and the portfolio was tiered into Top 100, Top 50, Top 25 and Top 10 lists. The technologies chosen by the students were compared to the “Top” lists from the professional evaluation, and a set of 11 technologies was chosen for future development.

In the fall of 2018, student capstones in entrepreneurship and in engineering will be conducted. Both classes will focus on the 11 selected technologies. The entrepreneurship class will work on developing business plans for start-up companies. The engineering classes will conduct technology validations and explore product feasibility. The engineering students will serve as subject matter experts and advisors for the entrepreneurship students.

In the spring of 2019, the ESP 341 class will be offered again. The experience of evaluating a large patent portfolio will add significant experience for students interested in technology innovation. In addition, the engineering capstones will continue into the spring. They will be partnered with the patent authors at AFRL and will work on scale up validation and produce prototypes. A goal is for students in ESP to work on building start-up companies, utilizing the research office’s professional staff and the entrepreneurial network Miami enjoys in the greater Cincinnati area. The research office and the ESP program will identify R&D opportunities, execute licenses, identify subject matter experts and executives in residence or executive CEO’s, and assist student/faculty/alumni/entrepreneur business start-ups.

Boldly Creative: Strategic Academic Enrichment Initiative

**Board of Trustees
September 13, 2018**

Phyllis Callahan, Provost



STRATEGIC ACADEMIC ENRICHMENT PROPOSALS

Criteria for Projects:

- **Advance knowledge** - professional / in-demand fields
- **Prepare students** - versatile skills / mindset for demanding / dynamic workforce
- **Advance Miami's reputation for excellence and innovation** - broad, transdisciplinary areas
- **Develop/enhance partnerships** - enhance programming & learning outcomes
- **Demonstrate long-term sustainability plan** - net new revenue



MIAMI UNIVERSITY

STRATEGIC ACADEMIC ENRICHMENT PROPOSALS

Rationale:

- ***Faculty-developed and faculty-led*** programs
- Close the workforce talent gap
- Liberal arts foundation
- Attract a diverse demographic



STRATEGIC ACADEMIC ENRICHMENT PROPOSALS

Pilots - Focus Areas:

1. *Nursing*

2. Data Analytics

3. Professional Master's Programs/Certificates

Requires ***brief proposal***:

- Preliminary budget: estimated costs/expenses & revenue
- Enrollment projections - indication of target population



MIAMI UNIVERSITY

STRATEGIC ACADEMIC ENRICHMENT PROPOSALS

Pilots - Focus Areas:

Brief Proposal:

- Preliminary budget: estimated costs/expenses & revenue
- Enrollment projections - indication of target population
- Deans review & evaluate proposals - recommendations to Provost
- Provost consults with President
- Award funding

For funding beyond one year, faculty submit proposal



STRATEGIC ACADEMIC ENRICHMENT PROPOSALS

Preproposals : Format

1. Specific Aims/Goals
2. Broader Impacts
3. Target Audience & Projected Enrollment
4. Academic
5. Preliminary Budget
6. Compliance
7. References
8. CV

Submission Date: October 1, 2018



STRATEGIC ACADEMIC ENRICHMENT PROPOSALS

Preproposals : Review

- Academic Review – Deans - may seek additional expertise
- Budget Review - Finance & Business Services
- Enrollment Projections Review - EMSS
 - Provide feedback to Deans and Provost
- Deans make recommendations to Provost*

Nov 5, 2018: Provost & President select pre-proposals for submission of full proposals

**Feedback provided to all faculty proposers*



STRATEGIC ACADEMIC ENRICHMENT PROPOSALS

Proposals : Format

1. Specific Aims/Goals
2. Broader Impacts
3. Target Audience – *5 year enrollment projections*
4. Academics
5. Budget – *5 year projection; other funding sources; infrastructure*
6. Compliance
7. References
8. CV



MIAMI UNIVERSITY

STRATEGIC ACADEMIC ENRICHMENT PROPOSALS

Proposals: Review

- Academic Review – Deans - may seek additional expertise
- Budget Review - Finance & Business Services
- Enrollment Projections Review - EMSS
 - Provide feedback to Deans and Provost
- Deans make recommendations to Provost*

April 22, 2019: Provost & President select proposals for funding

**Feedback provided to all faculty proposers*



PROPOSALS RATINGS

Excellent: All criteria clearly met	→	Funded fully*
Very Strong: Most criteria clearly met	→	Funded at a reduced level*
Strong: At least half criteria clearly met	→	Recommend revision for resubmission next year
Not competitive at this time	→	Major revisions needed Consider resubmission

**Funding released in annual increments; continued funding depends on successfully achieving annual goals*



ANNUAL REVIEW PROCESS

Annual Report Must:

- Follow template
- Review annual benchmarks*
 - If any revisions, provide rationale

*Reviewers (Deans/Provost) may reach out to external stakeholders

Possible Outcomes:

- | | | |
|---------------------------------|---|---|
| 1. <i>Continue funding</i> | ➡ | Met all/most benchmarks |
| 2. <i>Continue with caution</i> | ➡ | Some benchmarks met, but slow progress |
| 3. <i>Terminate funding</i> | ➡ | Benchmarks not met; little to no progress |



QUESTIONS ?



