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

**BOARD OF TRUSTEES
 MIAMI UNIVERSITY
 Minutes of the Academic and Student Affairs Committee Meeting
 December 3, 2015, 8:00 a.m.
 257 Garland Hall, Miami University, Oxford Campus**

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on September 24, 2015 in room 257 Garland Hall on the Miami University Oxford campus. The meeting was called to order at 8:00 a.m. by Committee Chair Bob Shroder, a majority of members were present constituting a quorum. Attending were Chair Shroder, and Committee members; Trustees David Budig and Dennis Lieberman, National Trustees Terry Hershey and Diane Perlmutter, and Student Trustees Ciara Lawson and Mary Adeline Lewis; along with Trustees Jagdish Bhati, Mark Ridenour and Sharon Mitchell, and National Trustee John Altman.

In addition to the Trustees, Phyllis Callahan, Provost and Executive Vice President for Academic Affairs; Jayne Brownell, Vice President for Student Affairs; and Michael Kabbaz, Vice President for Enrollment Management and Student Success, were in attendance. Also present to address agenda items or to provide support, were: Deedie Dowdle, Associate Vice President for Communications and Marketing; Marek Dollár, Dean, College of Engineering and Computing; Mike Curme, Dean of Students; Jerome Conley, Dean and University Librarian; Susan Schaurer, Assistant Vice President and Director of Admission; Brent Shock, Assistant Vice President for Enrollment Management and Director of Student Financial Services; Yvette Harris, Professor and Chair of the Senate Executive Committee; Scott Sportsman, Director of Research and Analysis, EMSS; Christina Carrubba-Whetstine, Director, Rinella Learning Center; J. Andrew Zeisler, Director, Student Disability Services; Clair Wagner, Director of University News and Communication; Alexander Cary, ASG Secretary for Academic Affairs; and Ted Pickerill, Secretary to the Board of Trustees; as well as others attending to observe or assist.

Executive Session

The meeting began with the Public Business Session

Public Business Session

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

Approval of the Prior Meeting's Minutes

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

Student Trustees

Student Trustee Mary Adeline Lewis discussed end of semester activities on campus; students studying for finals, and the centennial concert of Miami's symphony held this semester. She outlined study abroad opportunities, and synergies with local businesses, which included student teams managing waste water, which saves money and helps the environment. She also highlighted Speaker Paul Ryan's background and the impact of Miami University.

Student Trustee Ciara Lawson presented a report the next day at the Board of Trustees meeting, on Friday, December 4, 2015.

Associated Student Government

Associated Student Government Secretary for Academic Affairs, Alex Cary, provided an overview of the semester. He highlighted the new course UNV 101, the It's On Us Campaign, Student Senate resolutions with included; support for the Pearson Hall renovation, addressing the cost of textbooks, and a policy for faculty tardiness.

Mr. Cary's report is included as Attachment A.

University Senate

Dr. Yvette Harris, Chair of the Executive Committee of the University Senate updated the Committee, informing them that the Regional Campuses Implementation Process Coordinator, Dr. John Skillings, along with the Regional Campus Dean and Associate Deans has updated Senate, regarding the regional Campuses, on several occasions. She also stated that on November 30 Senate approved the creation of six new Regional Campus departments to be operational July 1, 2016.

On October 26, 2015 Senate approved a proposed Bachelor of Science Degree in Applied Social Sciences with an Applied Social Research major, bringing the total to more than ten bachelor degrees now offered at the Regional Campuses.

A written report is included as Attachment B.

Student Affairs Reports

Vice President's Report

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

Here we are at the end of another fall semester, and while there are many things to talk about, I'm going to highlight three things from the fall term.

I talked to you at the September meeting about the new Late Night Miami initiative, and in our inaugural semester we held a total of 45 events. Focusing on the 41 events that took place after classes began and outside of Family Weekend, our total program attendance was 10,340, or an average of 252 students per event. Some were smaller, with about 100 students, but the most common attendance was in the 150-300 range. In addition, there were 6,464 people at Seth Meyers, and another 12,600 at the events that took place during Welcome Week, giving a grand total of 29,404 people who attended an event this term under the Late Night Miami umbrella. We have our final events of the semester this weekend, and so far for the spring, we already have 53 events on the calendar, sponsored or co-sponsored by 26 different campus partners.

While these were the events marketed as our Late Night Miami program, it's also worth mentioning a complementary initiative in Residence Life. This year, we required the RAs to hold one late night, alcohol free event per building or community every weekend—which translated into a whopping 429 events. These were smaller events, usually attracting 15-30 students each, and were things like movie nights, game nights, grilled cheese night, etc., but when you add up all of those events they served 6,000 students, which in addition to Late Night Miami means that we're meeting the needs of a whole lot of students who are looking for programs to attend during the weekends that are not Uptown.

The second new initiative from this fall that I want to talk about is the new student transition survey that we did in late September and early October.

- All new first-years and transfers
- Based on research about retention
- 30% response rate- 1,097 FYs and 69 transfers
- 66% allowed us to outreach to them individually
 - 97 referrals
 - Emails about academic resources, involvement, campus employment, financial aid
- More students find it easier to adjust to Miami academically (82%) than they do socially (68%), despite the fact that 4-6 weeks into the term, the majority are involved in a campus org, are attending events outside of class, have found friends, and are satisfied with their living experience
- “Do you belong?”

Thinking about how important a sense of belonging is for students, that leads me into my final topic, which is the series of events and conversations happening at Miami about race and racism, and about a sense of belonging among students of color, especially our Black and African-American students. You may know that these conversations have been happening on campuses across the country the past month or two, and our students at Miami feel many of the same concerns as students elsewhere. On November 12, our students organized a demonstration in ASC called #MiamiForMissou, and we had a great turnout with several hundred students, staff and faculty. I was very proud of them for bringing attention to the fact that Miami is not immune from some of the racism and intolerance seen elsewhere, which can be seen openly on Yik Yak. Since that time, several of us met with various groups of students both formally and informally, including one large meeting with nine students, President Hodge, four of us from PEC, the Dean of Students, Gerald Yearwood from ODA, and a faculty member. We were able to talk about the students' concerns and observations about the climate at Miami, and to start to generate some ideas to improve the climate for all. I am hoping that is just the start of an ongoing conversation, and as I said, I am impressed by and grateful for the students' openness and desire to partner with us to make Miami a more welcoming and just campus.

I've talked to you before about how Student Affairs has been focusing more and more on belonging, and its centrality to our work and our priorities. All three things I talked to you about today relate to that. We will continue to think about how to create a campus, with the help of students, where each and every student feels like they have a place here, and where they are welcomed and valued.

Rinella Learning Center and Student Disability Services

Christina Carrubba-Whetstine, Director, Rinella Learning Center and J. Andrew Zeisler, Director, Student Disability Services updated the Committee on the Rinella Learning Center and Student Disability Services. Ms. Carrubba-Whetstine outlined the evolution of the offices which will soon be culminating in their co-location in a renovated Shriver Center.

Ms. Carrubba-Whetstine relayed that Academic Related Anxiety is now the number one condition addressed, a shift from Depression which had been number one. She outlined programs, interventions and their positive impact. She stated demands for tutoring have increased, with the number of students up approximately 10%, and the number of total visits up nearly 50%, as compared to fall 2014. She also explained the difference between supplemental instruction and tutoring. Tutoring is one on one, while supplemental instruction involves student led groups, and is tailored on a course/section basis, partnering with the faculty. She stated the number of exams proctored is also increasing, which places a space demand on their offices at finals' time; the new location in Shriver should address this with increased examination space. Demand for ESL tutoring is also increasing, which is challenging, because Miami does not offer an ESL degree program to draw from.

Mr. Zeisler stated that Student Disability Services provides mandated accommodations for students, and is very involved in accessibility. He outlined categories and relative numbers, with LD/ADHD the largest category served. The total number served is 1,365 for all campuses. He was asked if the office acts on referrals from Student Counseling; he stated that the records are separate, and students must self-refer. He compared Miami to other, peer institutions, and stated that requested accommodations, with alternative testing being most requested, numbered over 7,000 total accommodation requests per year.

Ms. Carrubba-Whetstine and Mr. Zeisler discussed the planned colocation on the third floor of Shriver, to be complete by 2017. The merged space will allow better service for students, additional tutoring spaces, and a more than doubling of testing rooms. While it is on the third floor, they are working to ensure vertical accessibility (and even consulting with currently served students for advice in this regard). Also, with one office, they will be able to share support staff functions. A question was asked as to the size of Rinella's budget which is approximately \$1 million, with an additional approximately \$90,000 per year in gift/endowed funds; and of Student Disability Services' budget, which is funded to ensure all mandated services are provided.

A report and presentation are included as Attachment C.

Student Affairs Written Reports

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

- Student Affairs "Good News" – VP Student Affairs, Attachment D
- Student Orientation and Welcome Week, Buffy Stoll Turton, Director of New Student Programs, Attachment E

Enrollment Management and Student Success Reports

Vice President's Report

Vice President Kabbaz highlighted winter term which shows strong enrollment growth over last year, with total enrollment very close to the 5,000 student goal. He stated his offices are aware of the cost to students and the difficulties in applying scholarships, stating his offices are working collaboratively across campus to make grant funding available.

Admission Update

Assistant Vice President and Director of Admission Susan Schaurer updated the Committee on admissions. She stated fall 2015 yield and melt remained near constant over the prior year contributing to the large incoming class. Profile gains were made in ACT, GPA, HS curriculum rigor, and domestic diversity, with domestic diversity at its largest percentage and total numbers ever.

ACE enrollment was well over goal at 299 vs. a 150 goal. Transfers at 218, fell short of the 300 goal, but it was noted that across state all schools are flat or down in this area. The Oxford Pathway was on target to meet a 40 student goal, and the new spring admit program is confirmed at 18. Ohio State remains the top competitor, with seven of the top ten being in the Big Ten.

For fall 2016 Ms. Schaurer reviewed the goals and objectives. Overall first time enrollment is 3,650, and to date, application numbers are up 10% over the previous year. Applications by division are all up for all divisions, with efforts focused on opportunities beyond the business school. Goals for 2016 include growing the brand, enhancing academic profile and increasing diversity. Ms. Schaurer highlighted the Bridges program, with one half of the fall 2015 entering domestic diversity students having attended Bridges. Bridges is further expanding beyond Ohio, with 31 non-Ohio students represented this year. High School visits nationwide and internationally are increasing, and are up 25% over last year.

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

Student Success

Vice President Kabbaz updated the Committee stating that from the retention low of 2009 and 2010, retention has been improving, but continued progress is challenging. To reach an 85% graduation rate requires a 94% year one to two retention rate. The goal is to support the entire student life cycle from admission to employment following graduation. Academic, Social and Financial pillars are the keys to support student success. The Student Success Office is proactively engaged in supporting students, but it is a collaborative, cross campus effort which is needed to achieve success. The Student Success Committee is driving the process to achieve the 85% graduation rate, and the Academic Affairs, Student Affairs and Enrollment Management and Student Success Divisions are working collaboratively to achieve student success in all areas. Also required are predictive analytics, to allow proactive rather than reactive support for students; and changing the historic model to better intervene and support students through a coordinated care network.

Vice President Kabbaz's presentation is included as Attachment G.

Enrollment Management and Student Success Written Reports

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

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

Academic Affairs Reports and Resolutions

Provost Update

Provost Callahan presented a resolution to create a Bachelor of Science degree program; the Bachelor of Science Degree in Applied Science with a Major in Applied Social Research, within the College of Professional Studies and Applied Sciences. She described the degree and its benefit to the regional community. Trustee Lieberman then moved, Trustee Hershey seconded and by unanimous voice vote, the Committee recommended approval by the full board of Trustees.

RESOLUTION R2016-11

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new Bachelor of Science degree program; the Bachelor of Science Degree in Applied Science with a Major in Applied Social Research, within the College of Professional Studies and Applied Sciences.

Provost Callahan then outlined changes to academic advising, stating the model had shifted with students seeing their academic major advisor one semester earlier. She also stated that there is an undergraduate advising counsel, chaired by Associate Provost Carolyn Haines, which is developing training modules to ensure all advisors have a consistent base of training. Residence Hall advising does continue, but they also address and advise on student life/social issues as well. She also relayed that Academic Affairs, Student Affairs and Enrollment Management and Student Success are working very collaboratively to better assist students proactively. She highlighted UNV 101 which gives all students a common experience; the course is being piloted now, with approximately one half of incoming students enrolled.

Provost Callahan discussed the new enrollment report required by the State. She said that Miami has been monitoring low enrollment courses for years, to better apply academic resources, and in general Miami's threshold value for enrollment is 10 students. The Chancellor requires all state universities to report on enrollments of 120% of threshold values and below. For the first report, due in January, Miami has reviewed five years of enrollment data with the deans commenting on cases below 120%. The greatest opportunity to collaborate with other universities appears to be in languages. Provost Callahan also stated that the soon to be implemented wait list registration tracking will be of great assistance in being more proactive. Provost Callahan will complete this report and submit it to the State by the January 2016 deadline.

Provost Callahan discussed student safety and study abroad. She said that Assistant Provost Cheryl Young manages the program, and is very responsive to global events and tracks all students closely. Ms. Young monitors all Miami students, including those studying abroad in programs offered through other universities. She stated that Ms. Young applies the Forum on Education Abroad standards, and trains all faculty and staff involved. In the event of an international situation Ms. Young locates and emails all

students studying abroad in that area, and advises accordingly, based on their response. Before travel begins she has in place evacuation plans through International SOS for safety concerns, and HTH, for health concerns.

Provost Callahan's report and the resolution are included as Attachment I.

College of Engineering and Computing

College of Engineering and Computing Dean, Marek Dollár updated the Committee on the College of Engineering and Computing. He stated student enrollment has doubled since fall 2009. Contributing to growth, beyond traditional first year students, are ACE students, 4+1 bachelor/master options, research-based graduate programs, university studies students, transfers and relocating students. While enrollment has doubled, faculty has grown but modestly, with more reliance on temporary full time faculty, and with a resulting increase in the student to faculty ratio and larger section sizes.

He stated that the fall 2015 incoming class at 488, exceeded the maximum goal and was too large. The goal for fall 2016 is 425, and the College may possibly need to eventually consider a direct admission policy. He stated that faculty searches for 2016 are aggressive at 9 total, with 4 new tenure track lines.

Beyond student to faculty ratios, Dean Dollár stated that excess enrollment also exceeds the design size of the facility. The engineering building was designed for 1,300 students, and enrollment is now 150% of that size. To provide sufficient facilities, he stated that efforts are underway to use portions of Hughes Hall.

Dean Dollár also discussed budgets and RCM. He highlighted that any end of year excess revenue is applied to operate effectively during the following year. To hire additional faculty requires more than the fee allows, and options to obtain sufficient funding include; increasing the fee, applying the RCM surplus, or continuing subvention (not desired).

Dean Dollár then outlined major goals for 2016 and their tie to Miami 2020 goals. He concluded with the National Academy of Engineering Grand Challenges to be addressed, and Miami's response, which included Dean Dollár being one of 122 signatories committing to the education of a new generation of engineers.

Following the conclusion of the meeting Dean Dollár hosted a Committee tour of the Engineering and Computing facilities.

Dean Dollár's presentation is included as Attachment J

Academic Affairs Written Reports

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

- Academic Affairs “Good News” – Provost Phyllis Callahan, Attachment K
- Global Initiatives – Cheryl Young, Assistant Provost, Global Initiatives, Attachment L

Other Items

Adjournment and Tour

With no other business to come before the Committee, the meeting was adjourned at 11:30 a.m. for a tour of the engineering and computing facilities.



Theodore O. Pickerill II
Secretary to the Board of Trustees



Alexander Cary
 Secretary for Academic Affairs
 Associated Student Government
 caryah@miamioh.edu

TO: Board of Trustees Academic/Student Affairs Committee
 FROM: Alexander Cary
 DATE SUBMITTED: November 18th, 2015

Ladies and Gentlemen of the Board,

The Associated Student Government has had a very productive fall semester. Here are the major initiatives that students of the Associate Student Government have undertaken this semester.

Academics Affairs

I have had two primary focuses this semester. First, as the cost of textbooks continue to rise at a dramatic rate nationwide, I am aiding the Provost in developing an Open Educational Resource (OER) strategy. OER provides a cost free alternative to textbooks that can reduce the costs of textbooks to students. I am representing the students on a University committee convened by the Provost to come up with an effective strategy to begin bringing OER into Miami's classrooms in the coming year.

My second focus has been to improve a long-time ASG initiative: UNV 101. UNV 101, a course designed to help students to integrate into the Miami University community and learn about campus resources, had a campus-wide roll out this semester. My Academic Affairs Coalition has worked to get constructive feedback from students to see what changes are necessary to provide students with more value moving forward. I will be working closely with administration in the spring in order to analyze statistics from the class and recommend changes to the course in order to ensure UNV 101 can become an important piece of the Miami experience.

Alumni Affairs

The ASG Alumni Relations Council as well as the Secretary for Advancement and Alumni Affairs have planned several networking events for students and alumni for the spring semester. The ASG Alumni Relations Council hopes to draw 50 alumni to each of three pilot events in order to provide additional high quality networking opportunities for Miami Students.

In order to connect more international alumni with our students, ASG is working towards launching a WeChat page called "One Miami". WeChat is an international alternative to Facebook. Anyone affiliated with the University will be able to follow the "One Miami" page. The page will serve as an avenue to help students and international alumni to network.

Governmental Relations

The Secretary for Governmental Relations is a new position this year on ASG. It was created to promote political involvement on campus, serve as the liaison between ASG and the Office of Institutional Relations, and advocate on the local, state and federal level for legislation that supports Miami University students and higher education as a whole. The Secretary for Governmental Relations has undertaken several initiatives this semester. First, ASG hosted a voter registration drive during which over 120 students were able to register to

vote. Second, a group of students traveled to Columbus in order to advocate for Miami's Tuition Promise, Pearson Hall renovations via the capital budget, and other higher education issues. Additionally, the Governmental Relations committee has been investigating open container legislation and the possibility of having the City of Oxford designate an open container area in tailgating locations. So far the committee has been very successful and is looking forward to continuing its goals next semester.

It's On Us

The "It's On Us" campaign, launched on Miami's campus last year, is a White House initiative with the goal of reducing sexual assault and interpersonal violence on college campuses. This year, ASG hosted an "It's On Us" Week of Action from November 8-13. Throughout the week, over 40 students volunteered to help promote awareness across campus on this important issue. The campaign also sponsored several promotional events on campus throughout the week. Some of these events included an information table at MAP's "Fallin' for Goggin", a screening of the documentary "Every Two Minutes" with a panel afterwards, and a Bystander intervention workshop. To round out a successful week, the "It's On Us" campaign sponsored an art show in the Shade Family Room.

Student Senate

Student Senate has passed several critical pieces of legislation already this year. In addition to the Resolution Reaffirming the Student Body's support for a Guaranteed Tuition plan mentioned in ASG's last Board of Trustees report, two pieces of legislation are worth mentioning here.

First, the Student Senate passed a resolution reaffirming support for the adoption of a Faculty Tardiness rule. This change would create a comprehensive policy on faculty tardiness and provide students with procedures to take in the event of professor tardiness to lectures. More information on this resolution can be found attached. Second, Student Senate passed a resolution supporting the renovation of Pearson Hall. Today, over 5,100 students take courses in Pearson each year. Additionally, over 96,000 hours of research is conducted in Pearson each year. Built in 1986, Pearson today urgently needs renovations in order accommodate the 21st century researcher and student alike.

Conclusion

As we move towards next semester, the Miami University Associated Student Government anticipates another productive spring session. ASG hopes to build upon the progress made this semester as well as continue to develop and build proposals for next year. Thank you for your continued support, and we look forward to continue working with the Board of Trustees and administration throughout the year to continue to improve our exceptional university.

