

**Miami University Board of Trustees  
Board Retreat  
Cincinnatian Hotel  
601 Vine Street  
Cincinnati, Ohio  
9:00 a.m. Thursday, September 22, 2022  
8:00 a.m. Friday, September 23, 2022**

**Thursday, September 22, 2022**

**Call the Meeting to Order and Roll Call** – Chair Mary Schell

**Public Business Session**

Approval of the Prior Meeting Minutes (final attachment to this agenda)

Consent Calendar, Attachment A

- Campus Naming
- Campus Naming Committee Policy Revision
- Emerita/Emeritus
- Conferral of Degrees
- Luxembourg Foundation
- New Degree
- Citation for Bruce Johnson
- Allocation of Unrestricted Funds

Remarks from J.P. Nauseef, President and Chief Investment Officer of JobsOhio, Attachment B

Financial Update, SVP David Creamer

**Executive Session** – Confidential Matters – Trade Secrets

**Return to Public Session** - Other Business, as required

**Adjourn for the day**

**Friday, September 23, 2022**

**Call the Meeting to Order and Roll Call** – Chair Mary Schell

**Executive Session** – Confidential Matters – Trade Secrets

**Return to Public Session** – External Engagement, VP Randi Thomas

**Executive Session** – Confidential Matters – Trade Secrets, Consult with Counsel, Pending Litigation,

Preparing for Negotiations with Public Employees, Personnel Matters - Performance and Compensation of a Public Employee

**Return to Public Session** - Other Business, as required

**Adjourn**

**Written Reports**

Advancement Update, Attachment C

Student Life Update, Attachment D

Campus Safety Report, Attachment E

UCM Update, Attachment F

Occupancy Report, Attachment G

Senate Update, Attachment H

September 23, 2023  
Consent Calendar

**RESOLUTION R2023-xx**

BE IT RESOLVED: that the Board of Trustees hereby approves the following naming recommendations of the Committee for Naming Campus Facilities:

**Ruth Ann Busald Faculty/Staff Office**

Located in University Hall on the Hamilton campus

**Richard and Carole Cocks Art Museum**

In recognition of a philanthropic commitment to the Miami University Art Museum.

September 23, 2023  
Consent Calendar

## RESOLUTION R2023-xx

WHEREAS: Resolution R2017-13 addressed the composition and appointment of the Committee on Naming of Campus Facilities and provides guidelines for the naming of buildings, facilities, and programs of Miami University; and

WHEREAS: The Board of Trustees Regulations states the Board of Trustees has sole authority to approve, remove or change the name of a campus facility.

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees approves changes to the existing Resolution R2017-13 guidance for the Committee for the Naming of Campus Facilities, as stated in this resolution; and

BE IT FURTHER RESOLVED: that this resolution supersedes Board of Trustees Resolution R2017-13.

## Committee for Naming of Campus Facilities.

The Committee for Naming of Campus Facilities is established as an advisory committee to the Miami University Board of Trustees and to the Vice President for University Advancement, who shall serve as a member and Chair of the Committee. The Vice President for University Advancement shall, in consultation with the Chair of the Board of Trustees, appoint ~~the additional~~ members of the Committee to three-year terms, each eligible for a single renewal, for a period of service not to exceed a total of six years. The additional Committee members shall be comprised of three members of the faculty and staff, at least one of these with emeritus rank; four representatives from the alumni; and at least one member of the Miami University Foundation Board (normally, the Chair of the Stewardship and Donor Relations Committee); and the Vice President for University Advancement. The University's Director of Planning, Architecture, and Engineering, or their representative, shall serve as an ex-officio member.

The responsibility of the Committee on Naming of Campus Facilities shall be to recommend appropriate names for the buildings, facilities, and programs on the Miami University campuses in Oxford, Hamilton, Middletown, Luxembourg, and the Voice of America Learning Center, to the Board of Trustees based on the following considerations:

1. to honor an alumnus, faculty member, administrator, trustee, or distinguished citizen for their extraordinary service to Miami University, subject to the general expectation that the Committee will review naming recommendations for faculty and administrators customarily three (3) to five (5) years, but never fewer than two (2) years, following retirement, resignation or death of the individual to be honored;
2. in tribute to a donor, living or deceased, who has made a substantial financial contribution to a building, facility or program, or has provided the entire cost of special treatment of a

component part of a new or existing building (such as the decorating and/or the furnishings), including endowed maintenance; or whose efforts have made the construction of such a building or facility possible. Specific contribution levels shall be established by the Vice President for University Advancement upon recommendation of the Stewardship and Donor Relations Committee of the Miami University Foundation and amended from time to time in furtherance of the University's goals;

- ~~3. the committee will review naming recommendations for faculty and administrators customarily three (3) to five (5) years, but never less than two (2) years, following retirement, resignation or death of the individual to be honored;~~

The Committee on Naming of Campus Facilities will consider the following principles in advising on recommendations:

1. with the exception of facilities named in recognition of philanthropic support, an individual's name shall not be carried on multiple facilities;
- ~~4.2.~~ only in extraordinary circumstances would a name of a building, facility or program which ceases to exist be moved to another building, facility or program, and then only by vote of the Board of Trustees; and
- ~~5.3.~~ that a plaque with the name be placed in the entrance of the building, with an appropriate designation on a visible and movable exterior sign; that a plaque with the name be placed in a suitable location of a component part or designated area; and that the name of a building, component part, designated area or program be changed only in extraordinary historical circumstances and only upon vote of the Board of Trustees;

The Committee on Naming of Campus Facilities may adopt such other procedures and regulations as are necessary to carry out its work, all actions subject to the review and approval of the Board of Trustees ~~of Miami University~~.

The Board of Trustees ~~has~~ shall maintain sole authority to approve the naming of campus facilities. The name of a building, component part, designated area or program shall be changed only in extraordinary circumstances and only upon vote of the Board of Trustees.

September 23, 2022  
Consent Calendar

**RESOLUTION R2023-xx**

BE IT RESOLVED, that the Board of Trustees hereby approves the following for the rank of Professor Emerita effective on the formal date of retirement:

**Ann Jarrett Bromberg**  
Liberal Education & Spanish & Portuguese

**Gwendolyn Etter-Lewis**  
English & Global and Intercultural Studies

**Barbara Rose**  
Teacher Education

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Professor Emeritus effective on the formal date of retirement:

**Christopher Cheek**  
English

**Othello Harris**  
Sociology & Gerontology

**Raul Ianes**  
Spanish & Portuguese

**Stanley Toops**  
Geography & Global and Intercultural Studies

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Administrator Emerita effective on the formal date of retirement:

**Jaclyn Huff**  
Assistant Aquatic Director

**Jane Lee**  
Senior Associate Director of Admission

**Pam Neese**  
Senior Coordinator of Data and Technology

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Administrator Emeritus effective on the formal date of retirement:

**Frank Page**  
Chef

**James Kist**  
Senior Financial Analyst

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Teaching Professor Emerita effective on the formal date of retirement:

**Janet Marshall**  
Mathematical & Physical Sciences/Chemistry & Biochemistry

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Teaching Professor Emeritus effective on the formal date of retirement:

**Charles Stevens**  
Global & Intercultural Studies

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Clinical Professor Emerita effective on the formal date of retirement:

**Molly Kelly**  
Educational Psychology

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Clinical Professor Emeritus effective on the formal date of retirement:

**Mark Morris**  
Political Science

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Clinical Lecturer Emerita effective on the formal date of retirement:

**Mary Lou Koenig**  
Nursing

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Clinical Lecturer Emeritus effective on the formal date of retirement:

**William Brewer**  
Media, Journalism & Film

**Thomas Heuer**  
Marketing

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Lecturer Emerita effective on the formal date of retirement:

**Susan Cramer**  
Information Systems & Analytics

**Patricia Newberry**  
Media, Journalism, & Film

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Lecturer Emeritus effective on the formal date of retirement:

September 23, 2022  
Consent Calendar

**RESOLUTION R2023-xx**

WHEREAS, for over 50 years the Miami University John E. Dolibois European Center (“MUDEC”) has been offering a unique academic experience to University students and faculty, with a primary mission to provide the University's students with a systematic and extensive exposure to European society and culture in a high quality academic environment;

WHEREAS, to ensure the continued success of MUDEC, it is in the University's best interest to create a new foundation in Luxembourg to accept gifts from donors in the European Economic Area to support the educational mission of MUDEC and the University;

WHEREAS, the total project budget for the creation of the new foundation is estimated at between EUR 110,000 and EUR 310,000;

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees authorizes David Creamer, Senior Vice President for Finance and Business Services and Treasurer, and Bruce Guiot, Associate Treasurer, to proceed with the creation of a new foundation under Luxembourg law; to execute and deliver Articles of Association and any other instruments and documents to effectuate the creation of the new foundation; and to take any further action as necessary to effectuate the creation of the new foundation.