MIAMI UNIVERSITY



MIAMI UNIVERSITY

UNIVERSITY LIBRARIES

Meeting Today's Needs & Envisioning the Future

Update for the Board of Trustees // Thursday, September 13, 2018
Dean & University Librarian, Jerome Conley

*Open Educational Resources &
Affordable Learning Initiatives*

Jennifer Bazeley - Coordinator, Collection Access & Acquisitions
Carla Myers – Coordinator of Scholarly Communications



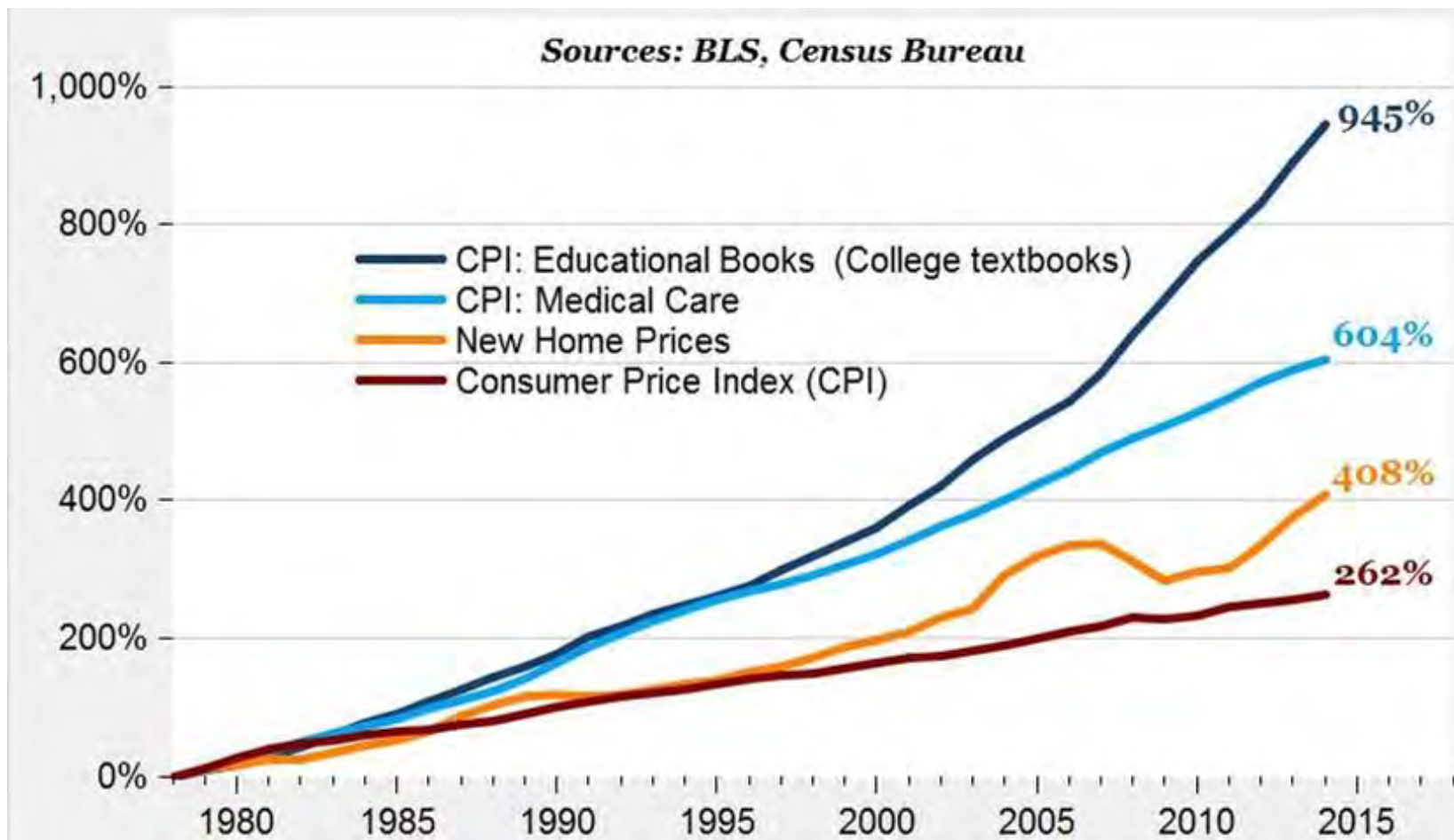
MIAMI UNIVERSITY

UNIVERSITY LIBRARIES

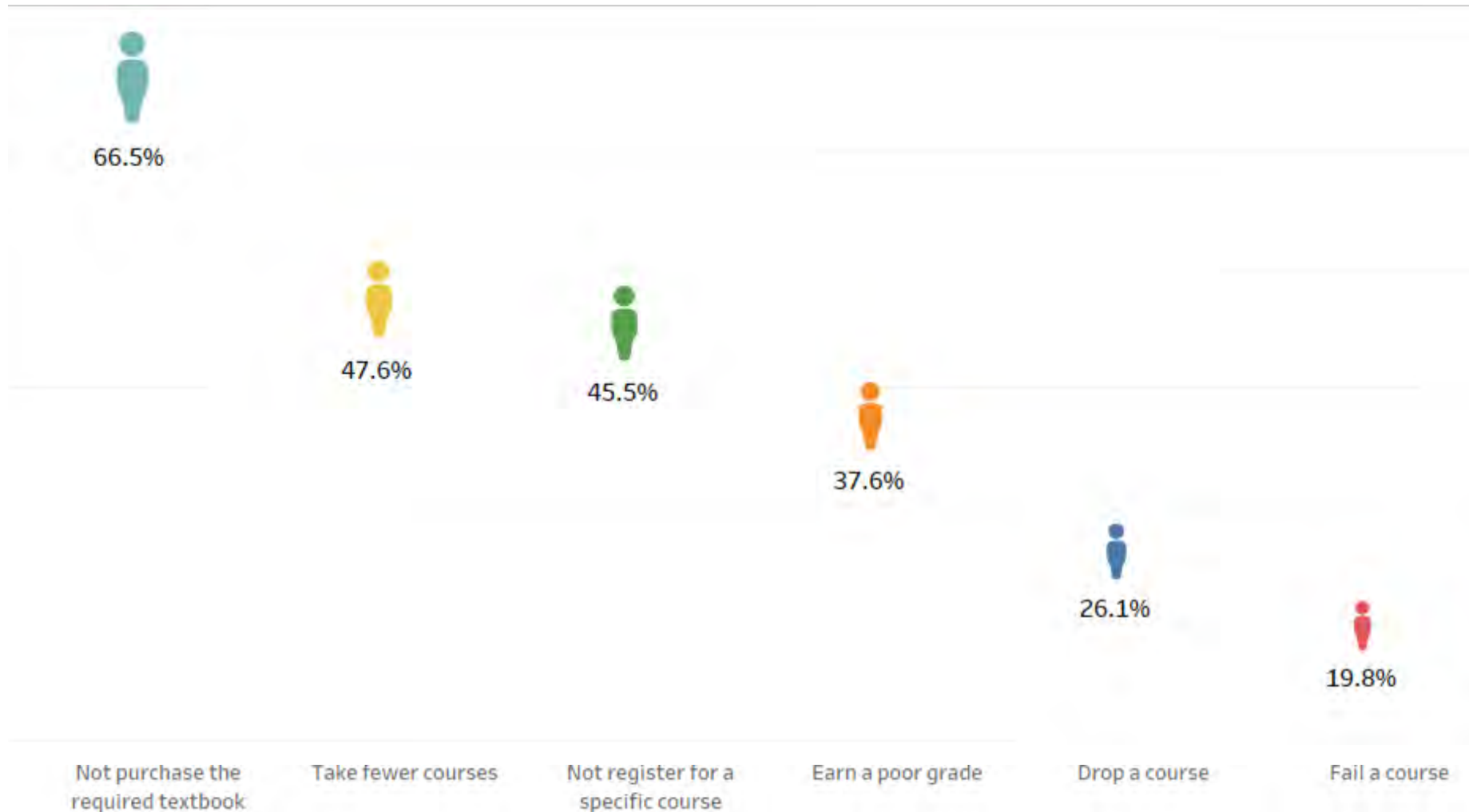


We ignite the spark of learning.

Annual percent changes for educational books, medical care, new home prices and the CPI (1978-2014)



Florida textbook survey, 2016



Why are textbooks expensive?

- Flaw in publishing industry
- Not a “normal” market
- No checks/balances
- Five textbook companies control most of market



OER/AL Programs

Definitions

- **Open Educational Resources (OER):** Educational materials that are in the public domain or introduced with an open license. The nature of these materials means that anyone can legally and freely copy, use, adapt and re-share them. OERs may include courseware, textbooks, streaming videos, tests, software and any other tools, materials or techniques used to support access to knowledge.
- **Affordable Learning:** An all-encompassing term, signifying the act of reducing or eliminating the cost of instructional materials by using library or learning management system (Canvas) materials, and/or existing Open Educational Resources.

OER/AL Programs

Open Educational Resource Programs

- **OER Explore:** Workshop through which faculty can learn more about textbook affordability issues and OER.
- **OER Adopt:** A grant program that supports faculty in replacing their current commercial textbook with an OER.
- **OER Create:** Launching in the fall of 2018, this grant program will provide publishing support to faculty looking to author an OER textbook for their course.