Love and Honor,

Alexander Cary
Secretary for Academic Affairs



SR021536

Resolution Reaffirming Support for the Creation of a Faculty Tardiness Rule

Lucas Elfreich, *Academic Senator for the College of Arts and Sciences*

Jack Fetick, *Academic Senator for the College of Creative Arts*

Authors

Boris Schwarzenbach, *On-Campus Senator - 2nd District*

Samantha Grabovac, *On Campus Senator - 3rd District*

Ryan Snyder, *On-Campus Senator - 4th District*

Aleah Holley, *On-Campus Senator - 5th District*

Nicholas Knisley, *On-Campus Senator - 6th District*

Allison Rutherford, *On-Campus Senator - 7th District*

Ellie Livingston, *On-Campus Senator - 8th District*

Christine Broda *Off-Campus Senator - 4th District*

Jessica Robinson, *Off-Campus Senator- 6th District*

Josh Fleisher, *Academic Senator for the College of Engineering and Computing*

Katie Cramer, *Academic Senator for the Farmer School of Business*

Patrick McFadden, *Academic Senator for the Farmer School of Business*

Katherine Byrket, *Academic Senator for the College of Arts and Sciences*

Brandon Champion, *Academic Senator for the College of Arts and Sciences*

Austin Worrell, *Academic Senator for the College of Arts and Sciences*

Morgan Nguyen, *Academic Senator for the College of Arts and Sciences*

Trent White, *Academic Senator for the College of Education, Health, and Society*

Sponsors

Submitted to Student Senate on: October 27th, 2015

- Whereas:** Students are expected to arrive in class on time, or some sort of penalty may be assessed.
- Whereas:** Students are under the impression that if a professor does not show up within the first 15 minutes of the class' start time, the students are free to leave.
- Whereas:** There are no guidelines in the student handbook for how to proceed if a teacher arrives tardy, nor do the individual academic colleges have policies regarding this instance.

Whereas: There have been instances where students are penalized (i.e. marked absent) after a teacher shows up excessively tardy to class.

Whereas: Professors have formal guidelines for instructional staff attendance and absence; none exist for tardiness.

Whereas: Student Senate adopted SR 011406 "Resolution Supporting the Creation of a Fifteen-Minute Rule" in November of 2014; however, students feel that the aforementioned policy is not a sufficient solution.

Therefore be it resolved: The University should pursue a policy that if a teacher is tardy more than 20 (twenty) minutes without advance communication via email to students in their class, the class will be considered cancelled.

Further be it resolved: If students have waited 20 minutes for the professor, they should send an email to the professor informing them that they attended class, waited 20 minutes, and left.



SR021539

A Resolution Supporting the Renovation of Pearson Hall

Katherine Byrket, *Academic Senator for the College of Arts and Sciences*
 Margaret Callaghan, *Academic Senator for the College of Arts and Sciences*
 Lucas Elfreich, *Academic Senator for the College of Arts and Sciences*
Authors

Andrew Fosina, *1st District Off Campus Senator*
 Shalin Shah, *2nd District Off Campus Senator*
 Seamus Pugh, *Secretary for Infrastructure and Sustainability*
 Ryan Snyder, *4th District On Campus Senator*
 Kyle Mortimer, *Secretary for Governmental Relations*
Sponsors

Submitted to Student Senate on: November 10th, 2015

- Whereas:** Pearson Hall was opened in 1986 and has not been renovated since its initial construction
- Whereas:** Pearson Hall's energy usage is among the highest of any building on campus
- Whereas:** Over 80% of all undergraduate students at Miami University will have a class in Pearson Hall, which houses both the Biology and Microbiology departments
- Whereas:** Annually, over 5,100 students take a course in Pearson Hall, with 4,900 of those students enrolled in a STEM course
- Whereas:** 83,000 hours of laboratory coursework is performed in Pearson Hall
- Whereas:** 96,000 hours of laboratory and related research are conducted by undergraduate and graduate students enrolled in STEM independent studies based in Pearson Hall
- Whereas:** Annually, more than 2,000 Miami undergraduates work on externally funded research projects and about 40 percent of Miami seniors work on a research project with a faculty member

Whereas: Miami graduates the 2nd highest number of undergraduate students in the *hard sciences* (life and biological sciences, physical sciences, and mathematics) and the 4th highest number of STEM undergraduate students among Ohio public universities

Whereas: The current state of Pearson Hall is not conducive to modern teaching and learning techniques, which interferes with the University's ability to train students to use technologies currently needed and demanded by employers

Whereas: An updated and renovated facility will provide flexible state-of-the-art teaching and research laboratories that are critical for the University to continue to recruit and retain high quality STEM students and preeminent STEM faculty

Whereas: Adequate study and breakout spaces are not available, and the building and its facilities do not accommodate these needs sufficiently

Whereas: The students and faculty who work in Pearson Hall have achieved credible, published research while using outdated and limited resources, and could further advance their research with updated facilities

Whereas: Over the past four years, students in Biology and Microbiology have won several national awards including three Astronaut Scholarships, 2 Goldwater Scholarships, a NASA Astrobiology Institute Early Career Travel Award, a Scientific Committee on Antarctic Research (SCAR) Early Career Travel Award, a European Psychological Society award, a Great Lakes National Scholarship Program award, and a National Cancer Institute award to promote diversity in health-related research, all through research at Pearson Hall

Therefore be it resolved: On behalf of the Student Body, the Student Senate affirms its support for the Capital Budget request for the renovation of Pearson Hall

Further be it resolved: The Student Senate also recommends the addition of specific amenities to the Pearson Hall renovation including designated student study spaces, updated lab equipment including

suitable safety equipment, and increased storage capacity, as well as the implementation of energy efficient infrastructure.



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Yvette Harris, Chair

Andrew Reffett, Chair-elect

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

December 1, 2015

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

The following summarizes items of University Senate Business conducted since the Executive Committee submitted to the Board of Trustees on September 9, 2015.

- Revisions to existing degrees and University Documents received on the University Senate consent calendars:
 - **September 21, 2015:** EDT – Masters of Arts in Teaching
 - **October 5, 2015:** ENG – Composition and Rhetoric
- Proposed New Degrees
 - Proposed Bachelor of Science Degree in Applied Social Sciences with Major in Applied Social Research (**SR 16-01**)
- Specials Reports delivered at University Senate
 - **September 21, 2015:** Open Educational Resources (OER), Jen Waller and Jen Bazeley, Co-facilitators, Faculty Learning Community Exploring OER
 - **September 21, 2015:** EAB/Student Success Collaborative, Michael Kabbaz, VP Enrollment Management & Student Success and Scott Sportsman EMSS Director of Research and Analysis
 - **September 21, 2015:** **Tuition Promise Proposal**, Phyllis Callahan, Provost and Executive VP for Academic Affairs
 - **October 5, 2015, November 9, 23 and 30, 2015:** Regional Campuses Implementation Update, Michael Pratt, Dean, Regional Campuses and John Skillings, Process Coordinator (**SR16-02**) (**SR16-03**)
 - **October 26, 2015:** University Budget Explained: Reality and Priorities, David Creamer, VP for Finance & Business Services and Phyllis Callahan, Provost and Executive VP Academic Affairs
 - **November 9, 2015:** State Mandates Update, Amit Shukla, Co-chair, Institutional Council
- Senate Resolutions
 - **October 26, 2015, SR 16-01:** Proposed Bachelor of Science Degree in Applied Social Sciences with Major in Applied Social Research

SR 16-01
October 26, 2015

BE IT HEREBY RESOLVED that University Senate adopt the proposed new degree, Bachelor of Science Degree in Applied Science with Major in Applied Social Research, College of Professional Studies and Applied Sciences;

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

SR16-01 carried by voice vote

SR 16-02
November 9, 2015

BE IT HEREBY RESOLVED that the Executive Committee of Senate charge the appropriate committees (or units) to investigate the issues raised in the submitted questions at the October 26, 2015 Senate Meeting and report their conclusions to the Senate and the Board of Trustees. **(Attachment A)**

SR16-01 carried by voice vote

SR 16-03
November 30, 2015

BE IT HEREBY RESOLVED that University Senate approve the six new departments at the Regional Campuses:

- Social and Behavioral Sciences
- Education and Society
- Biological Sciences
- Mathematical and Physical Sciences
- Humanities and Creative Arts
- Languages, Literatures, and Writing

SR 16-03 carried by roll call vote: Aye – 43, Nay – 1, Abstentions – 1

cc: Provost Phyllis Callahan, Chair, University Senate
Yvette Harris, Chair, Executive Committee of University Senate
Sr. Associate Provost, Maria Cronley, Secretary, University Senate

Prepared by: Stacy Kawamura, Recording Secretary, University Senate

Questions for Senate Budget Meeting, October 26, 2015

1. What is the justification for shrinking the tenure-line faculty while growing the number of students and administrators? (In Oxford, NTL faculty have doubled since 2010 while TL faculty have declined by 12.5%.) In what way does the increase in non-tenure-line and non-permanent faculty benefit students? Why aren't we turning VAP positions into tenure-line positions?
2. The university has overshot its Strategic Task Force target for cuts in benefits. At a time when the university has nearly \$1/2 billion in reserves, what is the financial rationale for continuing to shift costs to the staff and faculty to such an extent that there is now no out-of-pocket maximum in our current benefits package for out-of-network care, leading to some members of the faculty and staff incurring tens of thousands of dollars in health costs?*
3. The University has nearly \$1/2 billion in unrestricted reserves. We accept that you have budgeted for their expenditure. But those budgets are choices: plans that can change with conditions and with changes in priorities. Only about 1/4 of all Miami expenditures are on instruction, and the trend is downward. Yet Miami expenditures for senior administrators, non-instructional buildings (including Phase II of Armstrong and another 300-person auditorium in Shriver) and Inter-Collegiate Athletics are up. The argument is often made that cuts in tenure-line hires are necessitated by the desire to keep student tuition costs down. What evidence is there that the university has sought to keep tuition costs and fees down by addressing these other areas?
4. The Athletic Director, in his summer presentation to the Board of Trustees, presented data showing that the average pay raise for staff in the Athletic Department is over 5% while the average pay raise for faculty has been just over 2% and for staff under 2%. This disparity has not been publicly discussed or justified. Especially given the department's \$20+ million annual loss (a loss subsidized primarily by student fees), how can it be defended?
5. At the summer meeting of the Board of Trustees, it was announced that a large number of unrestricted endowments were being stripped and redirected to Stage II of Armstrong. These endowments could have been used for many other purposes. Why did the Board of Trustees decide that, having failed to raise the necessary monies for Stage II, using these endowment funds for Stage II was a higher priority than, say, using them for scholarships?
6. We now have a much higher number of Visiting Assistant Professors than we did ten years ago (a 98% jump since 2010), and fewer tenure-line faculty (a 10% drop). We must be very close to the MUPIM cap on lecturers. Our lecturers, clinical faculty and VAPs are valuable colleagues, and many are qualified for tenure-line appointments: what can we do to allow more opportunities for them?
7. What method have the Fiscal Priorities Committee and Dr. Creamer established to learn about faculty and students' views on the university's financial priorities? Does the input of the Fiscal

Priorities Committee have an influence on final budget recommendations, or is its role simply to report decisions downward to Senate? Assuming reliable information on faculty and student priorities is gathered, is that information communicated to the Board of Trustees when budget recommendations are made? If not, why not? Can communication be improved?

8. What research has been done that suggests the university needs another auditorium in Shriver Center as opposed to, say, another real theater, or a dedicated faculty space like the old 1809 Room? How much are faculty, staff, and students being consulted as these decisions are made?

9. To what extent is a competitive effort to make Miami look posh interfering with the core educational mission and experience? The \$2 million directed toward raises last year is chump change compared to the surplus (\$136.5 million in 2014, \$85.5 million in 2013) and to what is being poured into reserves. Could we reprioritize to allow the percentage of funds directed toward instruction to increase beyond a quarter of the total budget, or consider reducing spending elsewhere, so that we can (1) reduce a dependence on contingent faculty that is widely understood to be detrimental to students and (2) provide a more serviceable benefits package to faculty and staff?

Move that the Executive Committee of Senate charge the Fiscal Priorities and Academic Policy Committees to investigate the nine issues raised above and to report their conclusions to the Senate and the Board of Trustees.

*Note shared with AAUP leadership by Prof. David Walsh (MGT, FSB), former chair of Faculty Welfare Committee:

There are out-of-pocket maximums for in-network benefits. However, there are no out-of-pocket maximums for out-of-network benefits. Thus, if one of us gets treatment from a doctor or hospital that is not within United Healthcare's established network of providers, the bills are potentially unlimited. This goes well beyond just providing an "incentive" to use providers that have agreed with United Healthcare to charge less for their services.

The established network of providers is reasonably large, and plan participants can avoid problems by verifying whether providers are in the network. But it is not that simple. You or a family member might have an unusual condition and the acknowledged expert on treating that condition not happen to be in the network. Your choice then is to go to a less competent person or accept unlimited liability. Or, since the providers included in the network are subject to change, you might have an established relationship with a doctor and that doctor suddenly no longer be in the network. Your choice then is to end the relationship and go with an unknown quantity or, again, accept open-ended financial responsibility. Last, and most insidious, you might be taken to an in-network hospital, but be treated there by contract physicians who are not part of the network. You might not even be aware that this has happened until after the fact. The New York Times ran an interesting piece on this problem about a year ago (Elisabeth Rosenthal. 'Costs Can Go Up Fast When E.R. is in Network, But the Doctors Are Not.' New York Times (September 29, 2014), A17).

Rinella Learning Center & Student Disability Services | 2015

Submitted by: Christina Carrubba-Whetstine, Ph.D.
Director, Rinella Learning Center

J. Andrew Zeisler
Director, Student Disability Services

Background

Though the Rinella Learning Center and Student Disability Services have partnered to serve students with diagnosed disabilities for decades, the collaboration between the two offices became more formalized with the restructuring of the offices in July of 2014 and throughout the preparatory phases for their relocation to Shriver. The RLC and SDS staff engaged in a rigorous and collaborative process to restructure the units resulting in Student Disability Services taking responsibility for all students with accommodations and accessibility concerns and the Rinella Learning Center taking responsibility for supporting students with disabilities through service and programs that exceed accommodation and access. The partnership and collaboration is maintained and revitalized through joint staff meetings and professional development, cross training of staff, streamlined processes and procedures that impact both offices, and the sharing of common office space.

Rinella Learning Center Overview

Mission

To promote and support academic success, persistence, and graduation at Miami University, the Rinella Learning Center provides structured programs and services that enhance student learning, critical thinking, and academic self-efficacy. The mission of the Rinella Learning Center is to help students reach their academic goals by empowering them with transformative and innovative skills and strategies to become independent, confident, and effective learners. The Rinella Learning Center is an umbrella organization comprised of Academic Support Services, Collaborative Learning Initiatives, the Scholastic Enhancement Program, the Access Fellows Program, and the RLC Testing Center. In 2009, the Rinella Learning Center received the Outstanding Learning Center award from the National College Learning Center Association.

Services and Programs

Academic Support Services includes academic counseling and coaching, academic interventions, learning assessments, a two credit hour study strategies course, a study strategies workshop series, and self-directed learning materials like the study strategies guidebooks and the RLC Planner. Collaborative Learning Initiatives includes individual and group tutoring, supplemental instruction, and Miami's Undergraduate Associates program. These initiatives are designed to provide content specific support through a variety of peer delivery methods. As Miami's conditional admissions program, the Scholastic Enhancement Program provides academic and personal counseling and advising to an identified academically at-risk student population. Included in the Scholastic Enhancement Program is supplementary learning assessment, specialized advising, a transitions course, and ongoing academic evaluation. The Access Fellows Program provides support to students receiving the Miami Access Initiative scholarship in their transition to an institution of higher education. The program includes specialized sections of UNV 101, facilitation of campus engagement through student employment, undergraduate research, student leadership opportunities, and service learning, and continued academic monitoring and support. The RLC Testing Center provides test proctoring services to students registered with Student Disability Services and other Miami University students needing proctoring services related to courses taken remotely at other institutions.

Rinella Learning Center & Student Disability Services | 2015

Data

The Rinella Learning Center serves approximately 5,000 students annually through its various programs and services. Below is a table indicating the number of students served through each program/service for the past two years.

	2013-14	2014-15
Academic Counseling/Coaching	294	377
Academic Intervention	348	345
Study Strategies Course	153	160
Workshop Series	325	306
Self-Directed Learning Materials	838	903
Supplemental Instruction	1730	1244
Tutoring	1296	1122
Undergraduate Associates Program	NA	136
Scholastic Enhancement Program	229	209
Access Fellows Program	NA	129
RLC Testing Center	NA	415

Student Disability Services Overview

Mission

Student Disability Services (SDS) provides services and mandated accommodations to ensure equal access to inclusive education and university life at Miami University. SDS follows best practices for students with disabilities in higher education by providing support services, reasonable accommodations, adaptive technologies and resources to ensure equal access to education, employment, and university life for students with disabilities. In doing so, SDS assists Miami University in its effort to comply with federal laws such as Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments of 2009. Further, it is the mission of the SDS office and staff to advance and sustain an environment of internal equity, diversity and inclusiveness for all members of the university community. SDS will fulfill its commitment with compassion, understanding and fairness to all parties involved and act as a resource for all university offices.

Services and Programs

Accommodations Offered: SDS offers a wide variety of accommodations for students. All students registered with the office receive advance course registration. This allows students the ability to better manage their course schedule to match their disability-related needs like meals, medication, and times of day. The largest accommodation received through SDS, after advance registration, would be testing accommodations. This might include extended-time, a distraction reduced testing environment, or software. Other accommodations include interpreting and captioning, textbooks or course materials in alternate formats, modified housing, adaptive technology, and mobility training to name a few.

Accessible Technology/Adaptive Software: Technology is becoming more and more integrated into student learning. Some technology options available through SDS include LiveScribe pens used for note-taking, large computer monitors, scanners and closed circuit televisions used to enlarge and manipulate paper documents, and some braille capabilities. SDS also has tactile image enhancers, which are devices used to create tactile versions of maps, graphs and charts. SDS Accommodation Coordinators work closely with students to

Rinella Learning Center & Student Disability Services | 2015

determine reasonable accommodations, and to discuss whether technology might be an option to help the student achieve a more inclusive outcome.

Increasingly, many students who attend Miami have experience with learning software before they arrive on campus. SDS staff work closely with the student to understand how the student has integrated technology into their learning, and to support their use of software within their academic program. Various software includes text to speech, speech dictation, screen readers and enlargement, and packages with built in learning tools. These technology and software options, if identified to be a reasonable accommodation for the student, are available to the student at no-cost. Additionally, RLC and SDS partnered successfully in a university tech-fee proposal to purchase an institutional license of Read & Write Gold. This software is a text to speech program that is now free to all Miami faculty, staff and students for Mac or PC. Read & Write gold makes the web, documents and files more accessible, and has many built in learning tools such as dictionary, thesaurus, pronunciation tutor, translator, and verb checker to name a few.

Data

SDS currently works with over 1000 students with various disabilities. In the fall of 2015, SDS launched **Students Accessing Miami**, or “SAM”, which is a new case management system that gives SDS staff, and the Student Affairs administration, the most accurate information possible with regard to data reporting based on key performance indicators (KPIs). KPIs available through SAM include numbers/statistics in the following areas: specific disability categories, documentation submitted/reviewed, intake interviews completed, faculty notifications, GPA and demographic information, student appointments, and a breakdown of accommodations used by students to name a few. Other highlights of SAM, in addition to enhanced reporting, is that it allows more autonomy in the interactive process for students by putting them in the “driver’s seat” of their own accommodations. The system allows all accommodation requests to be time stamped, and allows SDS staff the ease of accessing documentation and keeping case notes for each student. Also, since the system is being used on the Oxford and Regional campuses, processes for serving students are now more consistent than ever. SAM also allows SDS to track the following affiliations: athletes, international students, veterans, RLC – Scholastic Enhancement Program, and the student’s involvement in SDS’s Students with Disabilities Advisory Committee (SDAC).