September 23, 2022  
Consent Calendar

**RESOLUTION R2023-xx**

BE IT RESOLVED: that the Board of Trustees hereby approves the conferring of all appropriate degrees, honors, and distinctions, as recommended by the Faculty Assembly, for all Commencement exercises scheduled during the 2022-2023 academic year, and during Summer 2023.

September 23, 2022  
Consent Calendar

**RESOLUTION R2023-xx**

WHEREAS, University Senate on September 12, 2022 passed SR 23-01, endorsing a proposed degree and major, Master of Education, Curriculum & Instruction, within the College of Education, Health, and Society.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Master of Education, Curriculum & Instruction, within the College of Education, Health, and Society.

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Tom Poetter, Chair, Senate Executive Committee

Tracy Haynes, Chair Elect, Senate Executive Committee

Jen Green, Past Chair, Senate Executive Committee

University Senate Website: <https://www.miamioh.edu/academic-affairs/university-senate>

September 12, 2022

To: Gregory P. Crawford, President  
 From: Dana Cox, Secretary of the University Senate  
 Re: Degree Program Approval  
 SR 23-01, Master of Education, Curriculum & Instruction, College of Education, Health, and Society

The Miami University Policy and Information Manual, Section 11.1.E, Adding a New Degree, states that a proposal for any curriculum or program leading to a new undergraduate or graduate degree shall be submitted to the President, the Board of Trustees, and the Ohio Board of Regents/Ohio Regents' Advisory Committee on Graduate Study for approval following approval by the department or program, the academic division, the Council for Undergraduate Curriculum/Graduate Council, the Council of Academic Deans, and University Senate.

On September 12, 2022, University Senate adopted SR 23-01:

**BE IT HEREBY RESOLVED** that University Senate endorse the proposed degree and major, Master of Education, Curriculum & Instruction, College of Education, Health, and Society.

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

**Approval of the President**

I, Gregory P. Crawford, President of Miami University, approve/~~do not approve~~ the Master of Education, Curriculum & Instruction Degree, College of Education, Health, and Society.

X	Approve Forward to the Board of Trustees for action (copy to Secretary of University Senate)
	Do Not Approve

Gregory P. Crawford, President

9-13-22

Date

cc: Tom Poetter, Chair, Executive Committee of University Senate  
 Elizabeth R. Mullenix, Interim Provost, Chair University Senate  
 Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

**SR 23-01**

**Master of Education, Curriculum & Instruction**

**September 12, 2022**

BE IT HEREBY RESOLVED that University Senate endorse the proposed program, Curriculum & Instruction, Master of Education, College of Education, Health, and Society.

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

**Proposed degree program:** Masters of Education (MEd) in Curriculum and Instruction

**Mode of Delivery:** Fully online

**Academic Institution(s) offering degree:** Miami University

**College and academic unit administering degree:** College of Education, Health, and Society (EHS) - Department of Teacher Education (EDT) and Department of Educational Leadership (EDL)

### **Basic Characteristics of the Educational Program**

#### **1. Brief description of the disciplinary purpose and significance of proposed degree:**

The MEd in Curriculum and Instruction is being put forward as a new program since it represents a major revision of our existing MEd in Transformative Education. The new program provides students with an in-depth understanding of research on issues related to student development, curriculum development, learning theories, justice, and culturally responsive pedagogy. Students learn to design, implement, and evaluate curriculum and learning opportunities as well as evaluate new pedagogies and learning methodologies. The new program prepares students to create inclusive educational environments in diverse settings, reflective of the changing demographics in Ohio and across the nation.

The degree includes two specific tracks, designed for the specific needs of two groups of educators. The first track provides advanced learning and career support necessary for early career teachers to advance their pedagogical skills and crucial for developing resiliency in their new profession. The second track is aimed at providing leaders in community-based organizations with the advanced pedagogical knowledge and skills necessary to advance educational programming in their organizations. In addition to this institutional support for early career professionals, this new program is unique in Ohio as it centers social justice across the entire curriculum in the form of 4 grounding pillars: inquiry, anti-racism, community, and agency.

#### **2. Definition of the focus of the program.**

The focus of the program is to provide students with mastery of research, theory, and practice related to curriculum design, delivery, and evaluation. The new program responds to our current social, cultural, and political moment to position our graduates to be agents of change in their spaces and to take on leadership roles to work to improve their educational and community environments.

Anti-racism, community, inquiry, and agency are essential anchors for the new program. Throughout these anchors' justice is centered and conversations are rooted in a commitment to

engage in intellectualism toward action. This is done through the development of critical consciousness, centering knowledge of communities and grassroots organizing, and engagement with socially and contextually relevant teaching/learning

There will be two tracks for students to choose from: (1) Early Career Teachers (ECT) and (2) Community-oriented educators (COE). The ECT track will support those educators, particularly those early in their careers, to develop their skills and knowledge about educational design and delivery and to construct equitable and just learning environments that support learners from all backgrounds to excel academically. The COE track will support those individuals interested in working in educational spaces outside of classrooms, such as in community-based organizations, non-profits, and others. The tracks will not be listed on the transcripts.

### 3. Rationale for degree name.

We are proposing new a new degree, Master of Education (M.Ed.) in Curriculum & Instruction, to replace the existing Masters of Education (M.Ed.) in Transformative Education. Curriculum & Instruction (C&I) is the widely accepted degree title in the field and reflects the degree's focus on preparing students with advanced skills in the development, implementation, and evaluation of curriculum, instruction, and other aspects of the learning experience. While the C&I degree is offered widely across the state of Ohio our version is different with its intentional support of early career educators and is unique for it's holistic centering of social justice across four anchoring pillars: inquiry, anti-racism, community, agency.

### 4. Duration of the program.

The minimum requirement is 30 credit hours. Students will be enrolled part-time as a cohort typically beginning with Summer admission in 2023. The curriculum is designed so that students will typically complete in 4 semesters. With a summer start, students will complete 3 courses in Summer 1, 2 courses in Fall 1, 2 courses in Spring 1, then 3 courses in Summer 2 prior to graduation. In this model, there will be overlap in the summer, with one cohort completing as the next one begins.

### 5. Admission timing.

We plan to admit a new cohort to the program each summer, starting in 2023. Students will be recruited during the academic year, with admissions decisions being made in the semester prior to the start of the cohort. In some circumstances, it may be necessary to begin a cohort in a different semester. However, regardless of time of admission, the program is designed as a cohort model, which requires students move forward in a sequenced fashion. Should students need to stop out of the program, they will be able to complete with the subsequent cohort.

## 6. Primary target audience for the program and admission requirements.

Target Audience: We are targeting school-based teachers and community-oriented educators. Most of our students will be early career educators in the first five years of their teaching career and as well as students working in community-education centers, non-profits, and other community-focused organizations. We see the primary audience being educators in Southwest Ohio but the online format also allows for recruitment across the state and even across the country.

Admission requirements are as follows:

- Bachelor's degree from an accredited higher education institution, with a minimum 2.75 cumulative undergraduate grade point average or demonstrated academic success in graduate-level coursework.
- Two letters of reference from faculty or professionals in the related field
- Personal essay that expresses the candidate's interests and goals as related to the degree description and focus
- Current CV/resume
- Interview as deemed appropriate by the faculty

## 7. Special efforts to enroll and retain underrepresented groups.

Recruitment efforts will continue to include the TEAM scholarship that provides a 25% tuition waiver for all practicing teachers. Our current M.Ed. in Transformative Education already has a growing number of individuals who self-report as being from diverse backgrounds, so we anticipate this pipeline will continue and expand as our revised M.Ed. in Curriculum & Instruction markets itself to explicitly support the work of classroom and community educators across diverse settings.

The Curriculum & Instruction degree will only serve to deepen existing relationships with school partners (including Aiken and Frederick Douglass in Cincinnati). It will also allow us to recruit more diverse students to the teaching profession with the ability to funnel them into this graduate program after completing one of our undergraduate degrees.

There is explicit and intentional focus on building community within cohorts during the program which will sustain and support diverse identities. These commitments by program faculty will position program graduates to continue promoting social justice education in their professional spaces.