OER/AL Programs

Affordability initiatives

- **Course Pack Consultation Service:** This program allows faculty to reduce or eliminate the costs associated with readings-based course packs for students.
- **Alternate Textbook Program:** Faculty work with library staff to develop a reading list comprised of resources pulled from the Miami University Libraries' purchased electronic collections (eBooks, electronic articles), legal online resources and reading selections made in compliance with U.S. copyright law.

OER/AL Programs

Participation

- **OER Explore** – 76
- **OER Adopt** – 9 grants awarded to 12 faculty
- **Course Pack Consultation Service** – 11 consultations completed
- **Alternate Textbook Program** – 1 successful pilot

OER/AL Achievements

Student cost savings (since January 2017)

- **Course Pack Consultation Service:** \$19,662
- **Alternate Textbook Program:** Estimated \$3,260
- **OER Adopt:**
 - \$39,280 cost savings to-date
 - Estimated total cost savings of \$167,750 - \$308,860 once all grant programs are completed

OER/AL Achievements

Other successes

- Support on OER/AL initiatives to faculty who are not affiliated with the grant programs
- Consultations
- OER adoption support
- Founding member of the Open Textbook Network's Publishing Co-op

 **The Miami University Libraries***We ignite the spark of learning.*

Questions?

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Learn more: MU OER/AL Grant Webpage

<http://miamioh.edu/academic-affairs/teaching/open-educ-res/index.html>



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OFFICE OF THE PROVOST



MIAMI UNIVERSITY

UNIVERSITY LIBRARIES

*Update from the Dean
& University Librarian*

Jerome Conley, Dean & University Librarian



MIAMI UNIVERSITY

UNIVERSITY LIBRARIES

M The Miami University Libraries

We ignite the spark of learning.

A place to dream ...



Who are the University Libraries?