The Future of the RLC and SDS

Departmental Reviews

In our continued effort to reflect on and transform our practices to academically support Miami University’s students, both the Rinella Learning Center and Student Disability Services will be undergoing departmental reviews. The SDS self-study will be complete by February of 2016, with an external review team on campus in March of 2016 and the RLC self-study is slated to be complete in April 2016 with an external review team coming to campus during summer 2016.

Relocation

The Rinella Learning Center and Student Disability Services are scheduled to relocate to the Shriver Center in January 2017. PFD Planning and the architecture firm Annette Miller and Associates have worked collaboratively with both offices to ensure the new location will meet the two offices’ accessibility needs and provide a bright, vibrant, and accessibility focused center of learning. The new location will have increased testing space, greater seminar room capacity, enhanced tutoring facilities, expanded staff office space, and a flexible meeting and learning space for students with diagnosed disabilities. And, to celebrate the University’s theme of Creativity and Innovation, SDS and RLC are planning to partner with local arts organizations from Butler and Hamilton counties to showcase the artwork of local artists with disabilities within the new space as well.

Rinella Learning Center & Student Disability Services

December 3, 2015

Christina Carrubba-Whetstone, Ph.D.
J. Andrew Zeisler



MIAMI UNIVERSITY

Meet the RLC Staff



Christina Carrubba-Whetstine
Director



Gary Ritz
Associate Director



Golden Fanning
Learning Specialist



Chasity Dittmann
Learning Specialist



Anna Baratta
Learning Specialist



Larisa Wright
Learning Specialist/
SEP Coordinator



Heather Morrow
Learning Specialist



Mark Gross
Learning Specialist



Anita Lee
Administrative Assistant



Lori Hornung
Program Associate

Academic Support for Students

- **40% referred through academic intervention**
 - Coordinated intervention efforts
 - Academic Warning
 - Academic Probation
 - Returning from suspension/dismissal
- **60% self-select to engage in programs**
 - Average ACT: 28
 - Average Miami GPA: 3.1
- **Students utilizing RLC services report concerns**
 - Academic related anxiety
 - Struggles to manage time
 - Not knowing how to adequately study



Outcomes of Programs & Services

First Year Intervention

	2011	2012	2013	2014	2015
GPA Study Strategies Course	2.23	2.28	2.39	2.36	2.38
GPA with NO Study Strategies Course	1.92	1.96	1.86	1.94	1.86

Second Year Intervention Data

	2011	2012	2013	2014
GPA Academic Coaching	2.16	2.13	2.25	2.12
GPA Study Strategies	2.39	2.57	2.67	2.34
GPA w/Learning Specialist	2.52	2.18	2.19	2.43
GPA w/NO Intervention	1.58	1.6	1.77	1.74

Outcomes of Programs & Services

Supplemental Instruction Outcomes			
	% SI Participation	Average Grade for SI	Average Grade Non-SI
Course A	28%	2.83	2.44
Course B	41%	2.76	2.34
Course C	14%	3.0	2.68

Growth Areas

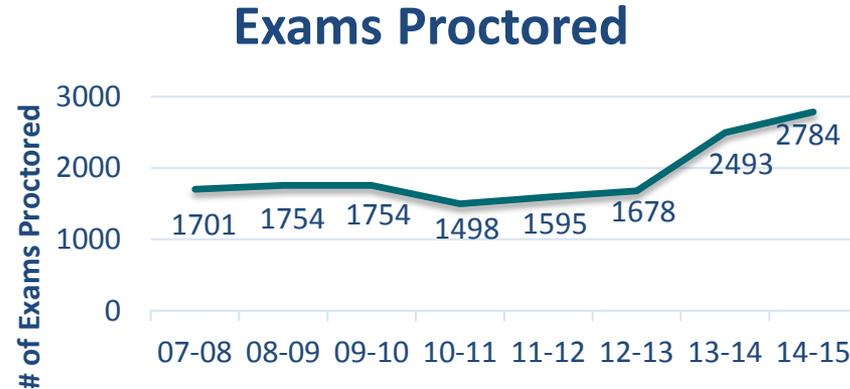
- Increase in tutoring and supplemental instruction

	Fall 2014	Fall 2015
Tutoring Students	733	753
Tutoring Visits	2011	2973
SI Students	592	686
SI Visits	1689	2194



Growth Areas

- Increase in number of exams proctored through Rinella.
- Increase in request for ESL tutoring/academic support for International Students in areas not historically served through Rinella.



New Opportunities

- New academic support model for international students
 - 1% International student utilization of tutoring versus 4% domestic student utilization
 - 3% international student utilization of supplemental instruction versus 4% domestic student utilization
 - Struggle to recruit peer tutors to appropriately work with international students
- Expanded intervention for students academic suspension/dismissal
 - EDP 122: Academic Success II
 - Coaching Model



Meet the SDS Staff



Andrew Zeisler
Director

zeisleja@miamioh.edu



Cindy Steidle
Accommodation
Coordinator

steidlca@miamioh.edu



Hope Sweeney
Accommodation
Coordinator

sweenehm@miamioh.edu



Ann Wengler
Accommodation
Coordinator

wengleak@miamioh.edu



Karon Selm
Administrative
Assistant

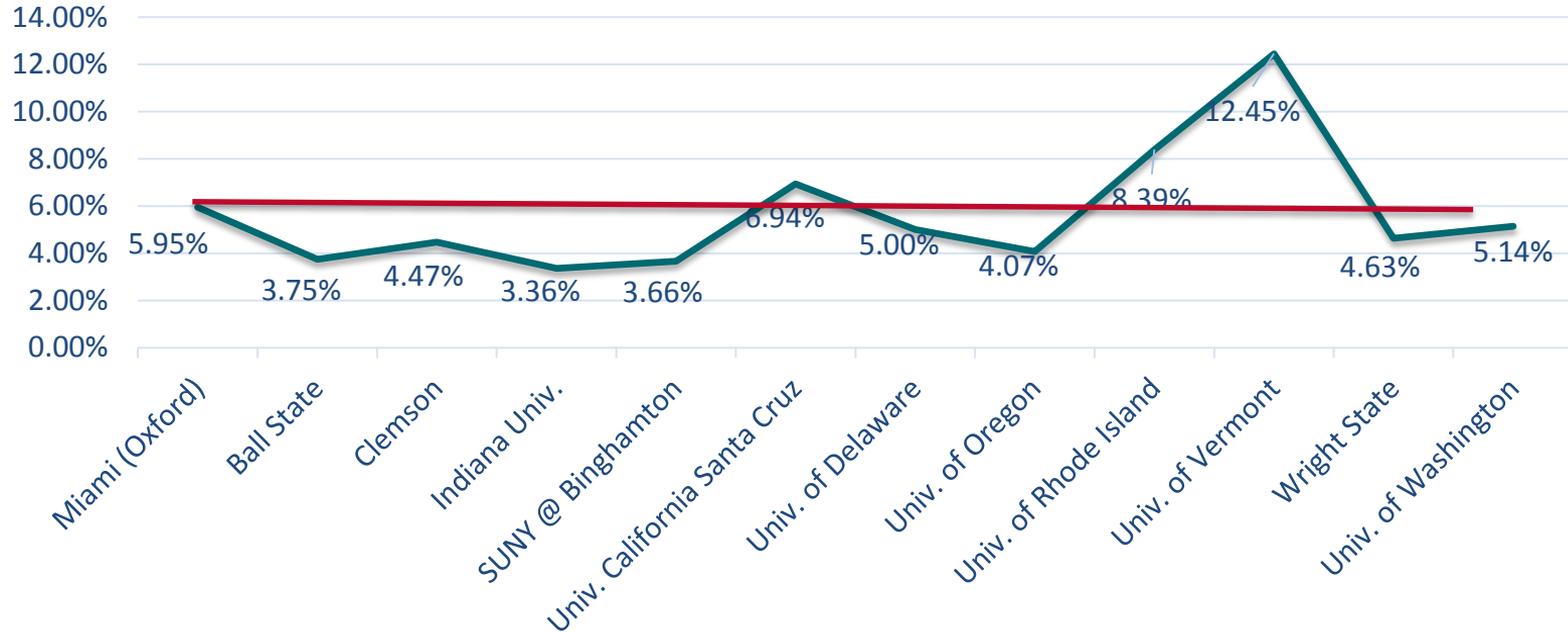
selmkk@miamioh.edu

SDS By the Numbers

Category	2014-15	Fall 2015	Total Number
LD/ADHD	60%	57.22%	781
Psychological	20%	16.26%	222
Medical	8%	9.6%	131
Neurological	4%	8.5%	116
Physical	2%	4.9%	67
Autism	2%	2.3%	31
Temporary		1.2%	17
Total			1365

* All Miami Campuses

University Comparison % of Students Served



A Closer Look at SDS

- 1365 Total (692 Male, 672 Female, 1 other)
- 610 Students with 2 or more disabilities
- 7241 Accommodations requested

Top 5 Accommodations Requested	
Alternative Testing	2385
Advanced Copy of Class Materials	818
Note Taking	796
Text to Speech	735
Audio Record Lecture	660

* All Miami Campuses

RLC/SDS Collaboration

- Move to Shriver January 2017
 - Collaboration in design & concept for new space
 - Initiates using “Creativity & Innovation” and technology
- Cross Training
- Joint RLC/SDS Staff Meetings
- Joint Professional Development
- Collaboration Outreach/Partnership
- Clear partner with Testing Center (practice and policies)
- Interoffice referrals to support students (accommodations, coaching, etc.)
- Perceived as one office for comprehensive student support



Rinella Learning Center
14 Campus Avenue Building
513-529-8741
RLC@MiamiOH.edu

Student Disability Services
19 Campus Avenue Building
513-529-1541
SDS@MiamiOH.edu



Student Affairs Good News December 2015

Fall Highlights (through November 16)

Community Engagement and Service

- The September Service Saturday occurred on September 26. 32 Miami students participated by volunteering during Hike-A-Thon, Medication Take Back Day, and the Hamilton Community OktoberFest at Mt. Zion Church.
- 48 reading and math tutors were hired through the America Reads/Counts work study program for the fall semester. These students are serving at 13 local schools and after-school sites.
- 40 students registered for weekly education-focused volunteer placements through the Adopt a School program.
- There are 18 Service-Learning courses offered on the Oxford Campus for fall 2015. There are 328 students enrolled in non-fee-assessed courses and 393 students enrolled in fee-assessed courses. Students in fee-assessed courses are serving at 25 local agencies.
- 36 students attended Interfaith Day of Service on October 23. Students engaged in service at three sites: Family Resource Center, the Interfaith Center and Woodland Country Manor. This event is possible by funding from the Ford Family Initiative for Spirituality, Meaning and Purpose and partnership with the Interfaith Center.
- The October Service Saturday occurred on October 24. 101 Miami students participated by planting tulips for Coalition for a Healthy Community – Oxford Area. The event was called Plant the Promise.
- The Office of Community Engagement and Service coordinated and facilitated an Urban Plunge in Over the Rhine in Cincinnati, November 6-7. 7 students and 2 staff members attended Urban Plunge. Students volunteered with the Cincinnati Homeless Coalition, Peaslee Community Center, Wesley Chapel Mission Center and Upspring a nonprofit that works with homeless youth.

Diversity Affairs

- The Office of Diversity Affairs coordinated the Cultural Connections Dinner on October 4. The theme for this year's event was "Connections Where We See Boundaries". Students, faculty, and staff participated in table discussions and personal interactions.
- The 4th Annual Multicultural Student Leadership Conference took place on November 6-7. The theme was centered around "Finding Your Voice" and the keynote speaker is Tish Norman.
- The MIX-IT-UP Luncheon was held on October 27. Discussion centered around diversity issues.

Harry T. Wilks Leadership Institute

- Sixty-five Miami students participated in the annual Perlmutter Leadership Conference on October 3, Strengths-based leadership conference during which they attended StrengthsQuest™ sessions, participated in two 45-minute leadership workshops, and engaged in a small group reflection session. As a result of attendance at the conference, 100% of these students can identify ways to develop their top 5 StrengthsQuest signature themes into strengths.
- 54 Miami students are enrolled in the first offering of the Wilks Leadership Certificate Program. This year-long co-curricular certificate program is designed to provide a broad perspective of leadership theories and opportunities to learn about and practice leadership. It also requires significant self-reflection and ultimately the creation of a personal leadership philosophy. A group of participants are also serving as an Advisory Committee to guide the improvement of the design and implementation with hopes of growing the program in its second year. Any student that completes the certificate becomes eligible to continue their leadership journey as a Leadership Fellow which is an individualized and mentored leadership competencies-based program.

Myaamia Tribe Relations

- There are 25 Myaamia students enrolled on the Oxford campus and receiving the Heritage Award.
- The Myaamia Center/Miami Tribe Relations hosted an overnight session for the Myaamia students on September 4 at the WRA Cabin. The evening began with dinner and continued with indoor Myaamia games and using the Myaamia language in simple ways during the games. Students who had been counselors at the summer Eewansaapita youth camps were leaders in the small groups. The satisfaction level about this event was very high. All seven 1st year students report that it helped eliminate the intimidation they felt in the two class sessions that occurred before the overnight. Plans are now underway for a similar event at the beginning of 2nd semester.
- It is typical for a community pot-luck dinner to be hosted by Daryl & Karen Baldwin at their home at some point during the school year. This year the event occurred on Saturday, November 7. What was not typical was the student participation—22 of the 28 students attended. One person brought her parents who were visiting for the weekend and two others brought weekend guests. It was a delightful evening and encourages us to offer more informal ways for interaction within this group.
- There have been 16 inquiries from Myaamia high school students about applying to Miami for 2016-17. It is likely that 13 of them will actually apply. That is the largest group of interested students to date. Eight of these interested students attended a Bridges session. We were able to meet up with all of them at the lunch that concludes the program.
- The Myaamia Center is actively engaged in connecting Myaamia students with others in Indian Country for possible summer internships.
- Three Myaamia students are team members who are working with Bob Keller, Physical Facilities Planning and Design Manager, on an outdoor educational art project about the Miami Tribe and the relationship with Miami University.

New Student Programs

- Recruitment for Student Orientation Undergraduate Leaders (SOULs) is in full swing! Applications opened in early October. The office's two undergraduate student orientation coordinators (who were SOULs for orientation 2015) are leading a range of recruitment efforts. Facebook page statistics tell us that weekly Facebook activity is reaching nearly 2,500 people per week. The application deadline is in late January; recruitment continues through the start of the spring semester.
- New Student Programs held the first-ever SOUL Homecoming Reunion Brunch on September 19. Approximately 25 former SOULs attended the event, connected with one another, and enjoyed a meal and slideshow of SOUL memories. The program was the latest in a series of SOUL alumni communications and events begun in spring 2015.

Off-Campus Outreach & Communication

- Created Commuter Center Assistant position to support the Commuter Center, and hired two students to serve in this role for the 2015-2016 year.
- Presented a divisional professional development session on Digital Leadership for Student Affairs Staff.
- Started an Instagram account for the Division of Student Affairs (@MiamiOH_StudentLife).
- Received grant from Parent Fund to purchase 1,000 safety timers, to be provided to off-campus students for free as part of the second Oxford Walkabout (November 2015).

Parent and Family Programs

- Family Weekend (October 16-18) occurred with overwhelmingly positive feedback from attendees. Many events reported higher than expected attendance. Debuted a mobile guide to the weekend (Guidebook), which received positive reviews, including easier wayfinding during the weekend, an increased understanding of what to expect during the weekend, and better knowledge of events, activities, and restaurants, both on-campus and in the surrounding area.

- Parents Council held fall meeting (October 16-17) and welcomed 9 new families to the Council, representing the Class of 2019. The Council reported that 28 new companies are committed to or considering recruiting at Miami as a result of Parents Council members' efforts. The Council also partnered with the Office of Student Wellness to create the [first in a series of videos](#) to engage parents in conversations with students about alcohol use during college.

Residence Life

- 5,048 1:1 meetings have occurred with students and their RAs since the start of fall semester.
- 94 events have been sponsored by Community Leadership Teams and the Residence Hall Association since September 1.
- 525 residence hall students are serving on Community Leadership Teams within the residence halls.

Rinella Learning Center

- Through mid-November, the Rinella Learning Center has served 1,439 students through tutoring and/or supplemental instruction for a total of 5,167 unique visits.
- Proctored over 1,000 exams since September 1 totaling over 1,230 hours of test proctoring.
- The Rinella Learning Center staff will be teaching a new course (EDP 122: Academic Success II) in spring 2016 designed to support students as they reenter the Miami University following academic suspension.

Student Activities and Cliff Alexander Fraternity and Sorority Life and Leadership

- Partnered with the Performing Arts Series and had over 6,000 people in attendance at Seth Myers for Family Weekend.
- Late Night Miami is seeing an increase in numbers of students showing up to events. Friday night movies are averaging 250-300 people showing up on most weekends. Thursday night coffee houses are averaging 100 people showing up on Thursday evenings and all other programs average 150-200 students. Overall the program has had huge success in its first semester of implementation.
- 90 Fraternity and Sorority Emerging Leaders attended Acropolis, a three day leadership development retreat for future leaders.
- Both lecture series events, Black Lives Matter and Pete Rose, were sold out.
- 500 Students and Families attended the first annual Go Greek Tailgate during Family Weekend.
- Created a new partnership with Global Buddies and the International Student Scholars program for promoting Late Night Miami to international students.
- Best Buddies Student Organization won their #1 Chapter in the Country Award.
- Just Duet a capella group was selected to perform at Carnage Hall in the spring.

Student Counseling Service

- The new intake/triage procedures in Student Counseling Service contributed to a 63% increase in the number of new clients and a 13% increase in the overall number of individual counseling sessions provided in the first month of the fall semester vs. last year. These procedures have also been instrumental in eliminating a wait time for an initial appointment as all requests for initial appointments have been granted within a working day or two of the request. While a wait list for on-going individual counseling sessions was begun October 16, this was 3-4 weeks later in the semester than any year in the past decade.
- Over 400 students took advantage of the very popular "Dog days at Mid-terms" in which pet therapy dogs are made available as a study break for students during mid-term week.
- 20 faculty and staff completed an 8-hr long training in Mental Health First Aid offered by SCS staff on October 9, making them eligible to become Mental Health Allies on campus.

Student Disability Services

- Students with Disabilities Advocacy Council (SDAC) was founded in the fall of 2015, SDAC is open to any student registered with SDS and has been designed with three main goals: 1.) Students will be able to connect the experiences of others in relation to their own, and situate any differences and similarities within their development process; 2.) Students will conceptualize for themselves what it means to be a student with a disability at Miami University; 3.) Students will re-conceptualize for themselves what it means to be a “successful” student.

Additional expectations for the group include:

- Providing feedback to the SDS Leadership Team with regards to campus concerns and issues facing students with disabilities;
- Assisting in identifying topics for programming, and assist with the implantation of programming;
- Participating in student centered initiatives across campus representing SDS.