## Curriculum and Instructional Design

## 1. Curricular content.

course #	title	credits
Required core courses for degree		
EDL622	Foundations of Multicultural Education	3
EDT615	Introduction to Research Inquiry	3
EDL616	Curriculum Innovation and Transformation through Understanding and Design	3
EDL611	Theories of Leadership	3
EDL615	Communities, Power, and Change	3
EDT557	Engaging Minoritized Children & Youth	3
Required courses for <i>Early Career Teacher track</i>		
EDT623	Students, Justice & Equity Centered Pedagogies	3
EDL619	Educational Policies and Teachers	3



EDT583	Educators as Activists: Preparing Educators for Forces Impacting Classrooms and Schools	3
Required courses for <i>Community-oriented Educator track</i>		
EDL687	Community Based Leadership & Action I	3
EDL688	Community Based Leadership & Action II	3
EDL638	Identity, Community, and Activism	3
Required Capstone		
EDT/EDL691	Graduate Capstone Experience in Education	3

2. What are the requirements students must fulfill to complete the program successfully?

Students will be required to complete 30 graduate credits with a grade point average of 3.0 or higher, including:

Core Courses: 18 credit hours

Required Track Courses: 9 credit hours

Capstone: 3 credit hours

Students must complete their program within 5 years of acceptance

Students must complete and submit their application for graduation per university policy.

### 3. Description of a required culminating, or integrated learning, experience.

The capstone course (EDT/EDL691) provides students the opportunity synthesize the graduate program. The project will demonstrate critical thinking, understanding contexts, and reflection to inform current/future actions by leveraging course work, experiences, and the four pillars from the graduate program. The end product will include a research paper, journal manuscript, grant proposal, or strategic plan and will be designed to meet the particular goals of the student as well as demonstrate the student's mastery of the degree's learning outcomes.

Final projects will be evaluated by 3 faculty members to include the Graduate Coordinator, Program Coordinator, Department Chairs, or other EDL/EDT faculty members. The student will need to receive a passing mark from at least 2 of the 3 faculty members in order to be deemed passing.

## **Institutional Planning for the Program**

### 1. What are the physical facilities, equipment and staff needed to support the program?

Since the proposed online M.Ed. in Curriculum and Instruction replaces an existing master's program (M.Ed. in Transformative Education), we do not anticipate any new, additional infrastructure, including facilities and faculty to deliver the program. If/when the program grows we anticipate the need for additional faculty to teach additional course sections and additional staff positions to support the program logistics. All of the course syllabi have already been revised to reflect the new learning outcomes and to create a cohesive learning experience.

The new program will be entirely online, whereas the previous program was delivered face-to-face. As such, support will be provided to support faculty in converting courses to the online environment as well develop the overall program shell. Miami Online staff will provide the technical infrastructure and support for converting the fully online program and the College/departments will provide faculty with support as needed when conversion of courses takes place outside of their typical workload.

Given the anticipated increase in enrollments and the intention to develop partnerships with school districts to offer cohort-based models throughout southwest Ohio, we do plan for a program coordinator position needing to be created to assist with staffing and administration of further cohorts of the degree program.

These costs are included in the Fiscal Report found in the Appendix.

The program received \$69K in 2020 from institutional funding to author and develop the curriculum. These funds were spent and the faculty side of the curriculum development has taken place.

2. What is the evidence that a market for the new program(s) exists?

A landscape survey (see Appendix) was completed by Miami Online with the main takeaway being that our new program will be “unique” as most of the universities offering a Curriculum & Instruction degree have a more "traditional" focus and structure. Miami will stand out in this crowded field with its ability to support educators through a graduate program that aligns with the institution's mission for "unwavering commitment to liberal arts" and "the active engagement of its students". The program will position students to be active leaders inside classrooms and communities to advance notions of diversity, equity, and inclusion.

Gray's data collected (see Appendix) showed high student demand for a Curriculum & Instruction degree and with a fully online program we provide a flexible option for students across Ohio and the nation. Currently less than half of Curriculum & Instruction programs are fully online.

3. Statewide Alternatives.

When Ohio stopped requiring the master's degree as part of teacher certification, several institutions eliminated their master's degrees, including in Curriculum and Instruction. This reduced the number of graduate level opportunities for teachers and others wishing to advance knowledge about curriculum design and development. We identified 12 comparably named programs across the state's private and public institutions; 7 are located at public institutions. Eight programs in total are online.

Table: Ohio Comparison of Programs

<b>Institution</b>	<b>Program</b>	<b># of Credits</b>	<b>Delivery Mode</b>	<b>Completions (19-20)</b>
Ashland University	M.Ed in Curriculum & Instruction	36	distance	55
Bowling Green State University	M.Ed in Curriculum and Teaching	33	campus	55

Franklin University	M.S. Instructional Design & Learning Technology	32	distance	12
Kent State University – Kent	M.Ed Curriculum and Teaching	30	campus	12
Old Dominican University	M.Ed. Curriculum & instruction	36	distance	13
Ohio University	M.Ed. Curriculum & instruction	30	distance	37
Otterbein University	MAE in Curriculum and instruction	30	campus	6
Shawnee State University	M.Ed. Curriculum & instruction	33-36	distance	3
University of Akron	M.A. in Curriculum & Instruction	30	campus	11
University of Cincinnati	M.Ed. Curriculum & instruction	30	distance	67
University of Toledo	M.Ed. Curriculum & instruction	30	distance	13
Youngstown State University	M.Ed. Curriculum & instruction	30	distance	3

Source: Completions and delivery mode as reported by NCES College Navigator. Completions reported for 2019-2020 AY. Only listing institutions that registered at least 1 completion in that year. Program title and credits from the institutional webpage.

#### 4. Growth of the Program.

We anticipate that one cohort of 20 students will fill easily in the first year based on the current enrollments typical of the existing Transformative Education Masters along with our initial queries we from Fall 2021 as word got out that we were developing an online program for early career teachers and community educators. We anticipate filling two cohorts of a total of 40 students each summer with a new online program based on Gray's data and conversations with local school districts. If that were to happen, the new faculty member mentioned above would have to be in place sooner and provided through central university resources to meet the need and demand. We anticipate that the program should pay for itself within the first five years from initial delivery (an anticipated surplus of \$240,000 is anticipated in year 5).

#### 5. Institutional Staffing, Faculty, and Student Support.

##### a) Faculty.

Most of the faculty teaching and advising in this program will be full-time faculty. Most of the faculty will be seasoned instructors. On occasion, we may have to hire casual faculty (adjuncts or full-time visiting faculty) to meet the demand and load of all faculty across the two sponsoring departments. The most important condition for meeting the course load demand of the new online program depends on the hiring of a new faculty member who can teach a significant number of courses in the program as well as administer it.

We do not intend to hire the new faculty member until the 3rd year. High enrollment growth is able to be managed with current resources until the 3rd year. At that point a faculty hiring request would happen via the normal hiring plan process (requiring data showing enrollment growth, including meeting credit hour and headcount targets and ensuring all current resources are being utilized properly). We do not intend to hire a faculty member earlier than what is modeled.

##### b) Administration and Support.

Initially, the program coordinator, who already has a full 4x4 teaching load and is on a double overload in EDT, will shepherd the faculty instructors and the recruiting aspects of the program. A stipend is necessary for this person's efforts, and provided by the college and EDT/EDL. The departments have ample administrative staff support to run the new program at least as efficiently as the existing program. As the program grows so will the need for additional faculty positions to administer the courses and additional staff positions to handle program logistics.

## **Additional Proposal Sections for Entry Level Graduate Programs**

### **1) Entry level graduate degree programs**

**a) How is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines? If applicable, provide a detailed listing of the specific differences.**

This new C&I grad program positions students as future educators who leverage the 4 program pillars to develop themselves and allow them to be leaders in their future contexts. The program is designed as one holistic inquiry process where students start thinking about their research interests in semester one, learn research techniques throughout the program which allows them to refine and nuance their project, which culminates in the final semester, specifically in the EDT/EDL 691 capstone. This sets the graduate program apart from undergraduate studies in EDT and EDL, because this program is designed from day one, to be a continuous process of conceptualizing, designing, and conducting an original research study that contributes new knowledge to the education field. Undergraduates in EDT and EDL programs gain knowledge and skills to be professionals in education, whereas grad students in this program work as a professional community of early career teachers and community leaders to create new disciplinary knowledge that specializes in community, and culturally responsive and contextually relevant practices in education.

**b) How does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?**

The program emphasizes culturally relevant/sustaining pedagogical theories, critical theories in education (which examines power dynamics in educational settings inside and outside of schools), and sociocultural foundations. This theoretical base enables students to integrate a nuanced analytical lens to design rigorous research studies that are timely and urgent in current socio-political contexts.