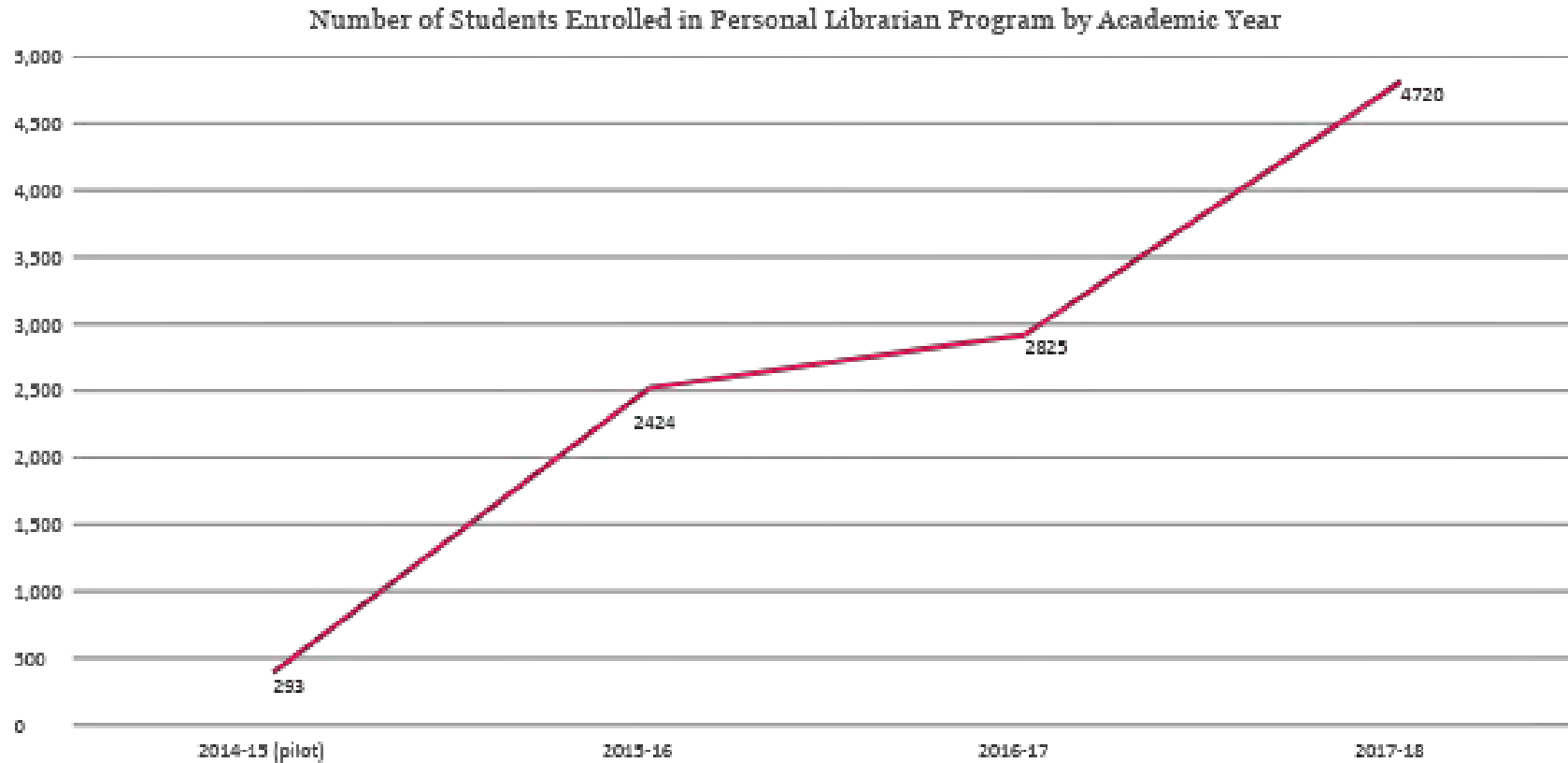
- Centers of knowledge
- Technology hubs
- Stewards of history
- Places to gather or buckle down





We ignite the spark of learning.

Meeting our students where they are ...



Our five-year plan ...

- *Goal 1* - A simpler, smarter, more efficient ***budget*** and business model.
- *Goal 2* – Momentum in ***fundraising*** and growth in our ***endowment***.
- *Goal 3* – A ***reorganization*** aligning staff with services.
- *Goal 4* – A ***facilities*** master plan for the future.



Budget Update:

- 2017-2018 **collections budget increase.**
- Actively working to **respond to national publishing pressures.**
- Revised, more flexible **collection development model**
- **No additional collections cuts** through 2021.





We ignite the spark of learning.

Collections/materials budget forecast (FY 18-24)

FYR	Allocation	Expenses			SubTotal Expen	Subtotal Bal	Endow Subsidy	CF Subsidy	CF Subsidy Cumul	Total Bal	Endow Supple*	Total Expense
		Periodicals	STO	Discretion + DDA								
FY17	\$3,904,404	\$3,231,976	\$97,630	\$395,036	\$3,724,642	\$179,762	\$-	\$-		\$179,762	\$100,809	\$3,825,451
FY18	\$4,152,809	\$3,438,809	\$104,000	\$610,000	\$4,152,809	\$-	\$-	\$-		\$-	\$100,000	\$4,252,809
FY19	\$4,152,809	\$3,631,448	\$109,697	\$610,000	\$4,351,145	\$(198,336)	\$100,000	\$98,336	\$98,336	\$0	\$-	\$4,549,481
FY20	\$4,152,809	\$3,849,335	\$116,278	\$610,000	\$4,575,614	\$(422,805)	\$100,000	\$322,805	\$421,141	\$0	\$-	\$4,998,419
FY21	\$4,152,809	\$4,080,295	\$123,255	\$610,000	\$4,813,550	\$(660,741)	\$100,000	\$560,741	\$981,882	\$(0)	\$-	\$5,474,291
FY22	\$4,152,809	\$4,325,113	\$130,650	\$610,000	\$5,065,764	\$(912,955)	\$100,000	\$812,955	\$1,794,837	\$0	\$-	\$5,978,719
FY23	\$4,152,809	\$4,584,620	\$138,489	\$610,000	\$5,333,109	\$(1,180,300)	\$100,000	\$1,080,300	\$2,875,137	\$(0)	\$-	\$6,513,409
FY24	\$4,152,809	\$4,859,697	\$146,799	\$610,000	\$5,616,496	\$(1,463,687)	\$100,000	\$-	\$2,875,137	\$(1,363,687)	\$-	\$5,716,496

Not out of the woods ...