SDAC student-led initiatives for 2015-16 include:

- Bi-monthly meetings
- Peer mentoring
- Alumni networking
- Mentoring for prospective students – Admissions partnership
- Faculty/student relationship building
- Social events

Student Wellness and Education

- The HAWKS Peer Health Educators received recognition as an Outstanding Peer Education Group and the Step Up! Bystander Intervention program received the Outstanding Program award from the BACCHUS Initiatives of NASPA at the annual BACCHUS conference. The conference brings together peer education teams at universities across the country for professional development opportunities and to showcase effective programs.
- The Step Up! Bystander Intervention program was successfully implemented with over 1,200 students in the UNV 101 course.
- Our BACCHUS chapter had their first event with the new wellness gazebo called "The Big O"- Opportunities for Health and Wellness. Launching their premiere on October 29 with Health -O-Ween and Health Jeopardy, 125 students visited the gazebo which created opportunities for education and sexual health resources. Free food and goodies were also provided.

Women's Center

- The Women's Center has received approximately 25 requests from Residence Life Assistants for pre-made bulletin boards for residence halls.
- Three new bulletin boards have been created for the hallway outside the Women's Center - one on the women's suffrage movement, one on the cultural and gender implications of Halloween costumes, and one highlighting the International Day for the Elimination of Violence Against Women.
- The Clothesline Project was held at the Hub September 30-October 2. Eighteen new t-shirts were created by survivors and allies, 22 students volunteered to staff the event, almost 2,400 information cards were distributed, and 40 attended the closing ceremony. The Women's Center also assisted the Hamilton Campus Clothesline Project by providing t-shirts for their display.
- Approximately 240 students attended six collaborative programs held September 1-November 3:
 - Rainbow Reception and Pumpkin Pride (co-sponsored with GLBTQ Services),
 - Two gathering for Middle Eastern Women (co-sponsored with Global Initiatives),

- Two free and anonymous HIV testing days at the Women's Center (co-sponsored with Spectrum),
- A screening and discussion of "The Mask You Live In". This is a film about masculinity in America (co-sponsored with Student Wellness),
- A networking event for women students with alumnae (co-sponsored with Career Services).
- A new Masculinities at Miami Facebook page was launched in mid-September.
- A weekly Friday workshop series focusing on wellness launched at the Women's Center in November.
- There were approximately 830 patron visits to the Women's Center in September-October.

Collaborative Efforts

- Office of Community Engagement and Service partnered with the Department of Housing and Residence Life, Oxfam, Family Resource Center of Oxford, the Creative Writing Department, Empty Bowls, and The Diversity Affairs Council to put on Hunger and Homelessness Awareness Week. Throughout the week 7 large bags of clothes were donated, 766 meals were donated and \$4,703.24 was raised for the Homeless Coalition and the Oxford Food Pantry.
- Office of Community Engagement and Service hosted a SEAL Workshop titled "Community Engagement and Your Organization" through the Office of Student Activities on October 14.
- For the first time, New Student Programs is collaborating with the College of Arts and Science to offer an early transfer orientation. For many years, the College of Arts and Science has hosted several transfer advising sessions for those transfers who are able to travel to campus in December and early January. These sessions have been historically limited to academic advising and registration, and held prior to New Student Program's comprehensive January orientation program. This year, New Student Programs and the College of Arts and Science are working together to provide a full orientation opportunity to these transfer students and their families at each of the five College of Arts and Science advising dates. The program has been expanded to include student life information, resources from Parent & Family Programs, and a campus tour. New Student Programs is also managing program registration. Students who attend one of the College of Arts and Science advising days will not need to attend January orientation, but will be invited to enroll in a transfer-specific transition course, and to attend the transfer student social at the start of the semester.
- Student Counseling Service collaborated with the Psychology Department, Office of Student Wellness, and three mental health-related student organizations to produce a very successful second annual Suicide Prevention Week, October 12 through October 16. Highlights included a presentation on positive psychology and resilience; a one-woman performance of her comedic play on her experience with suicidal depression; and an extremely well-attended (over 600 students) "Relax-a-thon" with 12 stations of activities and information related to mental health and wellness.
- The Office of Off-Campus Outreach and Communication proposed and implemented, with Associated Student Government, the Off-Campus Relations Committee, a new committee of all 16 off-campus student senators to address issues of health and safety, town-gown relations, and living in Oxford. They designed and produced "Break Safety" door hangers for senators to distribute to off-campus residences in November.
- As part of the Ford Family Initiative for Spirituality, Meaning and Purpose, Miami University hosted a campus visit and keynote with Dr. Eboo Patel, CEO and Founder of Interfaith Youth Core. The events of the day included meetings with students, graduate students and a faculty and staff development session in addition to a keynote and book signing. The keynote was entitled "Engaging Faith, Non-Faith and Philosophical Diversity in the 21st Century." The events of the day were attended by over 400 people.

Staff Achievements and Accomplishments

- Dr. Joshua Hersh, University Psychiatrist, was invited to contribute to the blog of the Higher Education Center's website. His blog, entitled "Using Minimum abuse/Maximum Care Treatment Algorithms to Decrease Prescription Drug Abuse on Campus" will appear as the October blog post.

- Jane Goettsch, Director of the Women's Center, received the Lifetime Achievement Award at the National Women's Studies Association Women's Centers Pre-Conference on November 12.
- Kathy Jicinsky (Assistant Director of the Wilks Leadership Institute) and Shamika Karikari (Doctoral Associate in Career Services) presented an educational session titled Supervision: A Professional Development and Learning-Centered Approach at the 2015 NASPA Region IV-East Conference in Schaumburg, Illinois on November 9.
- New Student Programs graduate practicum student, Sarah Dodge, a second-year in the Student Affairs in Higher Education (SAHE) program, received the Norman K. Russell Scholarship at the national conference for NODA: The Association for Orientation, Transition & Retention in Higher Education. The conference was held in Denver, Colorado, in late October. Dodge was one of three recipients of this national prize, given for excellence at the graduate level in the field of Orientation, Transition & Retention.
- New Student Programs Director Buffy Stoll Turton gave a webinar in late September to GLACUHO: The Great Lakes Association of College and University Housing Officers. The webinar, titled, *First Generation Success Stories: Navigating Tension between Home and School at a Four-Year Institution*, focused on Stoll Turton's dissertation research
- Hoa Bui, Assistant Resident Director, Dodds Hall, received the Robert F. Rodgers Graduate Student of the Year Award from the Ohio College Personnel Association
- Vicka Bell-Robinson, Associate Director of Residence Life, has been selected as a faculty member for the 2016 Professional Development Institute, annually sponsored by GLACUHO (Great Lakes Association of College and University Housing Officers), to be held in February, 2016.
- Jaymee Lewis-Flenaugh, Resident Director, presented 3 programs at the 2015 NASPA IV-East conference, held recently in Schaumburg, IL: "The First 6 months: Personal Foundations toward Self-Care in Job One", "We are the NOW of NASPA: Becoming Involved as a Young Professional or Graduate Student", and "The Struggle is Real: Navigating Racial Battle Fatigue as an #SAGrad or New Professional of Color".
- Several residence life staff members presented at the GLACUHO conference in Flint, MI:
 - Sarah Meaney, Assistant Director: "Creating Happiness Beyond Your Job", "Navigating Non-Traditional Mid-Level Positions", and "What are they thinking?!" Understanding and Preparing Yourself for Mid-Level Decision Making"
 - Vicka Bell-Robinson, Associate Director, and Sasha Masoomi, Assistant Director: "Risk Management – Expectations for Mid-Level Managers"
 - Jaymee Lewis-Flenaugh, Resident Director: "Pricing People into Segregation Social Justice in Residential Facilities"
 - Kyleen Ammerman, Assistant Director : "Renovate Advising: How to Advise a Student Advisor"
 - Colleen Bunn, Assistant Director: "Personal Connections in a Residential Curriculum: The Use of 1:1 Conversations to Further Learning"
- Colleen Bunn, Assistant Director of Residence Life, presented a poster session at the National Women's Studies Association Conference, held recently in Milwaukee, WI, entitled "Running Against the Media: Anger and the Feminist Killjoy"

Orientation & Welcome Week 2015

Introducing new students and families to the Miami community

MIAMI UNIVERSITY

November 13, 2015

Authored by: Buffy Stoll Turton, Director of New Student Programs

Orientation & Welcome Week 2015

Introducing new students and families to the Miami community

Introduction

Miami University Orientation and Welcome Week programs are coordinated by the Office of New Student Programs. The Office of New Student Programs supports student transitions and equips students for success inside and outside the classroom by:

- introducing students to university resources and support
- connecting students with campus and local communities
- fostering environments that promote students' sense of belonging
- empowering students to take an active role in their learning and development
- inspiring students to discover new ideas and experiences

All first-year students at Miami University must attend **new student orientation**. Nearly all domestic students attend one of sixteen day-and-a-half summer orientation sessions in June and early July. In 2015, 3,459 students (96% of domestic first-years) and 4,922 family members attended a summer orientation session (total 8,381). An additional 109 first-year students and 165 family members attend orientation in August, just prior to the start of the semester, along with 105 transfer students and their 84 guests (total 463 attendees at August orientation). About a dozen students and eight guests attended an additional orientation session designed for those relocating from Miami's regional campuses.

Miami's **Welcome Week** consists of twelve days of more than 130 large- and small-scale programs involving over 50 contributing departments from across campus and the Oxford/Cincinnati area. Combined program attendance totals more than 65,000. Students use the Orientation & Welcome Week mobile app to access the schedule of events, and Resident Assistants (RAs) bring new students to many of the large Welcome Week programs.

Orientation Program Details and Data

At summer orientation, students and family members engage in a wide breadth of important experiences that aid their transition to Miami. They meet faculty, staff, and student leaders, learn about Miami's approach to Liberal Education, develop an academic plan based on each student's selected major, meet with an academic advisor and register for fall semester classes, hear about Miami's history and traditions, learn about campus resources, connect with other new students and families, become more familiar with the physical space of campus, stay overnight in a campus residence hall, understand more about the differences between high school and college, learn about campus safety and community expectations – including alcohol and sexual assault, engage in conversations about student transitions to college, and set goals for academic and co-curricular achievement in their first semester.

In 2015, summer orientation accommodated the larger-than-expected Class of 2019 without adding additional sessions. Minor adjustments to our existing program allowed us to serve 125 more students while maintaining our high program standards and individualized attention for each new student and guest. In addition, orientation offered a comprehensive new mobile app for 2015, with program schedules (for orientation and Welcome Week), interactive maps, and other helpful information about Miami and the community of Oxford.

Orientation survey data indicates that orientation has a substantial and positive impact on both student and family transitions. Nearly all survey items indicate at least 90% satisfaction with orientation program elements and the experience as a whole. The following data from our student and family surveys illustrates this impact:

- 99.2% of students who attended summer orientation were retained to the first day of class

- 95% of student and family survey respondents remarked that orientation met or exceeded their expectations (exceeded expectations = 63% students, 65% families; met expectations=32% students, 30% families)
- 95.5% of student survey respondents remarked that orientation met or exceeded their expectations (exceeded expectations = 63%, met expectations=32%)
- 91.1% of student survey respondents, along with 94.1% of family survey respondents, remarked that our session on alcohol and other drugs, sexual assault/violence, and campus safety had increased their awareness of these issues at Miami. This number is particularly significant because it has increased 32% since 2013. The increase correlates with several program adjustments in response to Title IX legislation in recent years, including: addressing the topic separately with students and family members; moving the session from the end of day 1 to the morning of day 2; increasing partnership with OEE0, the Office of Student Wellness, and the Coordinator of Sexual Assault Prevention and Support; focusing on direct messages from administrators and less on SOULs (undergraduate orientation leaders) for content delivery; creating handouts for students and families with relevant statistics, resources, and discussion questions.
- Family survey respondents reported increases in talking with their students about alcohol and other drugs as well as sexual assault/sexual violence (90% and 85%, respectively) as a result of attending orientation.
- After attending orientation (according to the 2015 orientation student survey):
 - 97 % of respondents are more confident in their decision to attend Miami
 - 95% of respondents feel a stronger sense of belonging at Miami
 - 96% of respondents are more confident about their transition to Miami
 - 97% plan to attend professors' office hours
- After attending orientation (according to the 2015 orientation family survey):
 - 98% of respondents said they feel their student is more prepared for their first year
 - 96% of respondents said they feel more prepared for their student's first year
- In response to the open-ended question, *What was the most important thing you learned at orientation?* Students respond with ideas that match our intended outcomes. Some examples include:
 - Miami is more of a fit for me than I realized and I'm more confident in my decision to go there.
 - After Orientation, I understood what education goals to aim for, as well as things I may be able to do with my time besides schoolwork and studying. I'd say that's the most important thing I could've learned there.
 - After my one-on-one advising and academic breakout sessions, I am no longer doubting whether pursuing a double major is a good idea. In contrast, I'm looking forward to my classes for the fall semester.
 - We are all a little bit nervous and we are all starting new. I can't wait to meet new people with different backgrounds and interests!
 - At Miami, I am not a number and everybody is willing to help.
 - Be open to all types of knowledge, even if it does not seem to relate to my major.
 - How to stay connected with professors and advisors. How to become involved and what classes interested me. I learned ways to cope with problems that may arise when first attending college.
 - I learned a lot about what life at Miami is like on a day to day basis - this ranges from roommates to classes to eating and events. I feel much better about coming back in the fall and feel like I have belonging at Miami now.
 - It's ok not to know exactly what I want to do in my future. Miami has a lot of outlets to figure that out between classes and clubs!
 - That the most important part of adjusting is being myself.
 - That there are a lot of clubs and organizations to get involved in and there are a lot of people who want to help you have a smooth transition to college. Also, there is a really strong and supportive Miami community.
 - How important it's going to be to be open-minded about everything. I'm not always going to be in my comfort zone, but that's the best part about college. I'm going to learn something new.

Welcome Week – Overview

Welcome Week – which begins on move-in day and extends through the first weekend after fall classes begin – provides opportunities and support for new students as they continue to meet new friends, experience campus traditions, connect with their academic departments, join student organizations, learn more about campus involvement and support, and begin working toward the goals they set during orientation. Welcome Week programs are designed to help new students connect to resources and opportunities for learning and involvement during and beyond their first year at Miami, as opposed to offering one-time special events that would have a more limited impact. The week begins on the evening of move-in day with community meetings in the residence halls after families have departed. Resident Assistants accompany first-year students to major Welcome Week programs throughout their first several days on campus.

Welcome Week programs provide numerous opportunities for students to socialize in alcohol-free environments, and to engage in hands-on learning about life in their new community. New students are introduced to campus culture, resources, opportunities and traditions including featured events at the Rec Center/Goggin Ice Arena, Armstrong Student Center, and Yager Stadium. Residential students learn about fire and personal safety event in their residence halls. Nearly all new students attend these signature events, as well as New Student Convocation. Throughout Welcome Week, new students connect with their academic units, and have opportunities to learn about academic support, study abroad, community service, diversity and cultural communities, career development, student organizations and involvement, and the local community in Oxford. Events continue through the weekend after the first week of classes, including bus trips to Cincinnati activities and destinations such as Findlay Market, the Kenwood Towne Center and Newport Aquarium.

Welcome Week – Key Collaborations & Future Plans

Welcome Week continues to grow in number of events, number of contributing departments, and total program attendance. In 2015, Welcome Week added about a dozen events (climbing to a total of 137), and increased sponsoring departments by over 20%. More than 50 stakeholders contribute to Welcome Week programming, including departments across all divisions of the University and community partners in Oxford and Cincinnati.

One new and exciting partnership for Welcome Week is an extensive collaboration with Late Night Miami, through the Office of Student Activities. Student Activities has long been a key Welcome Week partner, and the Late Night Miami initiative fits right in, as it complements the Welcome Week mission for introducing new students to continuing programs and resources at the start of the year. Late Night Miami provides planning/staffing and cost-sharing for multiple major events. Welcome Week evening events kick off the Late Night Miami calendar for students' very first weekend on campus, and Late Night Miami is responsible for the Saturday night signature event, Welcome Fest. Late Night Miami is promoted at the additional signature events: First Night Block Party (at the Rec) on Thursday night (evening of move-in day), Armstrong Palooza on Friday night, and Mega Fair on the first Wednesday of the semester. These programs extend until at least 11pm each night.

NSP is committed to the continued growth of Welcome Week, and has identified opportunities for increasing the impact of the program over the next two years. In particular, NSP is actively exploring the implementation of a Welcome Week Leader role in order to increase first-year engagement with Welcome Week programs and experiences, other first-year students, and current student leaders. As this structure for student engagement strengthens, Welcome Week will support new student transitions with continued expansion of programming related to diversity, community expectations, and career development.

Conclusion

The Office of New Student Programs has purposefully designed Orientation and Welcome Week to support new students and their families in their transitions to Miami. This work includes multifaceted approaches to connecting students to Miami by empowering them to explore and connect with academic and co-curricular opportunities, and equipping their families to successfully partner with the university and provide effective support for their student. Orientation and Welcome Week are both healthy, successful programs that benefit from strong stakeholder partnerships and a clear vision for the future.