**c) How does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?**

The program positions students to become knowledge producers and not mere knowledge consumers. Through the four program pillars, courses are designed to allow students multiple

opportunities to think critically about identity, positionality, voice, and lived experience to make sense of how they navigate the complexities of current educational spaces. Additionally, students will also think through the social, cultural, and political landscape of education to make informed professional decisions that impact the lives of youth and communities. This also includes the contextual factors of the particular communities in which students in our program are working from. This interplay of individual and structural analysis makes up the core of the professional decision-making skills in the program.

**d) How is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area?**

Courses in the program integrate the historical, political, and cultural foundations of schooling to provide an in-depth knowledge base of the broad context of education in the U.S. This foundation includes contemporary issues in education and the everyday professional lives of educators inside and outside of schools. Students will also learn education policies in order to understand the complexities and realities of how educational decisions are made. This knowledge base across courses provides opportunities for students to grow in their critical understandings, help them navigate existing structures, and shape an original research study that not only responds to current issues in education, but also transforms education to address injustice in education and social inequities.

**e) Please describe the required culminating experience.**

The capstone course (EDT/EDL691) provides students the opportunity to complete a project that demonstrates critical thinking, understanding contexts, and reflection and action using the course work and experiences from the graduate program. The end product of the individualized experience could include a research paper, journal manuscript, grant proposal, or strategic plan. The final project starts in the students' first semester and gets altered throughout the program as they engage with research design concepts and try on various theoretical lenses. Each project will be unique based on the student's positionality and identity and will ultimately be determined by the student but supported by faculty in courses throughout the program. The project will be designed to meet the particular goals of the student as well as demonstrate the student's evolving understanding of the degree's learning outcomes.

Final projects will be evaluated by 3 faculty members to include the Graduate Coordinator, Program Coordinator, Department Chairs, or other EDL/EDT faculty members. The student will need to receive a passing mark from at least 2 of the 3 faculty members in order to be deemed passing.

**f) Does the proposed program identify faculty resources appropriate for the research component of the program?**

This is an interdisciplinary program with faculty from EDL and EDT who have expertise in various areas in education including: critical youth students, education policy, teacher education, critical theories in education, sociocultural foundations, education philosophy which makes our faculty uniquely qualified to guide students across a wide variety of educational research areas.

**g) Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?**

The holistic design and justice-centered approach of this program positions its graduates to be leaders and agents of change for equity in education. Students will have a strong theoretical grounding to guide their actions in classrooms and communities. Courses are also designed to scaffold students through the research process so that they can hone into their research interests, develop clear research questions, immerse in relevant research, learn key theories, and develop research design knowledge (including methodologies in education research). There will also be multiple checkpoints across the program in which students can check in with faculty to discuss their projects. Through this experience, students will develop expertise in particular areas in the education field-both scholarly and professionally.

**h) What plans have been made to address standards and guidelines for professional accreditation, if applicable? What are the core courses required for the program?**

Not applicable - this degree does not lead to any formal licensure



**TABLE OF CONTENTS FOR APPENDIX FOR CURRICULUM &  
INSTRUCTION CCPS NEW PROGRAM PROPOSAL**

<b>FACULTY MATRIX .....</b>	<b>2-5</b>
<b>FACULTY CURRICULUM VITAE .....</b>	<b>6-35</b>
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<b>MARKET ANALYSIS (LANDSCAPE SURVEY, TUITION, GRAY’S DATA) .....</b>	<b>39-44</b>
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Faculty Matrix							
Instructor Name	Rank or Title	Full-Time (FT) or Part-Time (PT)	Instructor Qualification			Course(s) Instructor will teach	
			Degree Title, Discipline, Institution, Year	Years of Teaching Experience In the Discipline/Field	Additional qualifications (e.g., licenses, certifications)	Courses in the proposed program (Include course number and title)	# taught Per Year at <u>All</u> University Locations
Nathaniel Bryan	Assistant Professor	FT	Ph.D. Early Childhood Education, University of South Carolina, 2016	14	Ed.D. Educational Administration, South Carolina State University, 2008.	EDT623: Students, Justice, and Equity-centered Pedagogies EDT457/557: Engaging Minoritized Children & Youth	14
Durrell Callier	Assistant Professor	FT	Ph.D. Educational Policy Studies, University of Illinois at Urbana-Champaign, 2016	6	Minor: Gender & Women's Studies	EDL615: Communities, Power, and Change EDT557: Engaging Minoritized Children & Youth	6
Michael Evans	Associate Professor	FT	Ph.D. Curriculum & Instruction, Boston College, 2009.	13	None	EDL615: Communities, Power, and Change EDL687: Community-based Leadership I EDL688: Community-based Leadership II	13

Érica Fernandez	Associate Professor	FT	Ph.D. Educational Policy Studies, Indiana University, 2015.	8	Minor: Latino Studies	EDL615: Communities, Power, and Change EDL622: Foundations of Multicultural Education EDL687: Community-based Leadership I EDL688: Community-based Leadership II	8
Kathleen Knight Abowitz	Professor	FT	Ph.D. Social Foundations of Education, University of Virginia, 1996.	27	None	EDL611: Theories of Leadership	27
Ann MacKenzie	Associate Professor	FT	Ph.D. Curriculum & Instruction, University of Cincinnati, 1989.	33	None	EDT623: Students, Justice, and Equity-centered Pedagogies EDT483/583: Educators as Activists EDT/EDL 691: Capstone	36
Thomas Poetter	Professor	FT	Ph.D. Curriculum & Instruction, Indiana University, 1994.	28	Minor: Philosophy of Education	EDL611: Theories of Leadership EDL/EDT616: Curriculum Theorizing for Innovation and Transformation EDT/EDL 691: Capstone	28

Rachel Radina	Visiting Assistant Professor and Coordinator of the Urban Cohort	FT	Ph.D. Educational Leadership, Curriculum, and Cultural Studies, Miami University, 2015.	7	Certificates: Women, Gender & Sexuality Studies Family, School, Community Connections	EDT615: Introduction to Research Inquiry EDT619: Educational Policies and Teachers EDT623: Students, Justice, and Equity-centered Pedagogies	7
Ganiva Reyes	Associate Professor	FT	Ph.D. Curriculum & Instruction, University of Texas, 2016.	6	None	EDT615: Introduction to Research Inquiry EDT619: Educational Policies and Teachers EDL622: Foundations of Multicultural Education	6
Racheal Rothrock	Assistant Professor	FT	Ph.D. Curriculum & Instruction, University of Texas, 2017.	5	None	EDT615: Introduction to Research Inquiry EDT619: Educational Policies and Teachers	5
Kate Rousmaniere	Professor	FT	Ph.D. History of Education, Teachers College, 1992.	30	None	EDL611: Theories of Leadership	30
Scott Sander	Associate Clinical Professor	FT	Ph.D. Educational Leadership, Miami University, 2014.	8	Certificate of College Teaching	EDL/EDT616: Curriculum Theorizing for Innovation and Transformation EDT623: Students, Justice, and Equity-centered Pedagogies	8

Brian Schultz	Professor	FT	Ph.D. Curriculum & Instruction, University of Illinois at Chicago, 2005.	17	None	EDT615: Introduction to Research Inquiry EDL/EDT616: Curriculum Theorizing for Innovation and Transformation EDT/EDL 691: Capstone	17
Tammy Schwartz	Instructor and Director of the Urban Cohort	FT	Ed.D. Literacy, University of Cincinnati, 2001.	21	None	EDL638: Identity, Community, and Activism EDL687: Community-based Leadership I EDT483/583: Educators as Activists	21
Lisa Weems	Professor	FT	Ph.D. Cultural Studies in Education, The Ohio State University, 2000.	22	None	EDL622: Foundations of Multicultural Education EDL638: Identity, Community, and Activism EDL688: Community-based Leadership II	22

**Nathaniel Bryan, Ed.D., Ph.D.**  
NBRYAN2001@YAHOO.COM  
 (803) 261-9381

## **ACADEMIC DEGREES**

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**Doctor of Philosophy:** Early Childhood Education **May 2016**  
 University of South Carolina, Columbia, South Carolina  
 Dissertation Topic: Toward A Multidimensional Framework: Exploring the Constructed identities and pedagogical styles of Black Male Kindergarten Teachers in the South

**Doctor of Education:** Educational Administration **December 2008**  
 South Carolina State University, Orangeburg, South Carolina  
 Dissertation topic: Financial investments in school safety and school-violence incidents in South Carolina public high schools: Does money really matter?