Our situation is, ultimately, the effect of a national trend in university libraries and scholarly publishing that is necessitating change.

- Investing in Open Educational Resources
- Leveraging OhioLINK
- Commitment to continually improve fundraising

Momentum in fundraising

- Secured two significant commitments in FY '18
- Surpassed \$3.4M in campaign fundraising
- Three-year average: \$406,825, 424 gifts
- Half of all gifts are undesignated—flexibility
- \$30,000+ in #MoveInMiami fundraising over the past three years.
- Engagement of Libraries Alumni Advisory Board, former student workers, Western College alumnae.



Mansfield's lifelong love of libraries inspires major gift

[Home](#) > [About](#) > [News](#) > [Development news](#)

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[<< Back](#)

Class of 1968 alumna spent entire career at Library of Congress

By Vince Frieden, strategic communications coordinator, Miami University Libraries

In the case of Judy Goacher Mansfield '68, mother really did know best.

With her Deerfield Beach, Florida, community setting up its first public library in the 1950s, Mansfield's mother recognized an opportunity for her daughter to learn a valuable lesson about serving her community. She volunteered young Judy to unpack, sort and shelve books.

Little did mother know that she had inspired a future librarian.

Mansfield, a longtime advocate of the Miami University Libraries who served a decorated 41-year career in the Library of Congress, recently announced a major



Envisioning the Future



MIAMI UNIVERSITY

UNIVERSITY LIBRARIES

“The ‘surplus society’ has a surplus of similar companies, enjoying similar people, with similar educational backgrounds, coming up with similar ideas, producing similar things, with similar prices and similar quality.”

Kjell Nordström & Jonas Ridderstråle, Funky

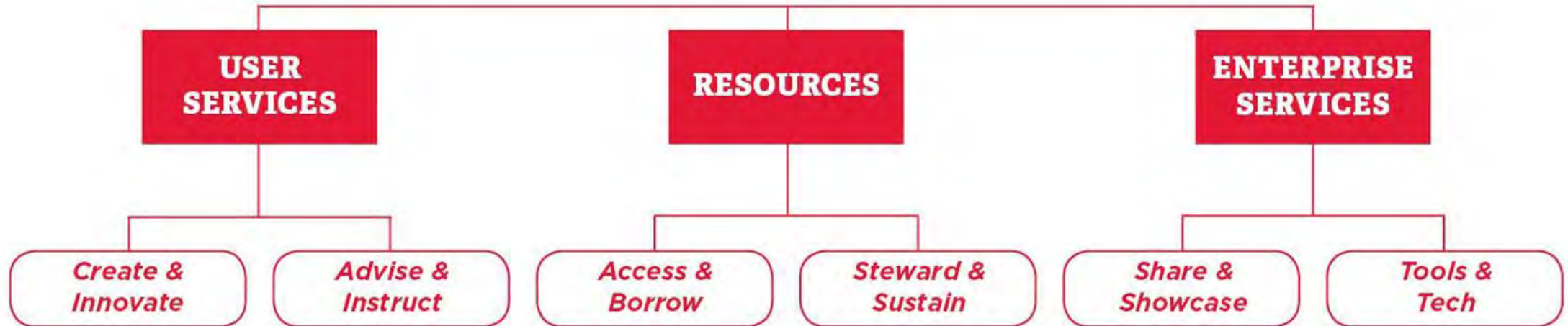
Similar =
Nothing

Building a master plan ...

- Better categorize and consolidate **services** under departments.
- Better structure the **organization** with strong department heads and clear reporting lines.
- Develop a **facilities** plan that meets and anticipates current and future needs.



Reorganizing services/staff



Strengthening our team ...

- **Eyes on the future**
 - Hiring plan
 - Staff positions then & now
- **Investing in staff development**
 - Revitalized team member-training
 - Leadership training
 - Development 101/201
 - Grant Writing Academy





Why a facilities plan?

The library has changed a lot in the last 25 years ...

- Rise of technology
- A place of convergence
- Evolution of the librarian
- Space for student collaboration

Our changing footprint ...

- **Releasing space to the University**
 - Archives move from Withrow Court
 - Vacating Hughes C
 - Vacated space in Peabody Hall
- **Sharing space with our partners**
 - Howe Center for Writing Excellence
 - Office of Research for Undergraduates
 - AIMS/eSports Arena
- **Future needs**, per master plan benchmarking:
 - Need to increase patron seating by 10 percent
 - Need to increase group study space by 34 percent

Usable Square Footage
167,790

Allocated to Partners
11,808 (6.6%)

Square footage released
28,231 (12.8% of 2015 footprint)



A Tour of Tomorrow's King Library



SPACE

is the

BODY LANGUAGE

of an organization.