ADMISSION UPDATE

Board of Trustees Meeting

December 3, 2015

Susan K. Schaurer

Enrollment Management & Student Success



MIAMI UNIVERSITY



Fall 2015 First-Year Enrollment

Final Data

- » Total confirmations: 4,093
- » Final first-year class: 3,806
 - » Count as of 10/15/15
- » Final melt: 7.0% or 287 students
 - » Fall 2014 melt was 6.9%



Key Enrollment Metrics

Fall 2015 vs. Fall 2014

- » Average ACT: 28.0 vs. 27.6
- » Average GPA: 3.75 vs. 3.70
- » Rigor of HS Curriculum: 13.7 vs. 13.2
- » Non-Resident: 44.1% vs. 43.3%
- » International: 7.8% vs. 6.9%
- » Domestic Diversity: 13.7% vs. 13.0%
- » Alumni Connection: 32.0 % vs. 33.1%
- » Countries: 30 vs. 44
- » States: 39 vs. 38
- » High Schools: 1,243 vs. 1,142



Other Enrollment Goals

Fall 2015

American Culture and English (ACE) Program

- » Fall 2015 enrollment goal was 150 first-year students
- » 299 confirmed students or a 37% YTD increase vs. Fall 2014

Transfers

- » Fall 2015 enrollment goal was 300 students
- » 218 confirmed students or a 9% YTD decrease vs. Fall 2014

TOP (Pathways)

- » 67 enrolled students on the regional campuses or a 49% YTD increase over Fall 2014
- » Spring 2016 Oxford enrollment goal is 40



Top Competitors

Fall 2015

INSTITUTION	COUNT	% of NON-MATRICULANTS
THE OHIO STATE UNIVERSITY	1,667	11.76%
INDIANA UNIVERSITY BLOOMINGTON	681	4.80%
UNIVERSITY OF CINCINNATI	622	4.39%
UNIVERSITY OF DAYTON	388	2.74%
UNIVERSITY OF ILLINOIS @ URBANA	369	2.60%
MICHIGAN STATE UNIVERSITY	346	2.44%
PURDUE UNIVERSITY - WEST LAFAYETTE	300	2.12%
PENNSYLVANIA STATE UNIVERSITY	264	1.86%
OHIO UNIVERSITY	263	1.86%



Competitors by Residency

Fall 2015

OHIO	
INSTITUTION	COUNT
THE OHIO STATE UNIVERSITY	1479
UNIVERSITY OF CINCINNATI	595
OHIO UNIVERSITY	245
UNIVERSITY OF DAYTON	233
KENT STATE UNIVERSITY	101
UNIVERSITY OF KENTUCKY	85
WRIGHT STATE UNIVERSITY	78
XAVIER UNIVERSITY	67
UNIVERSITY OF TOLEDO	65
UNIVERSITY OF AKRON	60

NON-RESIDENT	
INSTITUTION	COUNT
INDIANA UNIVERSITY BLOOMINGTON	534
UNIVERSITY OF ILLINOIS @ URBANA	350
UNIVERSITY OF MICHIGAN	234
UNIVERSITY OF WISCONSIN - MADISON	232
MICHIGAN STATE UNIVERSITY	221
PURDUE UNIVERSITY - WEST LAFAYETTE	191
PENNSYLVANIA STATE UNIVERSITY	171
UNIVERSITY OF DAYTON	155
THE OHIO STATE UNIVERSITY	137
UNIVERSITY OF COLORADO BOULDER	103



Key Enrollment Goals

Fall 2016

First-Year Objectives

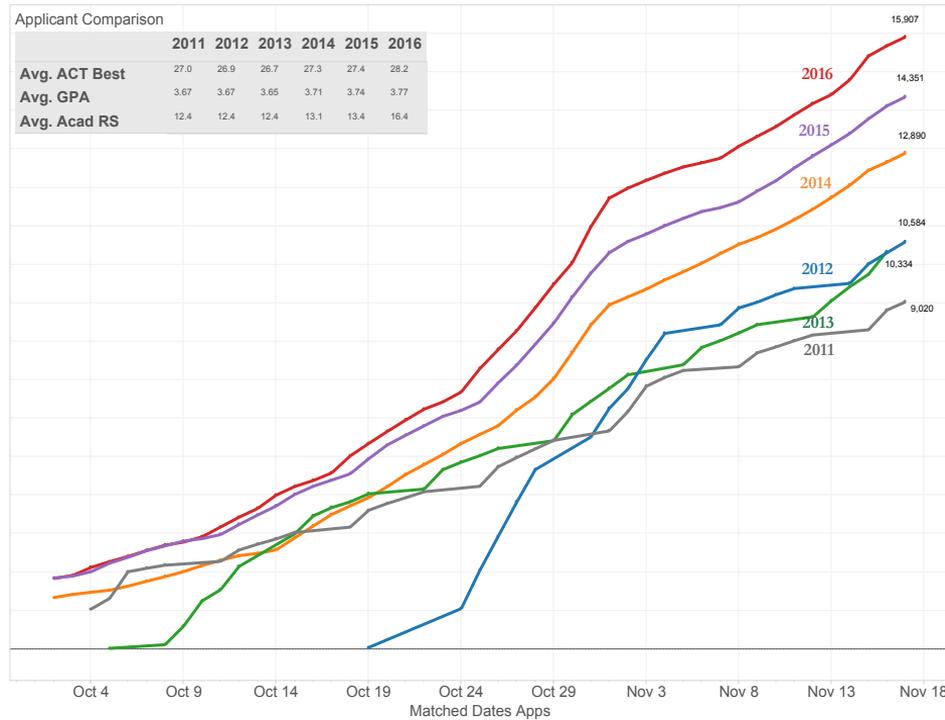
- » 3,650 first-year target
- » Manage divisional enrollment targets
- » Maintain quality
- » Increase selectivity
- » Increase non-resident enrollment
- » Increase ethnic/racial diversity

Other Enrollment Objectives

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



Fall 2016 First-Year Applications



Data as of 11.17.2015



Fall 2016 Applications

by Residency

	2014	2015	2016	% Δ 2014 to 2016	% Δ 2015 to 2016
Ohio Resident	5,650	6,271	6,583	16.5%	5.0%
Domestic Non-Resident	6,923	7,687	8,835	27.6%	14.9%
International	317	393	489	54.3%	24.4%
Total	12,890	14,351	15,907	23.4%	10.8%



Data as of 11.17.2015

MiamiOH.edu

Fall 2016 Applications

by Division

	2014	2015	2016	% Δ 2014 to 2016	% Δ 2015 to 2016
Arts and Science	5,343	5,583	6,466	21.0%	15.8%
Business	4,183	4,812	5,110	22.2%	6.2%
Engineering and Computing	1,561	1,844	2,064	32.2%	11.9%
Education, Health and Society	1,358	1,602	1,731	27.5%	8.1%
Creative Arts	445	510	536	20.4%	5.1%
Total	12,890	14,351	15,907	23.4%	10.8%

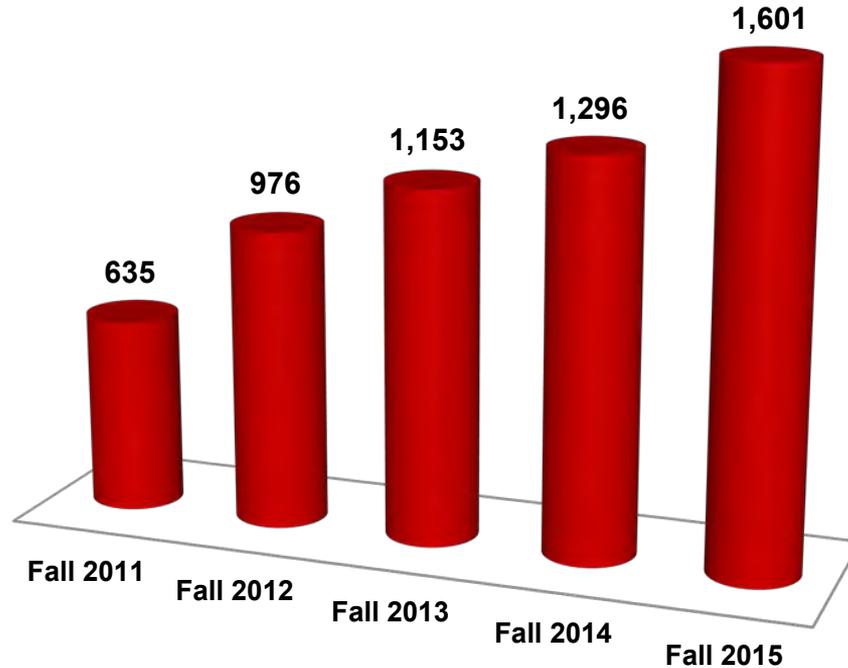


Data as of 11.17.2015

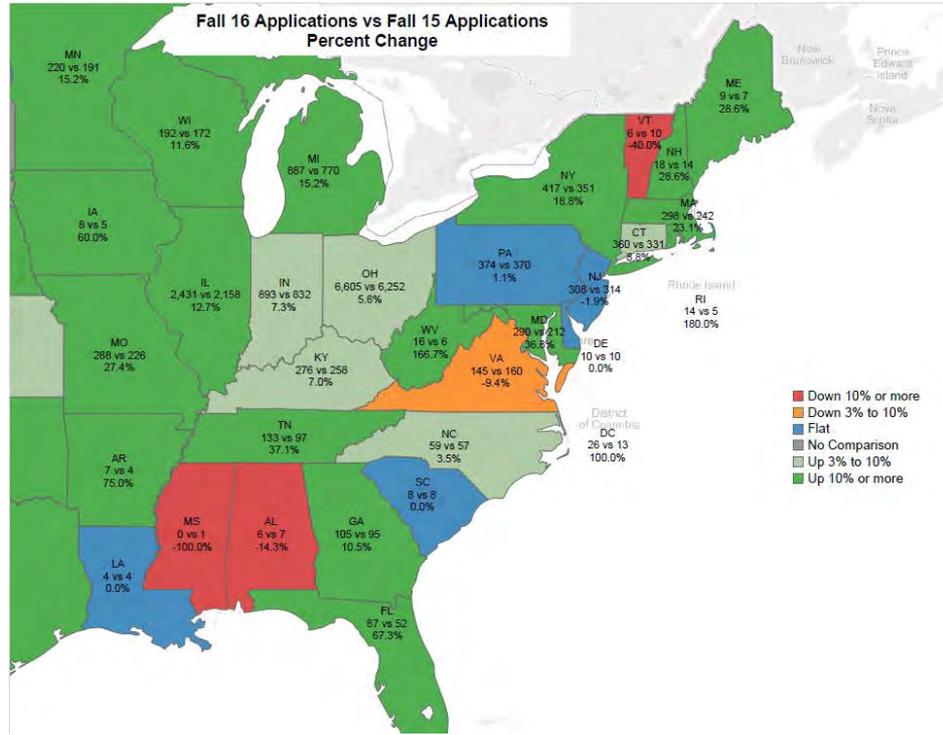
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Fall 2016 and Beyond

**High
School
Visits**



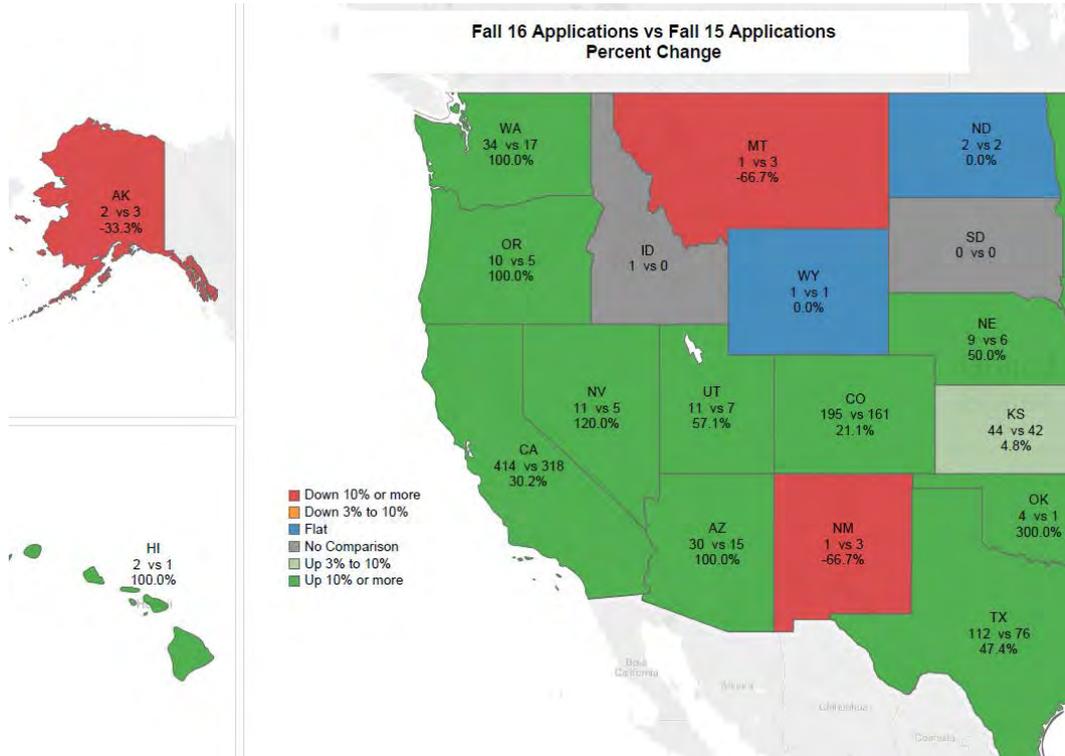
Moving Market Position



Data as of 11.17.2015



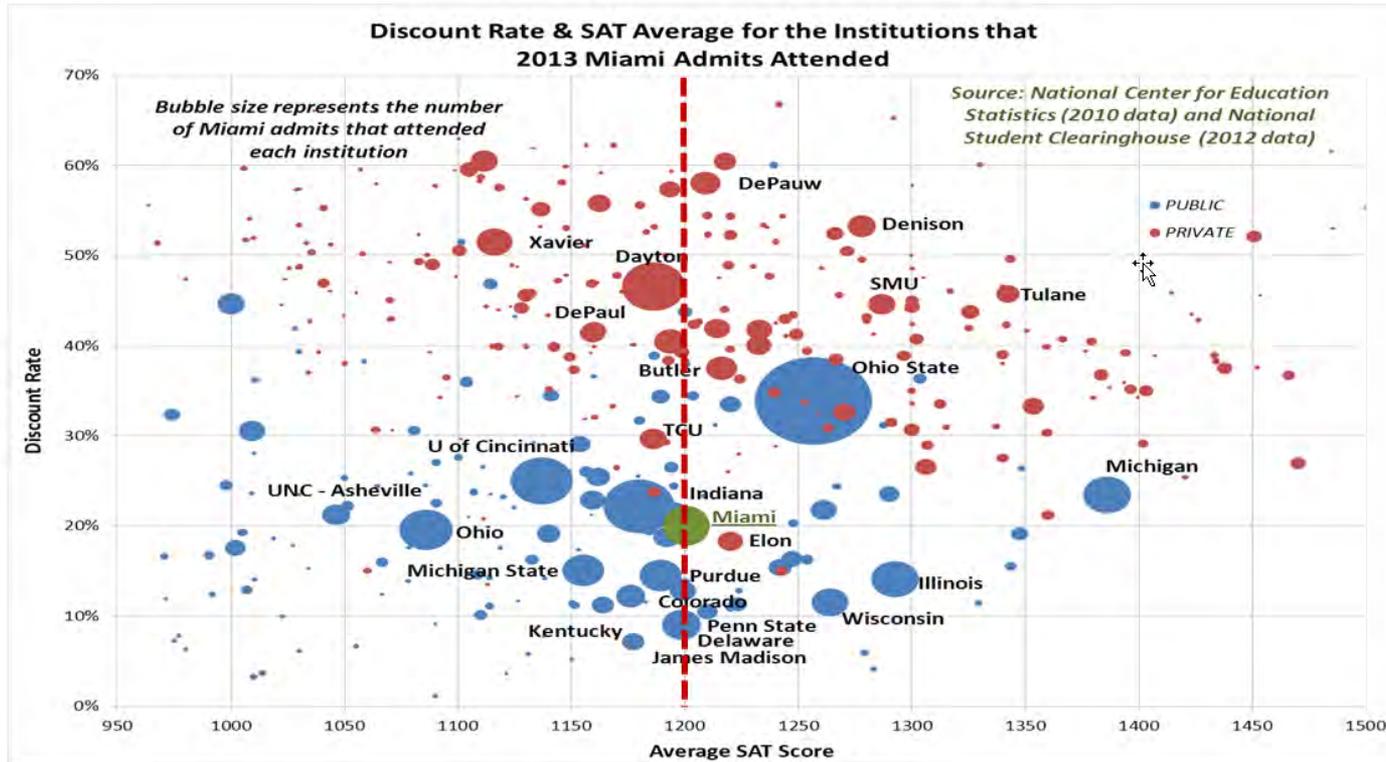
Moving Market Position



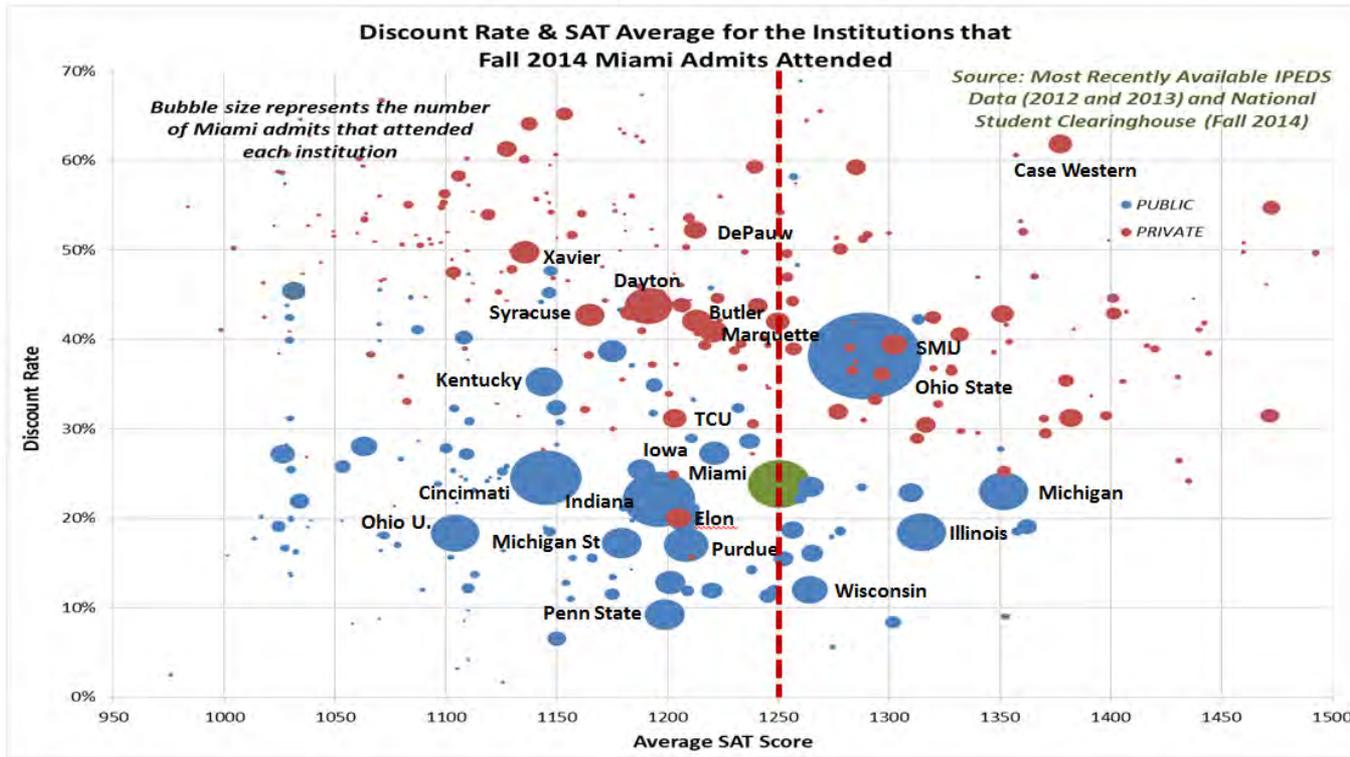
Data as of 11.17.2015

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Moving Market Position - 2013



Moving Market Position - 2014



Fall 2016 and Beyond

Competitors by Profile

	Estimated ACT
University of Michigan-Ann Arbor	30
University of Illinois at Urbana-Champaign	29
Ohio State University-Main Campus	28
Miami University	28
Pennsylvania State University-Main Campus	26
Indiana University-Bloomington	26
University of Dayton	26
Purdue University-Main Campus	26
Michigan State University	25
University of Cincinnati-Main Campus	25
Ohio University-Main Campus	24



Fall 2016 and Beyond

Aspirational Schools by Profile

Public Schools - 85% Graduation Rates or Higher	ACT
University of Virginia	31
United States Coast Guard Academy	27
University of California–Berkeley	31
University of California–Los Angeles	29
University of Michigan–Ann Arbor	30
University of North Carolina–Chapel Hill	29
College of William and Mary	30
United States Naval Academy	28
University of Florida	28
United States Air Force Academy	30
University of California–San Diego	27
University of California–Irvine	25
Average	28.75



Fall 2016 and Beyond

Enrollment Goals

	Actual	Goals				
Key Metrics	2015	2016	2017	2018	2019	2020
First Year Class Size	3,806	3,650				
Domestic Diversity	13.7%					
Average ACT	28.0					





QUESTIONS?