**Master of Education:** Gifted Education **December 2003**  
 Columbia College, Columbia, South Carolina

**Bachelor of Art:** French **Minor:** English **May 2001**  
 University of South Carolina, Columbia, South Carolina

**Research Interests:** African-American language, Urban early childhood education, Black education, Black critical theory, Black Male Studies, Black male teachers/Boys in early childhood education, boyhood play, critical literacy, critical race theory, culturally relevant and sustaining pedagogies, equity and diversity, school-to-prison pipeline

## **RECENT AWARDS**

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- 2020 AERA (American Education Research Association) SIG on Critical Perspectives on Early Childhood Education's Emerging Scholar Award
- 2015-2017 R.A.C.E. Mentoring through Social Media Fellow (National Selectee)  
*Vanderbilt University*

## **PROFESSIONAL EXPERIENCE**

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**August 2018-present    Assistant Professor**  
**Miami University**  
 McGuffey College of Education

**August 2013-June 2018    Clinical Assistant Professor**  
**University of South Carolina**

Nathaniel Bryan, Ed.D., Ph.D.

Wardlaw College of Education

## RECENT SCHOLARSHIP AND PUBLICATIONS

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### BOOKS





- Wright, B., **Bryan, N.**, Sewell, C., Yates, L., Barrett, C., Thomas, K., & Robinson, M. (2019). *Gumbo for the Soul: Males of color share their stories, meditations, affirmations, and inspirations*. Charlotte, N.C. Information Age Publishing.
- **Bryan, N.** (under contract). Black men in early childhood education: Children's perception on culturally relevant teaching. Routledge Press.
- **Bryan, N.** (under contract). Play-not: Race, Class, Gender, and the Mischaracterization of Black boys' play. Temple University Press.
- Ellis, A. L., **Bryan, N.**, Sealey-Ruiz, Y., Toldson, I., & Emdin, C. (under contract). The Impact of Classroom Practices: Teacher Educators' Reflect on Culturally Relevant Teachers. Charlotte, N.C. Information Age Publishing

### RECENT BOOK CHAPTERS AND REVIEWS

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- **Bryan, N.** (2019). The Emmanuel Church Massacre and the school across the street: A Black man's narrative of two racialized conflicts. In B. Wright, N. Bryan, C. Sewell, L. Yates, M. Robinson, & K. Thomas (Eds.) *Gumbo for the Soul: Males of color share their stories, meditations, affirmations, and inspirations* (pp.139-144). Charlotte, N.C. Information Age Publishing.
  - Muller, M. & **Bryan, N.** (2020). Toward a pedagogy of the veil: Addressing racism in early childhood education. In J. Kirylo (Ed.) *Reinventing Pedagogy of the Oppressed*. Bloomsbury Academic.
  - **Bryan, N.** (2019). Can anything good come out of the hood?: Situating Home and Community as Sites of Black Cultural Endowment. In C. Glover, T. Henry-Jenkins, & Troutman, S. (Eds.) *Culture, Community, and Educational Success: Reimagining the Invisible Knapsack* (Race and Education in 21<sup>st</sup> Century). Lexington Books.
  - Wynter-Hoyte, K., Muller, M., **Bryan, N.**, Boutte, G., & Long, S. (2019). Dismantling eurocratic practices in teacher education: A preservice program focused on culturally relevant, humanizing, and decolonizing pedagogies. In T. Hodges and A. Baum (Eds.). *Handbook of Research on Field-based Teacher Education*. IGI Global.
  - **Bryan, N.** & Wright, B. L. (2019). And how are the boys? Towards an African-American Male Pedagogy to promote academic and social success among Black boys in early childhood education. In B. Crawford, C. Newman, S. Platt & A. Hilton (Eds.) *Comprehensive Education in the 21<sup>st</sup> Century: Increasing Access in the Age of Retrenchment* (pp.99-121). Charlotte, NC: Information Age Publishing, Inc.
-

## DURELL M. CALLIER

MIAMI UNIVERSITY  MCGUFFEY HALL 304, 210 E. SPRING STREET, OXFORD, OH 45056  
 1.410.591.5819 (MOBILE) •  CALLIEDM@MIAMIOH.EDU •  DURELL.CALLIER1

### Education

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Ph.D.	University of Illinois at Urbana-Champaign, Educational Policy Studies Minor: Gender & Women's Studies	2016
M.A.	University of Illinois at Urbana-Champaign, Educational Policy Studies Specialization: Social Cultural Foundations of Education	2012
B.A.	University of Maryland, Baltimore County, Social Work Minor: Africana Studies	2007

### Academic Appointments

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2016 – Assistant Professor of Cultural Studies & Curriculum, Department of Educational Leadership  
 Miami University, Oxford, Ohio

### Selected Publications

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#### Books

Callier, D. M. & Hill, D. C. (2019). *Who look at me?!: Shifting the gaze of education through Blackness, queerness, and the body*. Boston, MA: Brill | Sense Publishers

#### Peer-Reviewed Journal Articles

Callier, D. M. (2020). Feelin' real/ unbroken: Imagining Blackqueer education through autopoietic inquiry. *International Review of Qualitative Research*. [doi.org/10.1177/1940844720974104](https://doi.org/10.1177/1940844720974104)

Callier, D. M. (2020). Taking a moment for life: Remembering Black queer lives through performance. *Cultural Studies ↔ Critical Methodologies*. [10.1177/1532708620911406](https://doi.org/10.1177/1532708620911406)

Callier, D. M. (2018). Still, nobody mean more: Engaging Black feminist pedagogies on questions of the citizen and human in anti-Blackqueer times. special issue in *Curriculum Inquiry*, 48(1), 16-34.

Owens, T., Callier, D. M., Robinson, J., & Garner, P. (2017). Towards an interdisciplinary field of Black girlhood studies. *Departures in Critical Qualitative Research*, 6(3), 116-132.

#### Chapters in Edited Volumes/Encyclopedia Entries (\*underwent peer review in addition to editorial review)

Callier, D. M. (2020). Blackqueer pedagogy: (Un) making memory, citizenship, and education. In C. McCarthy, W. Crichtlow, E. Bulut, K. Goel, B. N. Sanya, & K. Desai (Eds.), *New colonialism: Spaces, schools, and museums in the neoliberal venues of the global city*. Peter Lang.

\*Callier, D.M., & Hill, D.C. (2019). [Performance-based ethnography](https://doi.org/10.1093/acrefore/9780190264093.013.842). In *Oxford Research Encyclopedia of Education*. Oxford University Press. doi: [http://dx.doi.org/10.1093/acrefore/9780190264093.013.842](https://doi.org/10.1093/acrefore/9780190264093.013.842)

### Selected Honors, Grants, & Fellowships

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2021 Altman Scholar. *Race and Racism*. Miami University, Humanities Center.  
 Humanities Lab (with Tammy Brown, Glenn Platt, Amity Noltemeyer, Rachel McMillen). *Antiracist Pedagogy and Praxis for High School Students*. Miami University, Humanities Center.



- 2020 Summer External Grant Proposal Development Award. Miami University, College of Education, Health and Society.
- 2019 Eloise E. Martin Instructional Enrichment Grant. Miami University, College of Education, Health and Society.

## Selected Presentations

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### *Invited Talks & Performances*

- 2020 Talk. *Queered by the state: Educative spaces and Black queer life in/and against violence*. Queer of Color Critique and Analysis Research Institute. University of Toronto, OISE. Toronto, Ontario. (Conference Canceled)
- 2019 Talk. *Queer Roots and Causes: Reframing Anti-Black Violence in the Lives of Youth*. Dresher Center for the Humanities, The Center for Social Science Scholarship, McNair Scholars Program, Women's Center and Africana Studies. University of Maryland, Baltimore County.
- 2018 Talk. *Staging Blackqueer Lives in Anti-black Queer Times: Visual Possibilities, Poetics and Resistance*. Amherst College Center for Community Engagement and Department of Black Studies. Amherst College. Amherst, MA. October.
- Plenary Performance (with Dominique C. Hill). *When the Stakes Are Too High*. International Congress of Qualitative Inquiry. University of Illinois. Champaign, IL. May.