Welcome



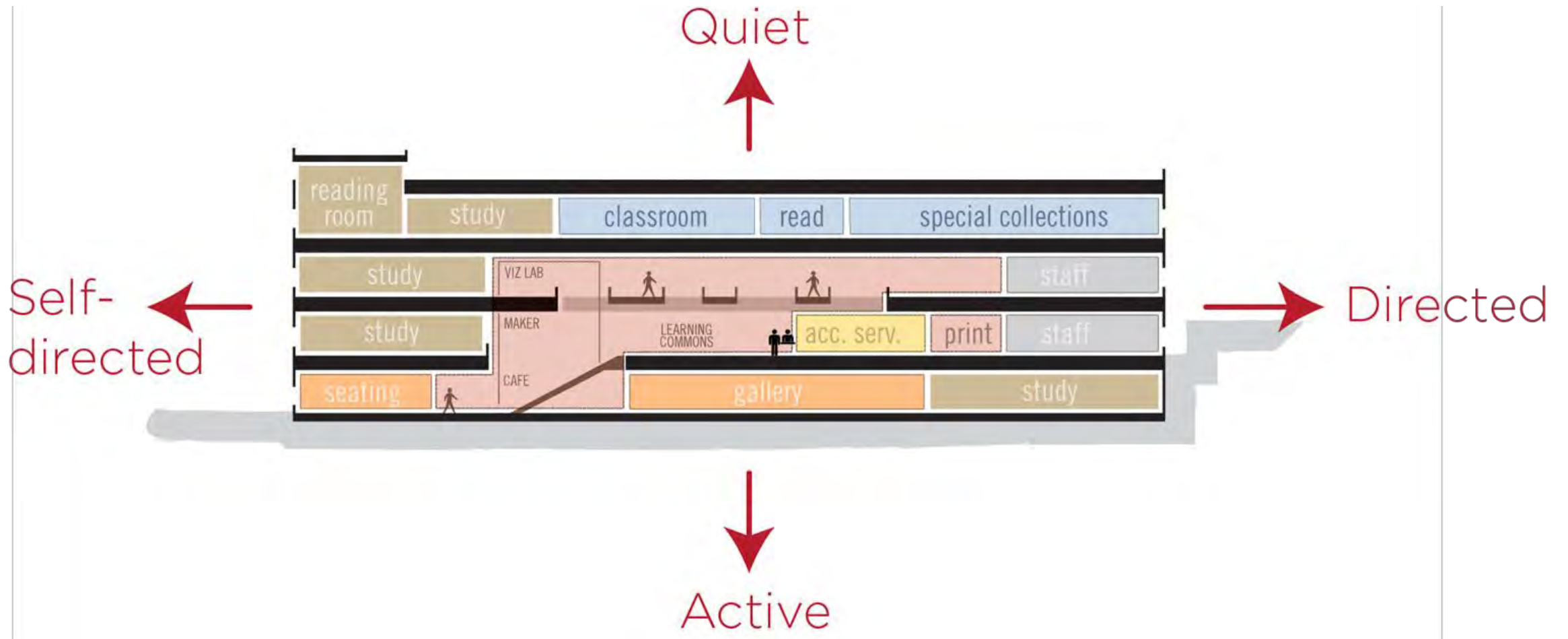
Connect



Validate



Empower





















What our counterparts are doing ...

- **North Carolina State University, Hunt Library**
\$115.2 million plus additional donor support
- **The Ohio State University, Thompson Library**
\$108.7 million with \$30 million from donations
- **Ohio University, Alden Library**, \$30 million estimated over 5 phases
- **George Mason University, Fenwick Library**, \$60 million

M The Miami University Libraries*We ignite the spark of learning.*

“No matter what was going on in your classes or your life, the library always seemed to welcome you as it opened its door and beckoned you to come in, sit down and stay for a while ... The library never asked or requested anything from me; yet, it was always willing to offer so much for nothing in return. Although perhaps our education and how we share our knowledge and Miami Experience with others as we journey through life is all our Miami library ever hoped for.”

**-Nancy Richards Decker '77
Teacher, Maumee City Schools**



“King Library was the most comfortable and encouraging place to go to and try to build success. It was just the atmosphere—everyone in the library studying and supporting each other. There were many times when I wouldn’t fully understand something, and would randomly find a classmate to talk it through. It was a great catalyst for success.”

**-Michael Cash '84
President of Industrial Coatings
Axalta Coating Systems Ltd.**

GOOD NEWS FROM ACADEMIC AFFAIRS

June 2018 – September 2018

Krystina Hird, Matt Morris named 2018-2019 Beckman Scholars

June 07, 2018 - Miami was one of 12 schools to receive the [Arnold and Mabel Beckman Scholars Program Institutional Award](#) for 2016-2019. The program allows Miami to offer the Beckman Scholarship for up to five students for three years. Miami is one of only a few schools to have won the Beckman Scholarship Program Institutional Award four times, according to Michael Crowder, chair and professor of chemistry and biochemistry. Institutions must be invited to apply for the award and demonstrate a significant commitment to undergraduate research in chemistry and the biological sciences.

Senior biochemistry majors Krystina Hird and Matt Morris both chose to attend Miami in part because of the opportunity for undergraduate research. Now, as Beckman Scholars, they will receive \$19,300 and continued support for a mentored research project over two summers and one academic year.

Hird, from San Antonio, Texas, is also a plant biology, molecular biology and bioinformatics triple minor. She is mentored by [Carole Dabney-Smith](#), associate professor of chemistry and biochemistry. She is working on Dabney-Smith's project on how proteins move across plant cell membranes. Using garden peas as a model, they are researching the assembly and mechanisms of protein transport.

When she started at Miami, Hird lived in the [First Year Research Experience \(FYRE\)](#) Living Learning Community, which helped her through the process of finding faculty research pages, how to approach a professor to ask for a position in their lab, and learn what the work would be like, Hird said. She joined Dabney-Smith's lab during her first semester. Hird is also an [LSAMP Scholar](#) (Louis Stokes Alliance for Minority Participation program, funded by NSF) and is alumni secretary for the coed service fraternity, Alpha Phi Omega. After Miami, she plans to pursue a doctorate in a plant biochemistry-related field.