MIAMI UNIVERSITY



STUDENT SUCCESS UPDATE

Board of Trustee Meeting

December 3, 2015

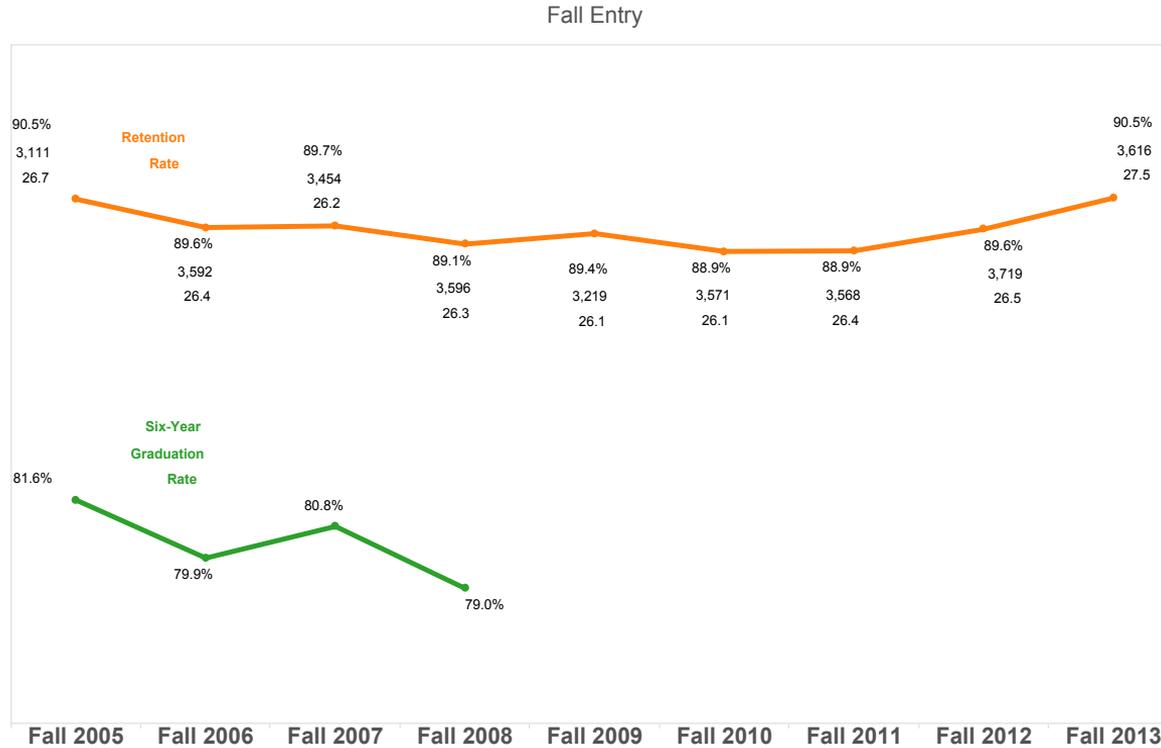
Michael S. Kabbaz, Vice President
Enrollment Management & Student Success



MIAMI UNIVERSITY



Student Success: Retention and Graduation

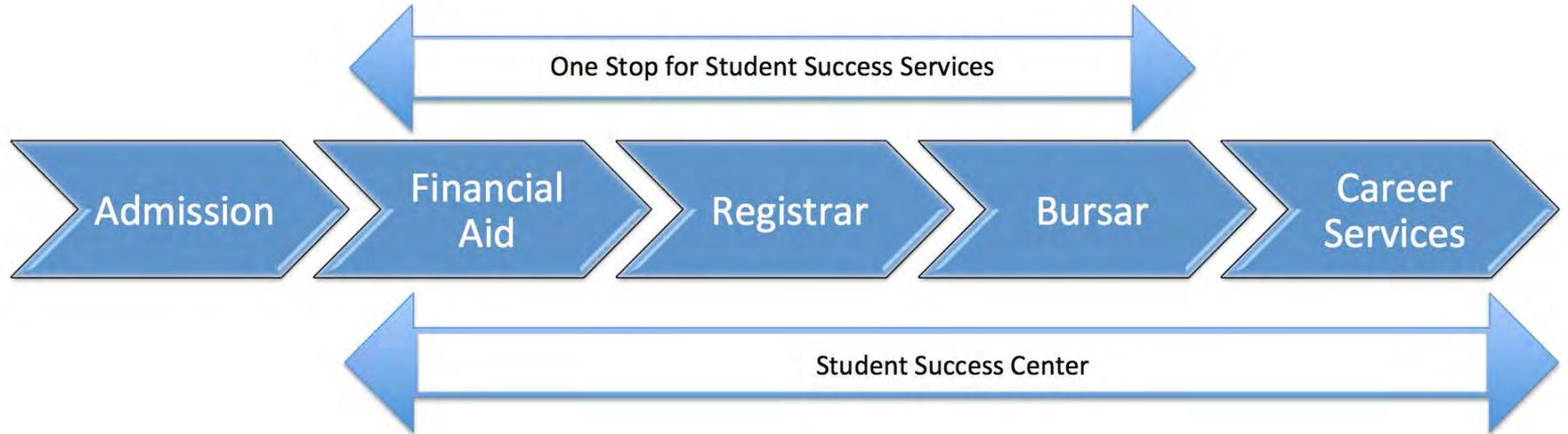


Mission Statement

The Division of Enrollment Management and Student Success is committed to creating and sustaining a culture of engaged University-wide partnerships to facilitate the design, implementation, and support of strategic and research-based enrollment and student success practices. The Division champions data-driven decisions, student-centered services, and shared collaboration across the University to lead and support the full student lifecycle from recruitment through graduation to lifelong success.



Student Lifecycle @ Miami



EMSS FY16 Goals

- I. Strategically Manage Undergraduate Enrollment and Advance Miami's Market Position
- II. Provide High Quality, User-Friendly Services that are Efficient, Effective, and that Support the University Community and Beyond
- III. Build a Best Practice and Research-Based Student Success Organization**
- IV. Advance the Division of Enrollment Management and Student Success (EMSS)



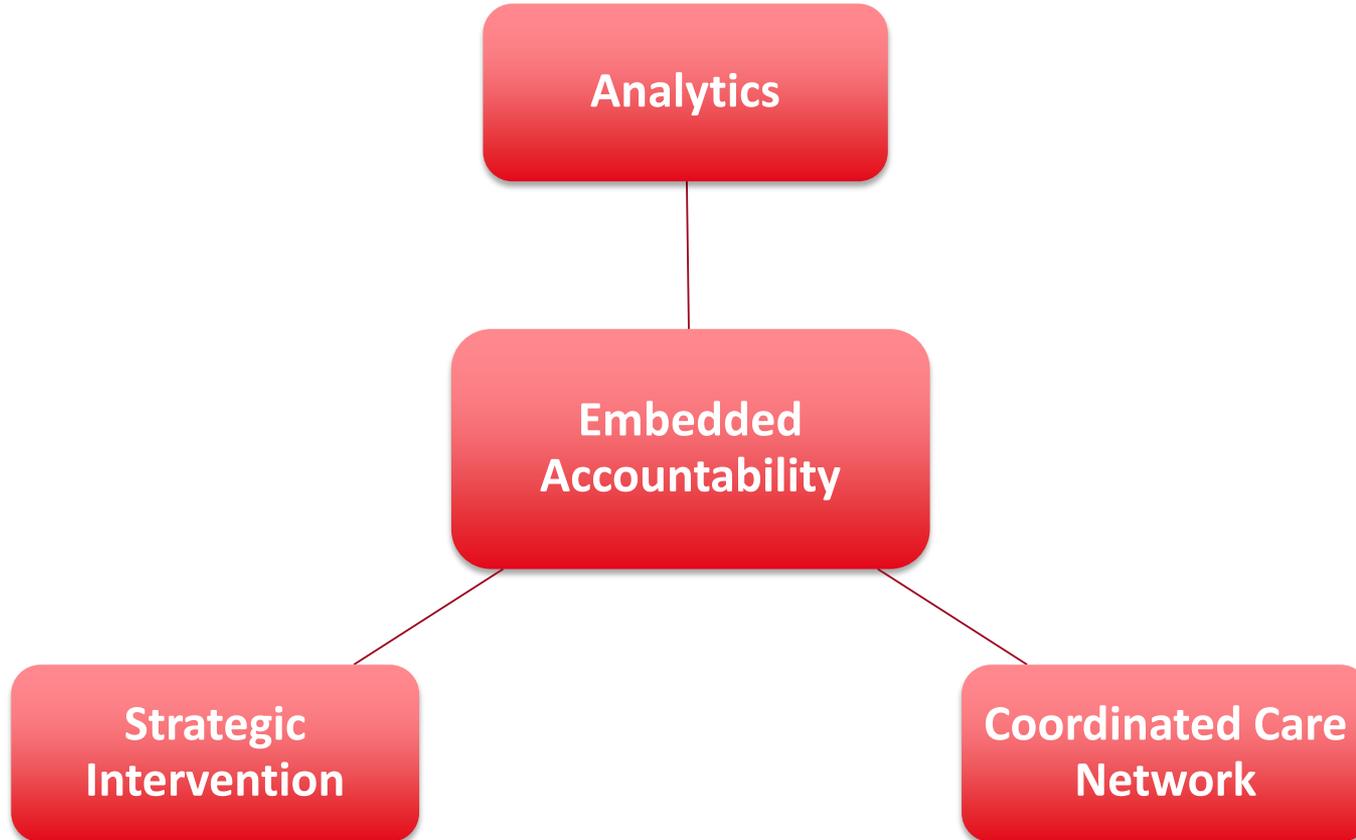
EMSS Goal #3

Build a Best Practice and Research-Based Student Success Organization

Build a central structure that proactively identifies, systematically works and partners with the University community to overcome academic, social, and financial obstacles that result in student attrition. Provide the leadership, oversight, and coordination of initiatives across the University that will lead to improved retention, increased graduation rates, and enhance and expand internship and employment opportunities pre- and post-graduation. Work in close partnership with the President, Provost, Student Affairs, President's Executive Cabinet, Academic Deans, and other key University leadership to ensure collaboration to support an engaged student learning experience.



Student Success Core Tenets



Creating a Student Success Organization

- » Continue to support and expand a proactive central Student Success Office that coordinates defined and targeted retention efforts (as prioritized through the SSC) that supplement academic advising and other student services throughout the University by increasing outreach and support for all students, particularly students who are the highest risk for attrition.
- » Co-chair the Student Success Committee (SSC) held responsible and accountable for overseeing and executing research-based best practices and other proactive initiatives to improve the first-to-second year retention rate leading to continuous improvement in the four-, five-, and six-year graduation rates.



Student Success Committee Charge

The vision set forth in the Miami 2020 Strategic Plan is ambitious: “To provide the best undergraduate experience in the nation, enhanced by superior, select graduate programs.” It is a vision that reflects both our historical focus on undergraduate education and our commitment to student success. Today, more than ever, curricular and co-curricular activities are interwoven as the student lifecycle includes a series of mutually dependent and overlapping phases that culminate in graduation and lifelong success.”

- » Recommending appropriate aggressive actions and taking responsibility for ensuring the implementation of proactive, systematic changes that will lead to increasing success for all students.

- » Committee will serve as the driving force behind moving Miami’s six-year graduation rate to 85 percent by 2020.



Student Success Committee

Members of the committee include:

Phyllis Callahan (co-chair), Provost, Executive Vice President, Academic Affairs

Michael Kabbaz (co-chair), Vice President for Enrollment Management and Student Success

Jayne Brownell, Vice President for Student Affairs

David Ellis, Associate Vice President for Budgeting & Analysis

Carolyn Haynes, Associate Provost for Undergraduate Education

Tim Greenlee, Senior Associate Dean, Farmer School of Business

Chris Makaroff, Dean, College of Arts and Science

Stephen Quaye, Assistant Professor, College of Education, Health & Society

William Parizek, Student Body President, Associated Student Government



Student Success Committee Activities

- » Enhancing student support and integration across Academic Affairs, Student Affairs and EMSS
- » Revised withdraw process implementation
- » Implementation of predictive analytics
 - » EAB – Student Success Collaborative
 - » Civitas
- » First- to second-year retention outreach efforts
 - » 2.0 – 2.2 GPA (first semester)
 - » Transition survey
 - » Coordinated support and outreach
- » Enhanced second- to third-year attrition outreach
- » Student satisfaction survey - spring 2016
- » UNV 101 course and assessment



Creating A Student Success Organization (cont'd)

- » Continue to coordinate research and centrally manage and leverage relevant data to provide meaningful insights from which to make decisions, improve processes, and influence actions leading to increased student success.

- » Continue leading the implementation, in close partnership with Academic Affairs, to provide central coordination for the Education Advisory Board (EAB) Student Success Collaborative to improve support structures through proactive advising and other support offices.

- » Implement Civitas Learning, a web-based software that generates personalized, real-time information and recommendations to help guide management decisions surrounding student success across the entire student lifecycle.



Predictive Analytics

External Partners

- » Education Advisory Board (EAB):
Student Success Collaborative

- » Civitas Learning

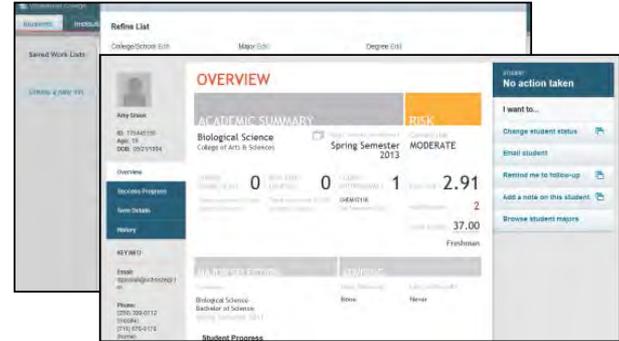


EAB: Student Success Collaborative

Predictive Workbooks



Advising Platform



- » Critical courses and timing
- » Programmatic trends
- » Patterns of student transitions
- » Pinpointing areas of opportunity
- » Proactively identify at-risk students
- » Compare to previous students
- » Major Guidance
- » Career Analytics



Success Markers

ACADEMIC SUMMARY
Concern MODERATE

Psychology
College of Arts and Science

Most recent enrollment
Fall Semester 2015-16

Notifications 2

Cum GPA 2.02

Total Credits 88.00

Junior

Institution Credit Completion % 85%

COURSE GRADE OF D/F 10 REPEATED COURSES 2 COURSE WITHDRAWALS 0

PSY293 Grade: D Fall Semester 2014-15
GLG121 Grade: I Spring Semester 2013-14
GLG121 Grade: C Winter Term 2014-15
There were none in this student's history.

[View more](#) [View more](#)

ACADEMIC NOTIFICATIONS
2

The student has missed guidelines for progress. Acting on them can help get the student back on track for successful completion.

Completed
 Missed
 Upcoming

Notification	Outcome
<p>! PSY293 Recommended grade: C (1 course) Complete between 15 and 45 credits</p>	Needs attention 1 Attempt
<p>! STA261 Recommended grade: C (1 course) Complete between 0 and 30 credits</p>	Needs attention 2 Attempts

Attempt History
Close

! **STA261**
Complete between 0 and 30 credits
Recommended grade: C
Pending, 1 course remaining (out of 1 recommended)

Course	Term	Outcome
STA261 L Statistics	Spring Semester 2013-14	D
STA261 L Statistics	Second Semester	F



Civitas Learning: Illume



Illume: Filters and Powerful Predicators

Overall population

POWERFUL PREDICTORS		MORE DETAILS
1	AVERAGE CREDITS EARNED (PRIOR YEAR) ⓘ	6 CREDITS EARNED RATIO (CUMULATIVE) ⓘ
2	AVERAGE NUMBER OF DAYS ENROLLED BEFORE START (CURRENT TERM) ⓘ	7 TERMS ATTEMPTED RATIO (CUMULATIVE) ⓘ
3	TERM GPA STANDARD DEVIATION (PRIOR YEAR) ⓘ	8 IS FULL TIME (CURRENT TERM) ⓘ
4	DEGREE PROGRAM ALIGNMENT SCORE (CUMULATIVE) ⓘ	9 SECTIONS ATTEMPTED (CUMULATIVE) ⓘ
5	GPA (PRIOR TERM) ⓘ	10 CREDITS EARNED (PRIOR TERM) ⓘ

Filtered population

POWERFUL PREDICTORS		MORE DETAILS
1	AVERAGE CREDITS EARNED RATIO (PRIOR YEAR) ⓘ	6 ON-GROUND GPA (PRIOR TERM) ⓘ
2	MERIT BASED AID AMOUNT (CURRENT TERM) ⓘ	7 HIGH SCHOOL PERCENT REDUCED LUNCH ⓘ
3	AVERAGE NUMBER OF DAYS ENROLLED BEFORE START (CURRENT TERM) ⓘ	8 MAJOR CIP CODE ⓘ
4	TRANSFER CREDITS (CUMULATIVE) ⓘ	9 AVERAGE CREDITS ATTEMPTED (CUMULATIVE) ⓘ
5	MAX ACT MATH SCORE ⓘ	10 HIGH SCHOOL CLASS PERCENTILE ⓘ



Creating A Student Success Organization (cont'd)

- » Establish a faculty-led Career Services Advisory Board, whose charge is to advise the Office of Career Services on academic and co-curricular priorities for career development and advance the integration of a campus-wide career development process in which experiences appropriate to a student's position in the student lifecycle are embedded into curricular and co-curricular activities.





QUESTIONS?





EMSS Good News to Share

Bursar

- The Bursar's Office has implemented and updated a new financial responsibility document to be used by all registered students. Rollout of the *e-Promise* began at the beginning of October, prior to spring semester registration. Students are required to e-sign this document each fall and spring semester, acknowledging that they understand their responsibility for payment.
- In collaboration with the One Stop for Student Success Services, the Office of the Bursar initiated a notification campaign to proactively outreach to students with outstanding payment issues, affording them the opportunity for resolution prior to the start of fall semester.

Career Services

- The fall Career Exploration Series was completed, with alumni career panels in sustainability, retail management and sales, and marketing management. The series was supplemented with similar career panels sponsored by academic departments and Career Services, including panels for English, environmental studies, nutrition, fashion design, theatre and math majors, and a special alumni networking event for female students called *Networking to Next*. In addition, two WebEx's were held with parents, providing an overview of the career development process at Miami and the key touch points available to parents to support the career decisions of their students.
- During the Winter Term, several *study away* career development programs are planned, including an advertising and PR trip to Chicago, a fashion and merchandising trip to NYC, and multi-industry trips to NYC and Cleveland.
- The Parent's Council initiative to secure 40 new employers by the end of the academic year continues to yield positive results. Several new employers have been added to the list of organizations that recruit Miami students. Through the connection of a Miami parent, the FBI enhanced their recruitment efforts on campus this fall, interviewing 85 students for professional, non-agent internships and full-time positions. The FBI only recruits at 35 schools nationwide.
- Career Services, in collaboration with University Corporate and Foundation Relations, is in the process of finalizing new international internships centered in Luxembourg City. Meetings with Miami alumni at Amazon, ArcelorMittal, SBI and Altisource, and Thompson Reuters were held to discuss the logistics of internships beginning this spring.

One Stop for Student Success Services

The One Stop for Student Success Services has been operational for one full year. In its first year, the One Stop received 66,951 calls and 22,231 emails and assisted more than 14,000 in-person guests.

The One Stop has also significantly increased proactive communication efforts. From August to October, 55 email communications were sent to targeted populations in regards to billing, payment, registration, and financial aid topics.

Student Financial Assistance

On September 13, 2015, President Obama took executive action to change the Free Application for Federal Student Aid (FAFSA) in order to allow for earlier filing. In a typical year, the FAFSA becomes available on January 1 for the following fall class begin date and uses the tax data from the calendar year that just preceded January 1. For example, for students entering fall 2016, the FAFSA becomes available on January 1, 2016 and will require 2015 tax data.

The President's action means that the new FAFSA will become available in October 2016 for the 2017-2018 year, replacing the traditional January 1 availability and will use calendar year 2015 tax data. In the media this has been referred to as *prior-prior year* tax data.

How Miami and its students will benefit:

- Importing IRS data will result in fewer mistakes and thereby reduce the time and effort that Miami spends verifying the accuracy of FAFSA data. This will also positively impact Miami students in that they will have less documentation to submit to Miami.
- We will have more time in the calendar to provide counseling around the affordability of a Miami education to a particular family's income and assets.

Student Success Center

The Student Success Center (SSC) has been fully staffed and functioning since June 1, 2015. The SSC serves as the place on campus where students can work with the staff to untangle complicated issues and create an action plan for next steps to resolve their questions and concerns.