## Teaching Experience

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### **Miami University Instructor** (responsible for course and syllabus design, instruction, and evaluation)

Introduction to Critical Youth Studies (undergraduate)  
 Introduction to Critical Youth Studies Online (undergraduate, developed online curricula)  
 Youth, Media, and Pop Culture (undergraduate)  
 Youth, Media, and Pop Culture Online (undergraduate)  
 Qualitative Research I (graduate)  
 Qualitative Research I Online (graduate, developed online curricula)  
 Foundations of Multicultural Education (graduate)  
 Curriculum, Pedagogy and Diversity (graduate)  
 Curriculum, Pedagogy and Diversity Online (graduate, developed online curricula)  
 Theorizing Gender, Sexuality and Education (graduate, online course offering)

**Michael P. Evans**  
306G McGuffey Hall  
Miami University  
College of Education, Health & Society  
Oxford, OH 45056-3439  
Email: mevans@miamioh.edu  
Office: (513) 529.6410

### **Current Position**

Associate Professor of Family, School, and Community Connections  
Joint Appointment in Departments of Educational Leadership, Teacher Education, and Family Sciences & Social Work  
Miami University, Oxford, OH (2015-Present)

### **Employment History**

Assistant Professor of Family, School, and Community Connections  
Joint Appointment in Departments of Educational Leadership, Teacher Education, and Family Studies & Social Work, Miami University, Oxford, OH (2009 – 2015)

### **Education**

Boston College, Chestnut Hill, MA  
Ph.D. Curriculum & Instruction, May 2009.  
Dissertation: *Inside Education Organizing: Learning to Work for Educational Change*

Harvard Divinity School, Cambridge, MA  
M.Div., June 2003.

University of Notre Dame, Notre Dame, IN  
M.Ed. Elementary Education, June 2000, High Honors.

College of the Holy Cross, Worcester, MA  
B.A. Religious Studies/History, June 1998, Dean's List 1997-98.

### **Recent Publications:**

#### **Academic Journal Articles**

**Evans, M.P.,** Saultz, A. & Winton, S. (2021). Social media utilization in discourse coalitions: The case of the opt-out movement in Ohio. *Teachers College Record*.

**Evans, M.P.** (2018). Developing community engaged research practices in family, school and community partnerships. 3(2), *Journal of Family Diversity in Education*. 1-16.

### **Recent Conference Presentations (Peer Reviewed)**

April 2021, American Educational Research Association, Virtual Conference  
"Chinese immigrant participation in education organizing: From home-based supporters to reluctant activists"

November 2020, University Council for Educational Administration, Virtual Conference  
"Abolitionist Leadership Praxis: Education Leadership and the School Prison Nexus"

## **University Teaching Experience**

### **Miami University, 2009 – Present**

EDT 190 Introduction to Education Studies  
EDT 205 Race, Cultural Diversity, and Equity in Education\*  
EDT/FSW 225 Families, Schools & Communities\*  
FSW 261 Diverse Family Systems Across the Life Cycle  
EDL 318 Teacher Leadership  
EDL 382 Community-Based Research in Education\*  
EDT 422 Radical Possibilities in Urban Education\*  
EDL 464 Community Based Leadership and Change\*  
FSW/EDL 614 Family, School, and Community Partnerships\*  
EDL 683 Introduction to Qualitative Research  
EDT 689 Interpretation and Application of Research in Education  
EDL 771 Introduction to Doctoral Studies  
EDL 781 Leadership for the Public Good\*  
\*original courses

## **Higher Education Leadership Positions and Curriculum Development**

*Director of Undergraduate Programs in Educational Leadership/Chief Departmental Advisor (2016-2020)*

*Coordinator - Community Based Leadership Minor, Educational Leadership*

Worked with Education Leadership faculty to create an interdisciplinary minor focused on community based leadership models. Researched public leadership frameworks from across the country to develop a cohesive plan of study and networked with departments across campus to negotiate course-cross listings and curriculum endorsements. Developed new “capstone” course EDL 464: Community Based Leadership and Change.

*Coordinator (2010-2015) - Graduate Certificate in Family, School, and Community Partnerships*

Approved in January 2011, the Graduate Certificate in Family, School, and Community Partnerships is the first of its kind in the United States. The certificate is intended to address the professional development needs of individuals working as parent educators, resource coordinators, community liaisons, and others in similar positions. Certificate requirements cross the EDL, FSW, and EDP departments making this an interdisciplinary endeavor.

## **Recent Grants & Awards**

2018-19 – Dean’s Vision Award for Service Above and Beyond

## **Peer Reviewer:**

- *Education Administration Quarterly*
- *Journal of Educational Change*
- *Teaching Education*
- *Teachers College Record*
- *Leadership and Policy in Schools*
- *Educational Studies*
- *Multicultural Education*
- *International Journal of Leadership in Education*
- *AERA Annual Conference 2009-Present*
- *Grassroots Community and Youth Organizing SIG*

## Érica Fernández, Ph.D.

Associate Professor  
Miami University  
College of Education, Health, & Society  
Department of Educational Leadership  
210 E. Spring St.  
Oxford, OH 45056  
219-512-6492  
fernane4@miamioh.edu

### EDUCATION

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Ph.D. **Indiana University – Bloomington**

2015 Educational Policy Studies

*Minor:* Latino Studies

M.Ed. **Indiana University – Bloomington**

2009 Literacy Culture & Language Education

B.S. **Indiana University – Bloomington**

2006 Elementary Education

B.A. **Indiana University – Bloomington**

2006 Spanish

### RESEARCH SPECIALIZATIONS

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Latina/o/x parental engagement & organizing

Intersection of anti-immigration reform and educational policies & practices

Critical Race Theory (CRT) & Latinx Critical Theory (LatCrit)

Family & community engagement

Qualitative research (critical ethnography & participatory action research)

### PROFESSIONAL EXPERIENCE

---

#### ***Academic***

2019-present

**Miami University**, Educational Leadership, *Associate Professor*

2014-2019

**University of Connecticut**, Educational Leadership, *Assistant Professor*

### SELECTED SAMPLE OF AWARDS, HONORS, & FELLOWSHIPS

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#### ***National***

2021

Journal of Cases in Educational Leadership, Paula Silver Award (Most

Outstanding Case of the Year)  
 2019 Journal of Research in Educational Leadership, Best Article of the Year

### SELECTED SAMPLE OF REFEREED SCHOLARLY PUBLICATIONS

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- LeChasseur, K. & **Fernández, É.** (*In Press*). Domination, Legitimacy, and Meaning: Tensions in Supporting Locally-Driven Initiatives. *Public Administration Review*. (H Index = 100, Q1).
- Fernández, É.** & Rodela, K.C. (2020). “*Hay poder en numeros*”: Understanding the development of a collectivist Latinx parent identity and *conscientização* amid an anti-immigrant climate. *Teachers College Record*. (H Index =78, Q1)
- Fernández, E.** & Scribner, S.M.P. (2018). “Venimos para que se oiga la voz”: Activating community cultural wealth as parental educational leadership. *Journal of Research in Educational Leadership*. DOI. 10.1177/1942775117744011
- Fernández, E.,** LeChasseur, K., & Donaldson, M.L. (2018). Responses to Including Parents in Teacher Evaluation Policy: A Critical Policy Analysis. *Journal of Education Policy*. DOI. 10.1080/02680939.2017.1370135 (H Index = 55, Q1)
- Scribner, S.M.P. & **Fernández, E.** (2017). Organizational politics of parental engagement: The intersections of school reform, anti-immigration policies and Latinx parent organizing. *Educational Policy*, 31(6), 895-920. (H Index = 37, Q1)
- Fernández, E.** (2016). Illuminating Agency: A Latin@ Immigrant Parent’s *Testimonio* on the Intersection of Immigration Reform and Schools. *Equity & Excellence in Education*, 49(3), 350-362. (H Index = 17, Q2)
- Fernández, E.** & López, G. (2016). When parents behave badly: A critical policy analysis of parent involvement in schools. In Young, M. & Diem, S. (Eds.), *Critical approaches to education policy analysis: Moving beyond tradition* (pp. 111-121). New York: Springer.

### SELECTED SAMPLE OF GRANTS FUNDED

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- Co-Principal Investigator. LeChasseur, K., Cobb, C., & **Fernández, É.** (2016, Fall). Nellie Mae. League of Innovative Schools Proposal. \$199, 383.
- Principal Investigator. **Fernández, E.** (2016, Summer). CommPACT, University of Connecticut. Funding for Parent Perceptions on Parental Engagement. \$8,334.

### SELECTED SAMPLE OF COURSES TAUGHT

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#### Miami University

- EDL 204 – Sociocultural Foundations in Education
- EDL 382 – Community based learning & research in Education
- EDL 614 - Family, School, and Community Partnerships
- EDL 762 – Culture Leadership Education

#### University of Connecticut

- EDLR 5310 – Creating and Sustaining a Positive School Climate
- EDLR 6467 – Social Justice Leadership, Equity, and School Change

# Kathleen Knight Abowitz

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Professor • Department of Educational Leadership • 304 McGuffey Hall • Miami University • Oxford, OH,  
USA 45056 • 513-529-6825 • [knightk2@miamioh.edu](mailto:knightk2@miamioh.edu) • MU Scholarly  
Commons: <https://sc.lib.miamioh.edu/handle/2374.MIA/5786>

## **Education**

Ph.D., University of Virginia, Social Foundations of Education, 1996. Area of concentration: Philosophy of Education.  
M.Ed., University of Vermont, Higher Education and Student Affairs Administration, 1989.  
B.A., Randolph-Macon College, Business and Economics, 1986.