"Krystina is a talented scientist who has made significant contributions to the lab through her skills as an experimentalist and her ability to think creatively and analytically," Dabney-Smith said.

Morris, from Anderson Township, is a double major in biochemistry and music performance. He is mentored by [Rick Page](#), assistant professor of chemistry and biochemistry. Like Hird, Morris wanted to be involved in undergraduate research as soon as he started at Miami. His older brother had done undergraduate research with David Tierney, Volwiler Distinguished Professor of chemistry. Within his first week at Miami, Morris decided he wanted to contact Dr. Page about the metallo-beta-lactamase project. Within a couple of days, he was getting trained in the lab and has been working in it ever since, Morris said. He is working with Page on his research project on clinical inhibitors of metallo-beta-lactamases (MBLs), which render bacteria resistant to antibiotics.

Morris is an incredibly talented student whose results are already yielding publications, Page said. "It is clear that his creative side extends not only to his second major in music performance but also to the way he approaches solving problems and answering research questions in the laboratory."

At Miami, students selected for the scholarship work with one of Miami's Beckman Scholar mentors in the departments of biology, chemistry and biochemistry, or microbiology.

Miami among best in nation in Fiske Guide to Colleges 2019

July 10, 2018 - Research, study abroad and leadership at Miami University stand out in the just-released Fiske Guide to Colleges 2019. This year's guide highlights 300 four-year schools out of about 2,200 considered. Miami consistently maintains a spot in this guide. Miami never strays from its core commitment to a liberal arts education, said Fiske editors. Its dedicated professors are "accomplished in their fields," said a student. Professors "assist students in their educational and personal development."

Recent graduates report a 97.3 percent success rate. They are employed, re-enrolled or engaged in service within a year of graduating. These numbers reflect data and survey responses from an in-house First Destination Survey. Miami Regionals report a 95.8 percent success rate.

The 35th edition of the Fiske Guide highlights Miami's strengths in a school profile that calls out strong academic programs:

- finance, marketing, accountancy, strategic communication, architecture, interior design, nutrition and international studies.
- Interactive media studies (including e-commerce, game design and augmented reality) and gerontology are among other academics mentioned.

The guide also cites:

- The more than 2,000 undergraduates each year who work with professors on funded research.

- More than 30 Living Learning Communities in which students can explore interests in arts, leadership, premedical studies, innovation and cultural perspectives.
- Late Night Miami's free on-campus events. Block parties, craft nights, musical performances and movies provide a safe place for entertainment.

Learning also takes place across the United States and the globe. Miami's study-away programs in the U.S. offer students internships in government, design, technology, film production and more.

Miami ranks No. 3 in the nation among publics for the number of students who study abroad. Top destinations include Miami's Dolibois European Center in Luxembourg, Spain, Italy, Australia, the United Kingdom, China, Cuba and France.

Biochemists Gary Lorigan and Rick Page each awarded a \$1.8 million, five-year MIRA grant

Aug 08, 2018 - A new type of grant from the [National Institutes of Health](#) is designed to allow proven and promising researchers to be more ambitious and creative in their research. The NIH has recognized Miami University biochemists Gary Lorigan and Rick Page: They were each awarded about \$1.8 million over five years, as part of the [Maximizing Investigator's Research Award](#), or MIRA.

The MIRA grants, part of the National Institute of General Medical Sciences (NIGMS), are highly competitive and essentially set the researcher for a career in NIH funding, said Mike Crowder, chair and professor of chemistry and biochemistry.

"It would be rare for a school like Miami to have two MIRAs; it is very unlikely for one department to have two," he said.

After the first five years of funding, the MIRA program is set up to provide another funding cycle to the researchers, as long as the group was productive, Crowder said. The current system requires researchers to apply repeatedly for a grant.

"Given their success rate on NIH grant proposals using the 'old' system, Gary and Rick are positioned for consistent funding for many years. I could not be happier for them or for their students," Crowder said.

Describing the new grant program, now in its second year, NIGMS director Jon Lorsch said, "We hope that by creating the stability for investigators, we can really empower them to be more ambitious and more creative in their research. We also hope to increase the flexibility for investigators to follow new ideas and new research directions as they arise during the course of their work. If they discover something very interesting, they'll be able to follow that."

Lorigan, professor, and Page, assistant professor of chemistry and biochemistry, will each receive around \$360,000 per year for five years. Page received the MIRA for Early Stage Investigators (MIRA ESI).

The funding supports their research programs, rather than individual projects.

Lorigan (2003) and Page (2016) have each been named a Miami University Junior Faculty Scholar. Lorigan was named a Distinguished Faculty Scholar in 2014. They each received a National Science Foundation CAREER grant – one of the organization's most prestigious awards in support of junior faculty. Lorigan was the first scientist at Miami to receive one, in 2003. [Page is the eighth](#) to receive one, in 2016. (Dominik Konkolewicz, assistant professor of chemistry and biochemistry, recently received the ninth NSF CAREER grant at Miami).

Last month Lorigan received a \$450,000 grant from the National Science Foundation for his research on membrane proteins.

"We are incredibly proud to have received a MIRA ESI," Page said. "That there are now two MIRAs in the department is continued evidence that research at Miami is competitive at the highest levels," he said.

There are 231 established MIRA grantees and 192 ESI MIRA grantees nationally, awarded over the first two years of the program, according to the NIGMS.

Class of 2022 learn about civil rights during Convocation

Aug 10, 2018 - About 5,000 incoming first-year students at Miami University were the first to receive a new book from best-selling author and alumnus Wil Haygood. This exclusive release was a part of [Convocation 2018](#) as Miami began the 2018-19 fall semester.