The SSC staff advocate on behalf of students with departments throughout the University and have created working partnerships with many areas, including the following: the academic divisions, the One Stop for Student Success Services, Office of Diversity Affairs, Global Initiatives, and the Office of the Dean of Students.

In an effort to be proactive to improve student retention and persistence, targeted outreach campaigns have been initiated with first generation and Pell-eligible students and with students who missed their time ticket for registration. In October, the staff reached out to 595 first year students who had two midterm grades of C- or lower; nearly 100 students responded to this email outreach and came by the office to discuss their situation.

Additionally, the staff has focused on creating a framework of support for specific groups of students including Veterans and Active Military and Foster Care Alumni.

The Student Success Center has taken the lead on a campus-wide initiative to create a standardized, online process for students withdrawing from the University.

University Registrar

Carol Jones, Senior Associate Registrar for Curriculum and Student Success, assumed the Presidency of OACRAO, the Ohio Association of Collegiate Registrars, at the annual meeting October 7-9, 2015. She will preside over the organization which provides professional development to over 100 Ohio institutions of higher education, and annual scholarships to three students working at those institutions within Enrollment Management.



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

December 4, 2015
Academic and Student Affairs

RESOLUTION R2016-11

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new Bachelor of Science degree program; the Bachelor of Science Degree in Applied Science with a Major in Applied Social Research, within the College of Professional Studies and Applied Sciences.

*Approved by the Board of Trustees
December 4, 2015*

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

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

**Low Enrollment Courses and Programs
Course and Program Evaluations (ORC 3345.35)
Miami University**

**Report to Miami University Board of Trustees
December 2015**

Background

Section 3345.35 of the Ohio Revised Code requires that the boards of trustees of each state institution of higher education evaluate all courses and programs based on enrollment and student performance. The Chancellors has asked Boards to evaluate the benefits of delivering low enrollment courses (as defined by the Chancellor) through a regional collaboration. The evaluations are to be done by January 1, 2016, and the first day of January every fifth year thereafter, with reports to the chancellor due 30 days after the evaluation.

The Chancellor acknowledged that, “a single numerical definition for **low enrollment programs** is difficult because programs also contribute to institutions in multiple ways.” He further noted that most colleges and universities have defined a minimum threshold within their own institutions. Therefore, to comply with the state mandate, the Chancellor defined low enrollment courses as “course sections that fall below 20% above the institutionally-defined threshold for that course section over two or more semesters,” i.e. at 120% of Miami’s defined low enrollment threshold. Since 2011, Miami has defined low enrollment as any enrollment below 10 for undergraduate courses and below 6 for graduate courses. Therefore, following the Chancellor’s definition Miami’s thresholds are n=12 for undergraduate and n=7 for graduate.

Response: At Miami University, the Board of Trustees requires course enrollments (by course section) to be evaluated. To accomplish this, the University Registrar generates enrollment reports every semester. The Registrar shares these reports with all academic deans and the Provost for their review and evaluation. In turn, academic deans share these data with department chairs and program directors so that low enrollment sections of courses can be consolidated or eliminated whenever possible. Also, chairs and directors use past enrollment trends, along with current student information, to predict course demand and prepare course schedules.

The Office of the Registrar monitors enrollment and provides an enrollment report to each of the academic deans prior to the start of every semester. In addition, the Deans can, and do, run these reports themselves following a timeframe that works best for the particular division. This allows shifts in course offerings earlier, rather than deleting courses from the schedule. Upon reviewing these reports, and based upon specific disciplinary standards, deans work to combine multiple low enrollment sections of the same course. Enrollment standards are established in consideration of disciplinary standards. For example, a writing intensive course, a laboratory course, or a course that requires individual instruction, e.g., instrument instruction or independent study, a general education foundation course would have different enrollment limits. Additionally, there is an analysis of how frequently a course needs to be offered using course enrollment and student demand as criteria. Additional consideration is given to the importance of the course to the major and/or to graduation requirements and /or to general education (Miami Plan) requirements. Each chair and dean balances course offerings between contributions to the major and contributions to general education and liberal arts – breadth of knowledge areas so that students are able to fulfill University-wide “Miami Plan” requirements for graduation. Another consideration for Miami is that we have many students who pursue minors, double majors,

and/or Study Abroad and/or Study Away opportunities. Chairs are also mindful of these demands when determining course offerings.

Thresholds: At Miami University, we have set a minimum threshold of $n=10$ for most undergraduate courses, except those requiring lower enrollment to maintain disciplinary, quality standards, e.g. independent research, studio courses, etc. The minimum threshold for graduate courses is 6, except for graduate research, which is one on one research with a faculty mentor, and some select seminar courses. Following the Chancellor's definition, we have set $n=12$ for undergraduate courses and $n=7$ for graduate courses as the threshold.

Course Elimination Process: The University follows an annual review procedure to consider elimination of courses. The Office of the Registrar sends a list of courses that have not been offered or have not had any enrollment for three years to relevant department chairs for review and possible elimination. Any courses that have not been offered or have not had any enrollment for five years are automatically eliminated.

It is important to note that Miami University recently consolidated some departments and programs, while maintaining academic excellence and strong pedagogy. Consolidation is a collaborative process done in consultation with faculty and follows University Senate processes, including open forums that allow for significant faculty input. Additionally, committees study other institutions and benchmark best practices. While time consuming, this process ensures that new departments incorporate the critical disciplinary expertise of the faculty to design excellent curriculum and structural organization that lead to success. In recent years, Miami has formed three new departments as a result of consolidation. In 2014, the Departments of Botany and Zoology were consolidated into a single Department of Biology. In that same year, the Department of Communication and the Journalism program were consolidated into the Department of Media, Journalism and Film (MJF). Both of these departments have high numbers of majors [$n = 858$ undergraduate majors in Biology, Botany or Zoology; $n = 1047$ in MJF. NB: There are six different majors offered in MJF]. This year, multiple interdisciplinary programs, were consolidated into a single Department of Global and Intercultural Studies. This arrangement will allow for even greater interdisciplinary interactions for students. While enrollment was one factor in making these decisions to consolidate programs and departments, all of these were the result of deep examination of the curriculum, existing faculty expertise, demand analyses and the competitive state of the disciplines affected by consolidation. In every case, there were multiple opportunities for faculty to offer input and advice to ensure that academic excellence was maintained.

Process for Evaluation to meet ORC 3345.35: Staff in the Office of Institutional Research, with assistance from the Office of the Registrar, determined enrollments in all courses and sections from fall, 2011- fall, 2015. The Provost, in consultation with divisional deans, reviewed and evaluated all data. Data collection included:

1. Undergraduate enrollment in all courses, by section, and majors (Used cip to identify majors)
 - a. Completion rates, i.e. failure/withdrawal is not successful
2. Graduate Enrollment in all courses, by section, and majors (Used cip to identify majors)
 - a. Masters
 - b. Doctoral
 - c. 3+2
 - d. 4+1

To date, the data have been collected and shared with deans. They will provide information so we may complete the report. The Chancellor suggested the following format for reporting.

- I. Narrative describing institutional **definitions** of course thresholds and the process by which these thresholds have been developed.
- II. Narrative summarizing the **identification** of low enrollment courses (e.g., process for identifying courses, number of course evaluated, number of courses determined to meet the chancellor's definition of low enrollment).
- III. Chart summarizing the **recommended actions** for low enrollment courses (e.g., no action, elimination, reduction in the number of sections, changes to timing of course offerings, collaboration with other institutions) and the rationale for the recommended actions.

Recommendation¹	Rationale	Number of Courses/Sections
No Action	e.g., pedagogically appropriate course size; course needed for on-time graduation	
Course Elimination	e.g., low enrollment elective; curricular redesign	
Reduction in Number of Sections	e.g., ability to consolidate multiple low enrollment sections	
Change in Course Delivery Modality (e.g., on campus, hybrid, online)	e.g., determination to offer an online section rather than multiple low enrollment on campus sections	
Targeted as a candidate for sharing	e.g., course needed/valued by a small number of students	
... (other categories as needed)		

- IV. A list identifying each course targeted for potential regional collaboration (this will help the Ohio Department of Higher Education in the development of collaborations through the course and program sharing network).

¹ The recommended actions listed here are examples only...please modify the chart to best fit campus categories/needs

Academic Advising

Board of Trustees Meeting
December 3, 2015

Provost Phyllis Callahan



MIAMI UNIVERSITY

Academic Advising

Academic divisions responsible for advising all first year students → Reduce the number of advisor changes each student experiences

- More strongly connect each student to his/her divisional advising staff

Implementation:

Undergraduate Academic Advising Council (UAAC):

- Developed a comprehensive plan for undergraduate academic advising
- Developed training modules and support materials for all advisors
- Continue to serve as resources for each other

*** Residence Hall Directors (RD) advise students on a broad range of matters critical to student success



Academic Advising - Support

1. One Stop Shop:

Collaborative interaction / coordination with divisional academic advising

2. Student Success Committee

3. Predictive Analytics - EAB

Pilot in CAS (Psychology and University Studies)

Pilot on regional campuses (Nursing and Psychology)

Presentations to Senate, Academic Administrators

Faculty and advisor training



Advisor Training Modules

666 Faculty and Staff

1. Miami's Curriculum & Advising Resources (*Required*) [493 = 74% completed]
2. Advising Policies & Procedures (*Required*) [474 = 71% completed]
3. Advisor Trac (*Required*) [447 = 67% completed]
4. Advising Conversation (*Required Face to Face*) [279 = 42% completed]
5. Advising Special Populations and on Special Topics (*Strongly Encouraged*)



Course: UNV 101: I Am Miami

First Year Experience (FYE) - One credit hour, Letter grade

Description: Through reflection, self-assessment and group discussions:

- Students gain a sense of belonging at Miami
- Plan how to make the most of their time at Miami
- Establish a foundation for academic and co-curricular success

A similar experience across multiple sections and instructors to achieve an intentional, integrated plan of curricular and co-curricular learning



UNV 101: I Am Miami

3 interconnected units:

1: *I am Miami.* Students build connections with peers and the instructor, revisit academic and co-curricular goals originally set at orientation, and discuss how to intentionally make the most of their time at Miami.

2: *We are Miami.* Students consider the college journey and connection to Miami in the context of the larger Miami community.

3: *Mapping My Miami Journey.* Students connect insights from Parts 1 and 2 and create a plan with next steps for continued learning about self, academic and co-curricular success, community, and career aspirations.



Other First-Year Experience Courses

CEC 101: Computing, Engineering & Society

CHM 147: Introductory Seminar in Chemistry and Biochemistry

BIO 147: Introductory Seminar in Biology

EDL 151: The American University (for international students)

MBI 147: Introductory Seminar in Microbiology

PLW 101: Exploring Careers in Law I

PMD 101: Explorations in Medicine

THE 107: The Theatre Major



Academic Advising

QUESTIONS?



MIAMI UNIVERSITY



Meeting with the Academic and Student Affairs Committee

Miami University Board of Trustees December 3, 2015

Marek Dollár, PhD, DSc Professor and Dean

College of Engineering and Computing (CEC)



Outline of the presentation

- I. Student enrollment and faculty recruitment**
- II. Update on CEC RCM budget**
- III. CEC strategic priorities**
- IV. 21st Century Grand Challenges for Engineering**
- V. Experiential learning in CEC**

I. Student enrollment and faculty recruitment



CEC Enrollment

Semester	first- year students	all students
Fall 2009	231	923
Fall 2010	319	1036
Fall 2011	346	1125
Fall 2012	420	1290
Fall 2013	427	1455
Fall 2014	415	1610
Fall 2015	488	1835
growth since '09	111%	99%

Key factors behind the growth

Not only first-year recruitment but also:

- ACE program
- 4+1 BS/MS option
- Research-based graduate programs
- University studies
- Transfer students

Number of CEC students and faculty

Student to faculty ratios



	Fall '09	Fall '11	Fall '13	Fall '15
Students	923	1125	1455	1835
Permanent faculty	42	42	44	47
Temporary full-time faculty	3	4	8	13
Total: full-time faculty	45	46	52	60
<i>Student to permanent faculty ratio</i>	<i>22:1</i>	<i>27:1</i>	<i>33:1</i>	<i>39:1</i>
<i>Student to full-time faculty ratio</i>	<i>21:1</i>	<i>24:1</i>	<i>28:1</i>	<i>31:1</i>

CEC response to increasing student to faculty ratios



Fall 2016 enrollment goals

Category	First-year students	First-year students
	Fall '15	Goals for Fall '16
Domestic	418	375
International	70	50
Total	488	425

Faculty Searches in 2015/16

Category	Number	Funding
replacements	4	savings
new tenure-track	4	CEC fee
lecturers	1	CEC fee
Total	9	n/a

Fall 2016 projections



	Fall 2015	Fall 2016
Students	1835	1950
Permanent faculty	47	55
Temporary full-time faculty	13	10
Total: full-time faculty	60	65
<i>Student to permanent faculty ratio</i>	<i>39:1</i>	<i>35:1</i>
<i>Student to full-time faculty ratio</i>	<i>31:1</i>	<i>30:1</i>
<i>Miami: Student to permanent faculty ratio</i>	<i>24:1</i>	<i>n/a</i>
<i>Miami: Student to full-time faculty ratio</i>	<i>18:1</i>	<i>n/a</i>

What do we need to do beyond FY'16?

FY '16 vs. FY'19



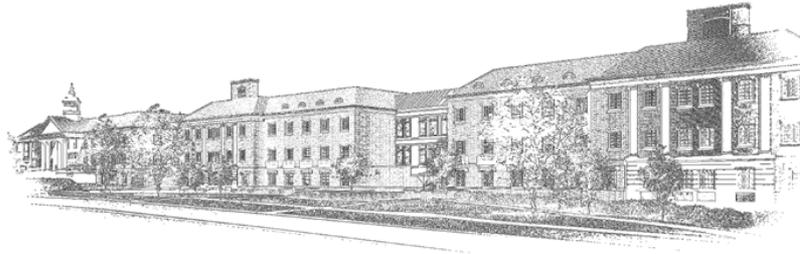
- Cap student population for 4 years
- Grow permanent faculty to 62
- Sustain 10 temporary positions

	Fall '16	Fall '19
Students	1950	1950
Permanent faculty	55	62
Temporary faculty	10	10
Full-time faculty	65	72
<i>Student/faculty ratio</i>	<i>30:1</i>	<i>27:1</i>

What else do we need to do?



- Our complex was designed for 1300 students and 60 faculty
- We are bursting at the seams
- We need to secure additional space for CEC!
- A portion of Hughes Hall is under consideration for our use



II. RCM budget: CEC revenues, in million \$ *not for display*



	Total undergrad. NIR*	Total graduate NIR	Total NIR	State share	Other revenues**	Total revenue sources
FY'14	10.75	0.12	10.87	5.36	0.83	17.07
FY '15	12.71	0.51	13.22	4.15	0.93	18.31
FY '16 (projected)	13.29	0.43	13.72	5.12	0.78	19.62

* NIR – net instructional revenues, four-year averages

** Other revenues: overheads, university investment income, non-divisional students

II. RCM budget: CEC expenses, in million \$ *not for display*



	CEC budget	Support center allocation	Other university expenses	Total expenses
FY'14	9.45	7.06	0.81	17.32
FY'15	9.69	7.00	1.04	17.74
FY '16 (projected)	9.83	7.27	0.99	18.09

CEC RCM budget (in million \$)



	Actual revenues	Revenues allocated 4 -year average	Total expenses	Ending balance before subvention	Deficit subvention	Ending balance after subvention
FY'14	17.75	17.07	17.32	(0.25)	1.44	1.19
FY'15	18.61	18.31	17.74	0.57	0.67	1.25
FY'16 (projected)	21.73	20.10	18.09	2.01	0.33	2.34
growth F'14 – FY'16	22.4%	17.8%	4.5%	n/a	(77.1%)	96.6%

Budgetary challenges ahead



- No subvention in FY'17 and beyond
- CEC permanent budget (in million \$)

	FY'09	FY'16	FY'16 (adjusted for inflation)
budget	9.13	10.18	8.68
growth since '09	n/a	11%	(5%)

- Four-year averaging of instructional revenues “costs” us ~ \$1.63 million in FY'16
- Balance after subvention is indispensable (not a surplus!) and this is why

Projected use of balance after subvention FY'17, in thousand \$



Category	Projected expenses in FY'17
Summer / winter surplus to departments	450
Salaries / benefits of temporary faculty	800
Start – up packages for new faculty	450
Laboratory and computing equipment	300
CEC 2020 incentives fund	100
Space enhancement	250
Total	2,350

CEC key challenge

Hiring more permanent faculty



- CEC fee helps (total of 9 additional permanent faculty hired in FY'15 – FY'17) but is not sufficient!
- Neither permanent budget nor RCM surpluses allow us to hire additional permanent faculty
- Need to secure permanent funds to hire additional 5 faculty to meet our goals
 - Increase CEC fee?
 - Use RCM surplus if surplus continues to grow?
(insurance policy: future retirements)
 - Continue subvention?