## **Professional experience**

*Department Chair*, Miami University of Ohio, Department of Educational Leadership, 2013-2018.

*Professor*, Miami University of Ohio, Department of Educational Leadership. 2009-present.  
Associate Professor, 2001-2009  
Assistant Professor, 1995-2001

## **Selected Publications**

### **Books**

Knight Abowitz, Kathleen, with Steve Thompson. *Publics for public schools: Legitimacy, democracy and leadership*. New York: Routledge, 2014.

### **Edited books**

Michael P. Evans and Kathleen Knight Abowitz (Eds.) *Engaging Youth in Leadership for Social and Political Change* (New Directions in Student Leadership, issue 148, Winter 2015). San Francisco: Jossey-Bass.  
<http://www.wiley.com/WileyCDA/WileyTitle/productCd-1119210674.html>

### **Book Chapters**

Sue Ellen Henry and Kathleen Knight Abowitz, "Black Bodies in Schools: Dewey's Democratic Provision for Participation Confronts the Challenges of 'Fundamental Plunder' *Dewey and Education in the 21st Century: Fighting Back*, edited by Ruth Heilbronn, Christine Doddington, & Rupert Higham (West Yorkshire, UK: Emerald Publishing, 2018).

Re-print: Kathleen Knight Abowitz and Kate Rousmaniere, "Margaret Haley as Diva: A Case Study of a Feminist Citizen-Leader," in Keeping the Promise: Essays on Leadership, Democracy, and Education edited by Dennis Carlson & C. P. Gause (NY: Peter Lang, 2007). Reprinted in Richard Quantz and Joao Paraskeva, ed., *A liderança baseada na cultura. Ensaios sobre liderança, cultura e escolarização* (Edições Pedago, 2012).

Knight Abowitz, Kathleen, Stephanie Raill-Jayanandhan, and Sarah Woiteshek, "Public and Community-Based Leadership Education," in *From Command to Community: Redefining Leadership Education in Colleges and Universities*, Nicholas V. Longo and Cynthia Gibson, Eds. Boston: University Press of New England, 2011.

Knight Abowitz, Kathleen. "Intergenerational justice and school choice." In *School Choice Policies and Outcomes: Philosophical and Empirical Perspectives on Limits to Choice in Liberal Democracies*, edited by W. Feinberg and C. Lubienski, pp. 79-98. Albany, NY: SUNY Press, 2008.

Knight Abowitz, Kathleen and Joseph Wegwert. "Veteran's Day in a U.S. public high school: Lessons for nationalistic loyalty or cosmopolitanism?" In *Changing Notions of Citizenship Education in Contemporary Nation-states*, edited by K. Roth and N. Burbules, pp. 51-76. Rotterdam, The Netherlands: Sense Publishers, 2007.

### **Refereed Articles**

Kip Kline and Kathleen Knight Abowitz, "Walker Percy's *The Moviegoer* and the Existential Plight of the Young Adult," *Educational Theory* (in press).

Dustin Hornbeck, Kathleen Knight Abowitz, and Andrew Saultz, "Virtual Charter Schools and the Democratic Aims of Education," *Education and Culture* 35, 2 (2019), pp. 3-26.

Sarah M. Stitzlein and Kathleen Knight Abowitz, "Telling New Stories about School," *Phi Delta Kappan* 101 (4) (December/January 2019/2020), p. 14-19.

Knight Abowitz, Kathleen. "The school principal as democratic leader: A critique of the Wallace Foundation's vision of the principalship," *International Journal of Leadership in Education* (2019), <https://www.tandfonline.com/doi/full/10.1080/13603124.2019.1637545>

Kathleen Knight Abowitz and Dan Mamlok, "The Case of #NeverAgainMSD: When Proceduralist Civics Becomes Public Work by Way of Political Emotion," *Theory and Research in Social Education* 47, 2 (2019), pp. 155-175.

Kathleen Knight Abowitz and Dan Mamlok, "#NeverAgainMSD Student Activism: A Response to Ruitenberg's 'Educating Political Adversaries,'" *Philosophy of Education Society* 2019, forthcoming.

Kathleen Knight Abowitz and Sarah M. Stitzlein, "Public Schools, Public Goods, and Public Work," *Phi Delta Kappan*, 100, 3, October 22, 2018.

Kathleen Knight Abowitz, "The War on Public Education: Agonist Democracy and the Fight for Schools as Public Things," *Philosophical Inquiry in Education* 25, 1 (2018), pp. 1-15. Available: <https://journals.sfu.ca/pie/index.php/pie/article/view/1035>

Knight Abowitz, Kathleen. "Achieving Public Schools." *Educational Theory* 61, 4 (August 2011), 467-489.

Knight Abowitz, Kathleen. "What's pragmatic about community organizing?" *Philosophical Studies in Education* 41 (2010), 60-71.

### **Non-refereed publications**

Malin, Joel and Kathleen Knight Abowitz, "Private interests are wrongly shaping education policies in Ohio," *Cleveland Plain Dealer*, February 21, 2020.

Knight Abowitz, Kathleen. "The Interdependency of vocational and liberal aims in higher education." *About Campus* 11, 2 (2006): 16-22. [Circulation 8,000]

### **Editorial work**

Co-edited *Educational Theory* special issue, "How Public are the Public Schools?" (volume 61, issue 4) with Chris Higgins.

### **Selected Professional & Community Service**

- Member, Executive Committee, and Program Committee, Philosophy of Education Society of North America
- Past-President and Executive Committee member, John Dewey Society, 2015-2017
- Past President, Program Committee, and Executive Committee, Ohio Valley Philosophy of Education Society.
- School Board member (2019-2023), Talawanda City Schools, Oxford, Ohio.

**Abbreviated Vitae**  
**Ann Haley MacKenzie, Ed.D.**  
 (formerly Ann Haley-Oliphant)

**EDUCATION AND CERTIFICATION**

<b>Institution Attended</b>	<b>Degree</b>	<b>Year Conferred</b>	<b>Field of Study</b>
Purdue University	B.S.	1978	Biology and Biology Education
University of Cincinnati	M.Ed.	1987	Science Education
University of Cincinnati	Ed.D.	1989	Curriculum and Instruction

Professional Certification in 7-12 General Science, Biology, and Chemistry; Supervisor's Science Certificate; Phi Beta Kappa

**EMPLOYMENT**

2002-present Associate Professor, Teacher Education, **Miami University**, Oxford, OH  
 1995-present Assistant Professor, Teacher Education, **Miami University**, Oxford, OH  
 1997-1999 Curriculum Consultant, **National Geographic Society**, Washington, D.C.  
 1992-95 Visiting Assistant Professor, Teacher Education, **Miami University**, Oxford, OH  
 1992-96 1992-94 Project Director/Master Teacher for **Project Discovery (NSF State Systemic Initiative)**, Miami University, Oxford, OH  
 1990-present Curriculum Consultant, **Biological Sciences Curriculum Study (BSCS)**, Colorado Springs, CO  
 1987-92 Science Teacher, **Kings Local School District**, Kings Mills, OH  
 1981-82 Instructional Coordinator for Youth Programs, **Missouri Botanical Garden**, St. Louis, MO  
 1979-81 Science Teacher, **Hazelwood School District**, St. Louis, MO

**SELECTED AWARDS, ADVISORY AWARDS, AND COMMITTEES**

- Extra-Ordinary Professor, **North-West University**, Potchefstroom, South Africa, Research with the Self-Directed Learning Unit, August 2021-present.
- Editor, The Science Teacher, National Science Teaching Association (NSTA), Washington, D.C., August 2019-present.  
 Special Professor, **University of Johannesburg, South Africa**; Dept of Math, Science and Technology, August 2010-present.

**RECENT GRANTS AWARDED:**



- Herrington, D., Yersinski, E. and MacKenzie, A. (2011). **Collaborative Research: Further Development and Testing of the Target Inquiry Model for Middle and High School Science Teacher Professional Development.**, NSF Grant, \$1.5 million.

**SELECTED PUBLICATIONS: (42 publications; 3 books)**

MacKenzie, A.H. (2022). A socially-just science classroom: What will we teach with critical race theory under attack? *The Science Teacher*, 89, pp. 6-7.

Mackenzie, A.H. (2019). Keeping Curiosity Alive. *The Science Teacher* 86: pp 6.