In 1968, civil rights leaders were killed and social tensions spiked. One of the great untold stories of that year will be released to the public Sept. 18. In a special arrangement, Haygood's publisher, Alfred A. Knopf, agreed to a special early delivery of *Tigerland: 1968-1969, A City Divided, a Nation Torn Apart, and a Magical Season of Healing* to Miami. *Tigerland* is part of Miami's [Summer Reading Program](#). When they arrived on campus, students will have consumed a variety of media from the 1960s and today.

Tigerland is highly anticipated. It is an inspiring story of two teams from a segregated high school in Ohio who in the midst of the racial turbulence of 1968-1969 won the state basketball and baseball championships in the same year. Following the assassinations that year of Martin Luther King Jr. and Robert Kennedy, race relations in the U.S. were frayed. But in Columbus, Ohio, the Tigers of East High School stayed focused, defeating teams from better-resourced schools across the state. The Tigers' pair of championships was an unprecedented feat in Class AA Ohio athletic history.

Haygood, a Columbus native, remembers seeing the teams play. "The story reached out to me from my past," he said. "It kept asking me to dig deeper and deeper into the fabric of our nation's past. Although it's about winning against stiff competition, it's also a cultural history of our country."

A former writer for The Boston Globe and The Washington Post, Haygood penned the story "A Butler Well Served by this Election" for The Post. The article became the basis for the award-winning 2013 film "The Butler" and for Haygood's New York Times' best-selling book of the same name. *The Butler* was translated into a dozen foreign languages.

Haygood, a 1976 alumnus, is also an award-winning biographer of Thurgood Marshall, Sammy Davis Jr., Adam Clayton Powell and others. He is a Visiting Distinguished Professor in Miami's [department of media, journalism and film](#). He has received a John Simon Guggenheim Memorial Foundation Fellowship, a National Endowment for the Humanities Fellowship, and the 2017 Patrick Henry Fellowship Literary Award for his research on *Tigerland*.

Board of Trustees – Academic & Student Affairs Committee
Global Initiatives Update
September 2018

Global Initiatives' mission focuses on advancing global engagement and reputation, opportunities for faculty and students at home and abroad, effective administration and sustainability of Miami international activities, and supporting a dynamic community of international students, faculty, and staff. All of these are embedded within the Miami University mission, vision, and Miami 2020 Plan goals for comprehensive internationalization.

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

Education Abroad

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

The Institute for International Education (IIE) *Open Doors* report ranking for Miami University dropped this year, although the number of students studying abroad stayed steady for the year. The rankings drops are due to the emphasis other universities are placing on faculty led study broad and prioritizing full scholarships for students choosing to study abroad. Currently, Miami ranks as the number 3 public university in percentage of undergraduates studying abroad by the time of graduation. We remained in the top 25 in total number of students studying abroad across all public and private institutions in the United States. Miami remains in a very elite group of institutions. There is no university of our size that sends as many students abroad.

Miami has a rich tradition of faculty-led study abroad programs. Most of our students (69%) are choosing a program led by Miami University faculty or through our campus in Luxembourg. In 2017-18, the Education Abroad office supported 132 faculty led programs, studying in 46 countries. Although this number is not tracked nationally, we believe Miami has more faculty-led programs than any university in the United States, and we know it is more than any university in the State of Ohio. This speaks to the willingness of our faculty to engage with our student in cultural immersion.

To increase the effectiveness of the student sojourn experience, Global Initiatives has develop a *Global Readiness* certificate program to be piloted in fall 2018. The program utilizes current curricular and co-curricular programming and is intended for students who want to take the Global Miami Plan to the next level to be able to demonstrate inclusive behaviors, intercultural, and multi-cultural competence.

Also initiated this year was the *Study Abroad Faculty Collaborative* – Twelve faculty were chosen to work together in a collaborative with a goal of integrating best practices in education abroad learning and pedagogy for higher impact short term programs. The faculty will use the practices in the summer 2018 programs, and then come together in the fall of 2018 to develop a

Faculty Resource Guide with examples of their experiences in the form of case studies, sample activities, and assignments. All students in these twelve programs will be assessed on their intercultural effectiveness before and after the program. Finally, the faculty will lead a Center for Teaching Excellence program in the fall of 2018 so that other faculty can learn from their experiences.

International Student & Scholar Services

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

The International Student & Scholar Services (ISSS) office leads the effort to support international students and scholars from the point of commitment to Miami through to their alumni status. International students are increasing in numbers with 3,056 enrolled in the fall of 2017, a 12.6% increase from the previous year. At the time of this writing, we don't have a final enrollment number for fall 2018, but we are welcoming about 600 new international students, from over 80 countries, for a week-long orientation and transition program that will extend into the academic year.

Efforts in 2017-18 included an increased level of attention to compliance with changing immigration regulations which impact our students. A high priority for the upcoming year is ensuring that international students and scholars maintain their visa status and do not inadvertently fall out of status. Faculty, staff, and student communication will be critical in this effort.

Miami University added its collective voice to the [#YouAreWelcomeHere](#) campaign providing welcome messages from U.S. higher education to international students around the world. More than 300 universities are participating.

Other News from Global Initiatives

The Center for American & World Cultures has hired a new director to lead institutional efforts to embed Intergroup Dialogue at Miami University, along with leading the Global Readiness Certificate program collaboration and advising. Tarah Trueblood, MDiv, JD, brings expertise in diversity and inclusion, unconscious bias, and conflict resolution to Miami University from her previous position at the University of North Florida where she served as the Director of Diversity Initiatives in Student Affairs.

Cheryl D. Young

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