III. CEC strategic priorities

Action plan for 2015/16



- Cap CEC student population
 - *Execute enrollment goals for Fall 2016*

- Grow CEC faculty
 - *Successfully conduct current faculty searches*

- Secure future CEC space needs
 - *Identify resources and secure space in Hughes Hall*

CEC major goals in 2016



Goal	Miami 2020 Themes (Metrics)
Prepare for ABET general visit in Fall 2016	n/a
Restructure first semester experience	Retention and grad. rates (1)
Establish Center for Assistive Technology	Faculty / student research (4) External funding (28)
Hit the ground running - Women's Initiatives	Diversity (18)
Conduct SWOT analysis of graduate programs and research environment	Graduate programs and faculty research (4)
Develop Grand Challenge Scholars Program	Experiential learning (5) Co-curricular activities (7) Global experience (20, 23)

IV. Grand Challenges for Engineering in the 21st Century



NATIONAL ACADEMY
OF ENGINEERING

NAE

NAE identified 14 Grand Challenges that must be addressed if we hope to achieve

“a sustainable, economically robust and politically stable future for current and future generations”

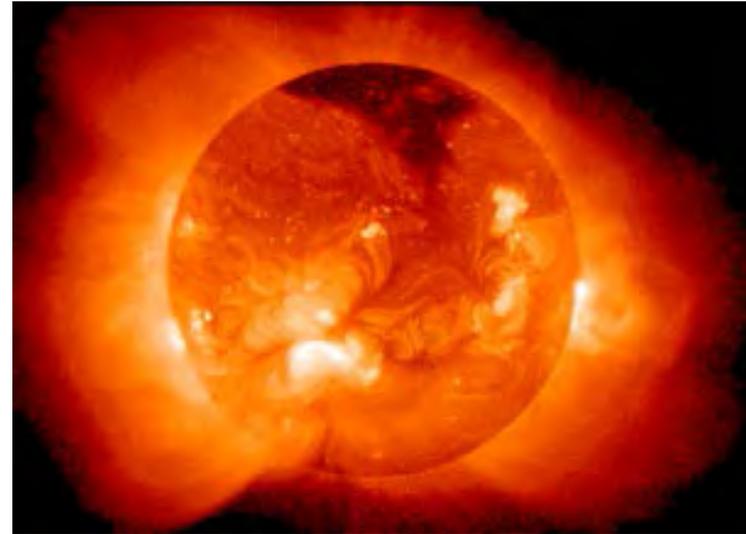
Energy Grand Challenges



Make solar energy economical



Provide energy from fusion



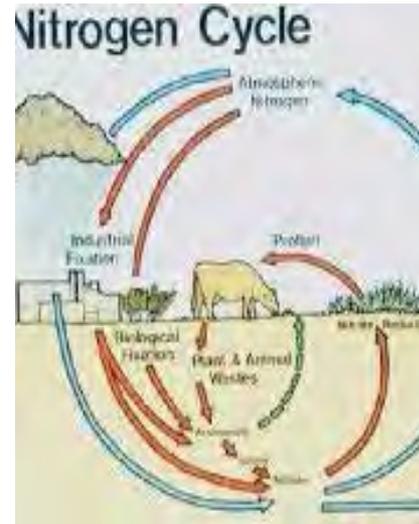
Environmental Grand Challenges



Develop methods for carbon sequestration



Manage the nitrogen cycle





Infrastructural Grand Challenges

Provide access to clean water



Restore urban infrastructure



Health Grand Challenges



Advance health informatics



Engineer better medicines



Security Grand Challenges



Prevent nuclear terror



Secure cyberspace



Computational Grand Challenges



Reverse engineer the brain



Enhance virtual reality



Learning Grand Challenges



Advance personalized learning



Engineer tools of scientific discovery



Grand Challenges



CEC Response

- Last March, CEC responded to President Obama's call for our nation to lead the way in addressing the Grand Challenges
- CEC made a commitment to educate a new generation of engineers equipped to meet the challenges (CEC Dean one of 122 signatories)
- CEC is developing a new co-curricular program

Grand Challenges Scholars Program

Key elements

- Research experience
- Interdisciplinary curriculum
- Entrepreneurship
- Global dimension
- Service learning

Examples of CEC faculty research related to Grand Challenges



Lei Kerr
Solar Energy



Eric Bachmann
Virtual Reality



Justin Saul
Better Medicines

Examples of CEC faculty research related to Grand Challenges



Anna Dollár

Personalized learning



Peter Jamieson

Artificial Intelligence



DJ Rao

Health Informatics

Examples of CEC faculty research related to Grand Challenges



Gokhan Sahin
Cyberspace



Cathy Almquist
Water Purification



Mark Scott
Fusion Energy

V. Experiential learning



Category	Students reporting experience in 2013	Students reporting experience in 2015	2020 goals
Internships/co-ops	66%	81%	80%
Undergraduate research	41%	43%	50%
Service learning	26%	33%	40%
Professional organizations	44%	40%	50%
Professional training	n/a	65%	60%

Agile Launchpad (not for display)



Purpose: Introduction of the Agile project management approach

- Student teams solve problems for external customers using Agile methodologies
- When students complete the program they are certified by International Consortium for Agile
- 34 students earned Suncorp scholarships, five were hired (AY 2014/15)



Augmented Reality Center (not for display)



Purpose: Bringing Virtual to the real world

- Working with students in computer science and graphic design, teaching them to develop high-impact augmented reality applications such as
 - People who are color blind can identify different shades of color on computer screens
 - Shelver App for Libraries

Engineers without Borders Chapter



Students solving water issues in South America and Africa

- Chaguarpamba, Ecuador
 - Improved quantity and quality of potable water, installed water chlorination system
- Muramba, Rwanda
 - Update primitive water system with no sanitation or purification methods in place
- Miami Chapter received “Regional Premier Chapter Award” by EWB-USA 2 years running
- Miami’s Outstanding Student Organization of the year 2015 (one of two award winners out of 400 student evaluation)

Miami's Accountancy Programs among the Nation's Best

9/15 - Miami University's accountancy program at the Farmer School of Business continues to earn praise in the Public Accounting Report's 34th Annual Professors Survey-2015. This year the undergraduate program is ranked 3rd among schools without doctoral programs. Among all universities, Miami's undergraduate program was ranked 17th. The survey also ranks master's programs, and Miami's MAcc (master's in accountancy) ranks 4th among schools without a doctoral program, coming in 20th among all universities with master's and doctoral accounting programs. That's up from 27th last year.

Job placement for Miami accountancy graduates is 99 percent. The accountancy program is a target recruiting school for all of the major accounting firms as well as many consulting and business organizations. "The department of accountancy is very proud of our students, faculty and staff and appreciates the support the university has provided our programs. We are also thankful to the organizations who mentor our students, offer experiential learning opportunities and internships and actively recruit our graduates. We continually strive to offer our students an excellent learning experience," said Marc Rubin, chair of accountancy and Pricewaterhouse Coopers Professor.

Hundreds of professors from nearly 200 U.S. colleges and universities participated in the 2015 survey, conducted in April. Among participants, 66 percent have worked for an accounting firm at some point in their careers. Public Accounting Report is the independent newsletter of the accounting profession.

Apollo Astronaut Al Worden to present Maeva Metz with Astronaut Scholarship

9/22 Colonel Al Worden, USAF, Ret., presented senior Maeva Metz with a \$10,000 scholarship and shared his experiences as the Command Module pilot for the Apollo 15 lunar mission on Tuesday, Sept. 22, in Hall Auditorium.

Metz, a senior microbiology major and molecular biology minor from Brookfield, Conn., is one of 38 students nationwide to be selected for the 2015-2016 scholarship by the Astronaut Scholarship Foundation (ASF).

Worden served as Command Module pilot on the 1971 Apollo 15 moon mission, during which he orbited the moon and took a spacewalk 200,000 miles from Earth.

Worden was backup Command Module pilot on Apollo 12 before being named to the prime crew of Apollo 15, along with Commander David Scott and Lunar Module Pilot Jim Irwin. The trio blasted off on July 26, 1971, and Worden orbited the moon alone for three days in the command ship Endeavour while Scott and Irwin explored a mountainous region on the edge of the Mare Imbrium, driving the first Lunar Rover on the surface.

Two CEC Professors Receive Excellence in Career Development Award

9/22 Dr. Donald Ucci (ECE) and Dr. Tim Cameron (MME) recently received the Excellence in Career Development Award from Career Services. This award 'recognizes faculty who actively support the development of the Miami University career community.' [\[Source\]](#)

Dr. Ucci used to be the chair of the ECE Department. When he first arrived, he was part of a series of directors who worked to improve relations between CEC and Career Services. He became very active in

working with the students to help them utilize Career Services' resources, and continued to do so during the rest of his time as department chair.

"I consider the university being comprised of three entities: faculty, students, and resource facilities. All three need to work in synergism...For example, Career Services does try to do that. They reach out to both faculty and students," said Dr. Ucci.

Dr. Tim Cameron is the professor of the MME Department. Since he first started at Miami, he has been continually encouraging students to connect with career services, and vice versa.

He views his relationship with Career Services like a triangle, saying, "Companies want to recruit students here, students are looking for a job that will fit them well, and Career Services is helping both parties make those connections. I see myself in the middle of that triangle facilitating all three of them."

Distinguished Scholar and Junior Faculty Scholar Awards announced

9/22 Miami University Distinguished Scholar Awards for 2015 have been presented to William Boone, professor of educational psychology; Stacey Lowery Bretz, University Distinguished Professor of chemistry and biochemistry; and LuMing Mao, chair and professor of English and Asian/Asian American studies.

[Distinguished Scholar Awards](#) honor faculty whose sustained excellence in research or other creative activity has brought them prominence in their fields.

Miami University Junior Faculty Scholar Awards have been presented to Per Bloland, assistant professor of music; Elizabeth Kiel, assistant professor of psychology; and Byran Smucker, assistant professor of statistics.

Junior Faculty Scholar Awards honor faculty who have demonstrated great potential in research or artistry and have achieved significant standing in their fields. Candidates for the Junior Faculty Scholar Award must have received their highest degree no more than eight years before the time of nomination.

The scholars, named by the committee on faculty research (CFR), each receive a \$2,000 grant for the pursuit of further research.

Student SAT scores place Miami among "Smartest Colleges"

9/30 Miami University ranks 31st in a ranking of the top 105 "Smartest Public Colleges in America," based on students' SAT scores. Miami also ranked 139th in a ranking of the top 610 "Smartest Colleges," (public and private).

Both sets of rankings were calculated by a research analyst for [Business Insider](#), a business and technology news website, and were based on standardized test scores reported to U.S. News & World Report. "Research shows that both the SAT and ACT are good measures of general cognitive ability," said editors.

ACT scores were converted to SAT scores so that schools were reviewed on an equal scale. More than 1,300 schools were analyzed, and the top 610 were recorded for the public and private list. Once here, Miami students enjoy a 17-to-1 student-faculty ratio, access to dedicated faculty and opportunities to do research. Miami students' four-year graduation rate ranks 13th among public universities in the U.S. Miami is the second highest public university in Ohio on both lists.

The ranking includes national universities, liberal arts colleges and regional colleges.

Four faculty members receive Distinguished Teaching Awards

10/01 Andrea Ridilla, Ellen Yeziarski, Peter Jamieson and Norm Krumpe each received the University Distinguished Teaching Award for their excellence in teaching.

The University Distinguished Teaching Award is given to faculty whose achievements merit recognition for excellence in teaching. Up to four awards are given annually with one award for each rank: full professor; associate professor; assistant professor; and clinical lecturer, and/or part-time faculty.

Award recipients foster critical thinking and engagement of undergraduates along one or more the following dimensions:

- Learning through inquiry, experimentation and discovery.
- Heightened awareness and appreciation of cultural diversity and the importance of global contexts.
- Active participation in experiential learning and community partnerships.

Miami Faculty awarded NSF grant to boost student success in STEM fields

Three Miami faculty have received a multiyear award from the National Science Foundation (NSF) to conduct research on student performance in a pre-engineering course. Worth more than \$360,000, the grant will help them create a social cognitive intervention to determine strategies for student self-improvement in engineering and other STEM fields.

Amy Summerville, associate professor of psychology, is the principal investigator for the grant, [“Preliminary investigation of a social cognitive intervention in early courses.”](#) Her co-investigators are Jennifer Blue, associate professor of physics, and Brian Kirkmeyer, the Karen Buchwald Wright Assistant Dean for Student Success.

“Our intervention approach will focus on student self-reflection, asking them to consider ‘what might have been’ in order to help them develop their skills to succeed as engineering majors,” Summerville said. “We’re hoping this will enable us to create a new tool that engineering instructors can use to improve their students’ performance.”

The funding period for the NSF grant began this September and is estimated to continue through August 2019. The three researchers plan to introduce workshops and symposia to train educators in the intervention approach at universities nationwide, with the ultimate goal of impacting STEM inclusion in K-12 curriculums.

“As someone who works directly with engineering students, I believe our new intervention can have a deep and positive impact on engineering and overall STEM education,” said Kirkmeyer. “Students need to adapt to new challenges, in and outside the classroom, and that includes their participation in research.”

Noting the enthusiastic collaborative support from both the College of Arts and Science and the College of Engineering and Computing, Summerville said that the grant will serve as an exciting avenue for interdisciplinary research at Miami.

“This grant offers the opportunity both to build the basic science in psychology addressing how individuals learn from their mistakes and to improve outcomes for students in the sciences,” she added.

Seven Miami Regional faculty members earn SOCHE Faculty Excellence Award

Seven faculty members at Miami University's regional campuses received the 2015 Southwestern Ohio Council for Higher Education (SOCHE) Faculty Excellence Award.

- **Helane Adams Androne**, associate professor of English at Miami Middletown,
- **Karen Brentley**, visiting faculty member in black world studies at Miami Hamilton,
- **D.J. Ferguson**, associate professor of microbiology at Miami Hamilton,
- **Janet Marshall**, lecturer in chemistry at Miami Middletown,
- **Ann Rypstra**, University Distinguished Professor of Biology at Miami Hamilton,
- **Cathy Shackson**, visiting faculty member in teacher education and educational leadership at Miami Middletown,
- **Jennifer Yamashiro**, lecturer in art history at Miami Hamilton and Miami's regional honors director,

"We congratulate our regional campus faculty members on receiving this significant recognition from SOCHE," said G. Michael Pratt, associate provost and dean of the regional campuses.

SOCHE is a regional consortium of 22 colleges and universities in southwest Ohio. SOCHE is the collaborative infrastructure for higher education, helping colleges and universities transform their communities and economies through the education, employment and engagement.

Miami among nation's '25 Best Public Colleges' per college planning site

10/20 Miami University ranks 18th among the nation's "25 Best Public Colleges" for 2016, per College Raptor, an online college planning site, using publicly reported data. The rankings are based on factors including retention and graduation rates, faculty salaries, ACT scores, selectivity and other data as reported via the National Center for Education Statistics (NCES).

Miami is the only Ohio school on the Best Public Colleges list. Miami also places among the top 25 in other College Raptor lists: Best Colleges in the Midwest, Best Small-town Colleges and Best Large Colleges.

College scores are based on these factors:

- 23% – First-year retention rate
- 16% – Four-year graduation rate
- 16% – Six-year graduation rate
- 11% – Median SAT/ACT
- 11% – Average faculty salary
- 11% – Student-to-faculty ratio
- 6% – Selectivity index
- 6% – Endowment per student

Miami retains 90.3 percent of students and graduates 67.2 percent in four years. Miami's four-year graduation rate is 13th highest among public universities in the U.S.

Student success is attributed to the immersive Miami Experience, including access to involved faculty, opportunities to do research, numerous options for study abroad, and hundreds of co-curricular groups for participation and leadership experience.

CollegeRaptor.com offers side-by-side comparisons of estimated financial aid packages along with simplified campus match scores and admission chances.

Princeton Review names Miami entrepreneurship program among the best 11/10

11/17 Miami University's Institute for Entrepreneurship at the Farmer School of Business is the top-ranked program in The Princeton Review list of "Top 25 Undergraduate Schools for Entrepreneurship Programs for 2016" among schools with an exclusively undergraduate focus.

This is the eighth consecutive year the institute has been included in the prestigious Top 25 list. The list was announced Nov. 10.

The institute was ranked as the No. 6 public school and No. 11 school in the nation overall.

"We have worked hard to ensure that the quality of our program has been maintained while our program has more than doubled in size in the last two years," said Brett Smith, director, Institute for Entrepreneurship, and founding director, Center for Social Entrepreneurship. "We look forward to the new student course offerings and experiential learning opportunities coming on line in 2016, including an emphasis on creativity and innovation. I am pleased that the dedication of our faculty, alumni and our students has been recognized and rewarded."

"The Institute is an outstanding example of what is right with higher education - collaboration, experiential learning, a wide diversity of voices and thought, with students, faculty, alumni and mentors working as a team," said Matt Myers, Farmer School dean and Mitchell P. Rales Chair of Business Leadership.

Rankings are based on surveys sent to school administrators at more than 2,000 institutions. Factors involved in the evaluation include: commitment to entrepreneurship both in and out of the classroom, number of mentorship programs, scholarship funding, grants and successful involvement in entrepreneurial endeavors by students, faculty and alumni.

Cathy Bishop-Clark named a Woman of Excellence

11/17 Cathy Bishop-Clark, regional associate dean and professor of [computer and information technology](#) (CIT) at [Miami University Regionals](#), has been chosen as a 2015 Woman of Excellence by the West Chester-Liberty Chamber Alliance, one of 10 women awarded the honor. Through their careers or volunteer activities, all honorees have enhanced business, education, culture or philanthropy and provided outstanding service to the region.

Bishop-Clark has worked at Miami for 27 years and her "transformational leadership of Miami University's regional campuses is highly visible in four impressive areas – development of a new academic division, development of new degrees, development of a new facility, and development of new relationships," said her nominator.

Bishop-Clark co-chaired the committee to implement the [College of Professional Studies and Applied Sciences](#), the first new academic division created at Miami in more than 40 years. She also spearheaded the implementation of the health information major, the first bachelor's degree in CIT, and facilitated the development of five other new bachelor degree programs.

As associate dean at the Middletown campus, she led Miami's efforts to build [Greentree Health Science Academy](#), a new educational facility.

Outside her academic roles, Bishop-Clark has participated, along with her daughter, in a mission trip to Haiti to work with a medical team serving Haitians in remote villages. She and her daughter have given presentations to educate others about the trips.

In 2015 Bishop-Clark was chair of the Middletown United Way Campaign. The campaign raised 1.6 million dollars, exceeding its goal by \$300,000. She also serves on the Middletown Community Foundation Board of Trustees.

“Cathy is a true visionary and has consistently worked hard to keep Miami University Regionals in the forefront of education,” said G. Michael Pratt, associate provost and dean of the regional campuses. “We congratulate Cathy on this well-deserved honor.”

Global Initiatives Updates
Board of Trustees
December 3, 2015

Miami University kicked off International Education Week (November 16-20) with the news from the Institute of International Education that we have risen to the number 19 ranking in the total number of students who study abroad at Miami University (up from number 25 in the previous year). We continue to hold the number two ranking for the percentage of undergraduates who study abroad by the time of graduation at 42% (up from 38% in the previous year).

A wide array of events and celebrations were held during the second International Education at Miami, including:

- The first Harry T. Wilks Global Citizenship Forum featuring Miami alumni, Robert Eckert's ('91) keynote address, *I am Miami, I am a Global Citizen*, and a day long forum with presentations on global topics from faculty, staff, students, and alumni.
- A reception thanking the faculty and staff who create Study Abroad and Study Away opportunities available for our students. This event included the awarding of the John Dolibois Faculty Award for Innovation in Global Programming to Nohelia Rojas-Miesse (Senior Lecturer, Department of Spanish & Portuguese) to recognize her work with a medical Spanish program in Nicaragua. This program has been offered 21 times and has enrolled 184 students over eight years. This award will be given annually to recognize excellence and innovation in international education programming, commitment to increasing intercultural competency among students, and contributions to the global objectives of the Miami 2020 Plan.
- The Dayton Peace Accords 20th Anniversary conference held at Miami University to commemorate the signing of the accords ending the ethnic fighting in the Balkans in 1995. Sponsored by the Department of Media, Journalism, and Film, the keynote speaker was former US Ambassador to Croatia, Kenneth Merten (Miami, '83).
- An International Fare, featuring foods from around world, co-sponsored by Jungle Jim's, Miami University Dining Services, Kroger Co., and Global Initiatives.
- The Annual Global Neighbors Thanksgiving Dinner, bringing together campus and community to celebrate Thanksgiving with our international students.
- The Annual Latin America Ethnomusicology Program: *El Condor Pasa Revisted* – Andean Bands Go Global, presented by Thomas George Caracas Garcia, Department of Music.
- A Diwali performance by the Miami University Indian Student Association.
- International Games Day at the King Library Center for Digital Scholarship

Additional Information:

International Student & Scholars Services reports that 2,374 international students have checked in and registered at Miami for fall 2015. This includes 305 ACE students, and 74 students at the regional campuses.

To better understand the international student experience at Miami, and ensure student success and satisfaction, Assistant Provost Cheryl Young created the International Student Administrative Advisory Council (ISAAC). The Council is currently reviewing all aspects of life at Miami for international students. ISAAC has been having weekly meetings and hearing presentations from various offices and support systems on campus and in the community, including Student Affairs, the American Culture and English Program, the City of Oxford, Enrollment Management and Student Success, Housing Options, Meals & Events (HOME), University Police, and many other critical academic and academic support units. The goal is to understand the nature of the support offered and to identify approaches that enhance

student success as well as any issues or concerns. ISAAC will also lead focus groups with international and domestic students, faculty, staff, and community members.

ISAAC focus areas include: purpose, vision, and strategy for international student recruitment; identifying admission standards; aligning advising, curriculum, and programming (including orientations); student and academic services (information and resources provided to students such as orientation, self-assessment, etc.; timely and accessible services and information); assessment and development of intercultural competencies of students, faculty, and staff; creating a systemic approach to integrating student, academic, and faculty services. The Council's work will be ongoing through the spring semester, including periodic reporting to COAD and the Student Success Committee. This work will culminate in a report, with recommendations, being submitted to the Provost in May 2016.

Cheryl D. Young
Assistant Provost
19 November 2015