Mackenzie, A.H. (2019) What Will Be Your Legacy As A Science Teacher? *The Science Teacher*, 86, pp. 6.

Mackenzie, A.H. (2019). Encouraging Student Voices in the Science Classroom. *The Science Teacher*, 89, pp. 6.

MacKenzie, A.H. and Halsey, J. (2018). Pre-service teachers' attitudes and conceptions of teaching climate change in the classroom. Proceedings of the *International SAARMSTE Meeting*, Gabarone, Botswana.

Vilardo, D.A., MacKenzie, A.H., Yeziarski, E.J. (2017). Using students' conceptions of air to evaluate a guided-inquiry activity classifying matter using particulate models. *Journal of Chemical Education*, 94, 206-210.

Goffena, J. and MacKenzie, A.H. (2013). Athletic constructivism and kinesthetic inquiry. *Techniques for track, field and cross country*, 6, pp. 10-16.

MacKenzie, A.H. (2013) A metaphorical analysis of the ecology of the classroom. *Education Change*,

MacKenzie, A.H. and McDowell, B. (2012). Making sense of dinosaur tracks. *Science Scope*, 36, pp. 40-47.

Rozelle, J. and MacKenzie, A.H. (2011). Impact of summer science homework on urban students. *American Biology Teacher*, 73, pp. 449-452.

MacKenzie, A.H. (2009). Preparing high school students for college science classes. *The American Biology Teacher*, 71, pp. 6-7.

MacKenzie, A.H. (2008). The necessity of students and teachers as science researchers. *The American Biology Teacher*, 70, pp. 518-519. Refereed-30% acceptance rate; Circulation- 9000.

**PRESENTED PAPERS AND WORKSHOPS** at 47 International, National, Regional, State and Local Education Conferences, such as AETS, NSTA, NABT, NARST, and AERA.

## Thomas S. Poetter

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### EDUCATION

<b>Ph.D.</b>	<b>Indiana University, Bloomington, Indiana</b>	<b>1994</b>
	<b>Major: Curriculum &amp; Instruction</b>	
	<b>Minor: Philosophy of Education</b>	
	<b>Dissertation: Making Meaning in the Experiential Domain</b>	
<b>M.Div.</b>	<b>Princeton Theological Seminary, Princeton, NJ</b>	<b>1988</b>
	<b>Major: Christian Education</b>	
	<b>Princeton University, Princeton, New Jersey</b>	<b>1988</b>
	<b>State of New Jersey Teacher Certification</b>	
<b>B.A.</b>	<b>Heidelberg College, Tiffin, Ohio</b>	<b>1985</b>
	<b>Majors: English/Business Administration</b>	

### PROFESSIONAL EXPERIENCE

<b>2018-present</b>	<b>Miami University, Oxford, Ohio</b> <b>Professor and Chair, Department of Educational Leadership</b>
<b>2005-2018</b>	<b>Miami University, Oxford, Ohio</b> <b>Professor, Curriculum Studies, Department of Educational Leadership</b> <b>EDL Graduate Studies Director, 2013-2018</b>
<b>2005-2010</b>	<b>Miami University, Oxford, Ohio</b> <b>Founder and Director, Miami University Partnership Office</b>
<b>2001-2005</b>	<b>Miami University, Oxford, Ohio</b> <b>Associate Professor, Department of Educational Leadership</b>
<b>1997-2001</b>	<b>Miami University, Oxford, Ohio</b> <b>Assistant Professor, Department of Educational Leadership</b>
<b>1994-1997</b>	<b>Trinity University, San Antonio, Texas</b> <b>Assistant Professor of Education</b>
<b>1991-1994</b>	<b>Indiana University, Bloomington, Indiana</b> <b>Graduate Assistant to the Chair and Associate Instructor, C&amp;I</b>
<b>1988-1991</b>	<b>Culver Academies, Culver, Indiana</b> <b>Teacher, English; Boys' Basketball Coach; Assistant Chaplain</b>

## Publications

- Published 21 Books and Monographs since 1997
- Published 40 peer-reviewed journal articles since 1994
- Published 18 book chapters since 2001

## Presentations

- Presented 46 refereed paper presentations since 1995
- Presented 29 refereed presentations since 1994
- Presented 21 invited presentations since 1997

## Courses Taught at Miami University

- Taught 28 different courses since 1997
- Most of the courses focus on teacher induction, teaching, and curriculum

## Advising

- Advised 27 Completed Dissertations as of Spring 2020

## Service Highlights

- Editor, *Journal of Curriculum Theorizing* (JCT), President of the Foundation for Curriculum Theorizing, and host of the Annual Conference of JCT at the Bergamo Conference, 2019-2025.
- Co-Founder, Co-Editor, *The Currere Exchange Conference & Journal*, with Denise Baszile, 2016-present.
- Factotum/Elected Member, Professors of Curriculum. 1997-present. Membership Committee, Chair. 2015, Membership Committee Member, 2006, 2016. Factotum, 2016-2017.
- Founding Journal Co-Editor, *Education in a Democracy: A Journal of the NNER*. Served on founding committee for NNER's first journal, as host of the journal in Miami's Partnership Office, and as co-editor, 2009-2011.
- Co-Chair, Curriculum & Pedagogy Group, Governing Council Member, Creative Writing Strand Chair, Publications Committee Chair, (2002-2003). Co-Chair (2003-2005). Member, 2000-present.

## Awards

- EHS Dean's Vision Award for Graduate Student Mentoring, College of Education, Health & Society, Miami University, 2017.
- Delp Award for Teaching, School of Education, Health and Society, Miami University, 2013
- Partnership Award, Talawanda City Schools Board of Education Recognition for Service to the District as Partnership Co-Chair, 2001-2010.
- John Goodlad Scholar, Named by The Institute for Educational Inquiry (IEI), 2008
- Talawanda Schools Crystal Apple Award, Distinguished Service to the District, Spring 2002.
- General Delmar T. Spivey Award for Excellence in Teaching, Culver Academies, 1990.

## Rachel Radina

[coffeyr@miamioh.edu](mailto:coffeyr@miamioh.edu)

### EDUCATION

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**Ph.D. Educational Leadership, Curriculum & Cultural Studies with certificates in Women, Gender & Sexuality Studies and Family, School, Community Connections**

Miami University, Oxford, OH, 2015

**M.S. Family Studies**

Miami University, Oxford, OH, 2010

**B.A. Business Administration/Marketing**

Wilmington College, Cincinnati, OH, 2007

Magna Cum Laude

**A.A. Business Administration**

University of Cincinnati, Cincinnati, OH, 2005

### SELECTED PUBLICATIONS

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**Radina, R.** & Schwartz, T. (2019). *Radical Love as Resistance: Youth Participatory Action Research for Transformation*. Sentia Publishing. (book)

Reyes, G., Aronson, B., Batchelor, K. E., Ross, G., & **Radina, R.** (2021). Working in Solidarity: An Intersectional Self-Study Methodology as a Means to Inform Social Justice Teacher Education. *Action in Teacher Education*, 1-17.

Aronson, B., Johnson, A., Kelly, M., **Radina, R.**, Reyes, G., Banda, R., Sander, S., Wronowski, M. (2020). The Social Justice Teaching Collaborative: A Collective Turn Towards Critical Teacher Education. *Journal of Curriculum Studies Research*, 2(2), 21-39.

Reyes, G., **Radina, R.** & Aronson, B. (2018). Teaching Against the Grain as an Act of Love: Disrupting White Eurocentric Masculinist Framework Within Teacher Education. *Urban Review*, 50 (5), 818-835.

**Radina, R.**, Schwartz, T., Ross, G., Aronson, B., Albright-Willis, J., Wallace, M., & Norval, B. (2018). A Space for us too: Youth Participatory Action Research as a means for liberation in school-community-university partnerships. *School-University Partnerships*, 11 (4), 122-139.

**Radina, R.** (2018). Resistance as an act of love: Remember your roots. *Currere Exchange Journal*, 2 (1), 53-58.

### MOST RECENT GRANTS & AWARDS

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2021 (Miami University) Interdisciplinary Teacher & Curriculum Grant: The Social Justice

Rachel Radina

Teaching Collaborative (SJTC): Developing an Interdisciplinary, Social Justice Curriculum to Address Concerns of “How to Teach”- \$4000

2019 (Miami University) Interdisciplinary Research Seed Grant: *Investigating Critical Social Justice Practices Across Disciplines with Preservice and Practicing Teachers*- \$10,000

### **SELECTED CONFERENCE PRESENTATIONS**

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November 2021, **Radina, R.**

National Network for Educational Renewal (NNER), Cincinnati, OH

“Radical Love as Resistance: Youth Participatory Action Research for Transformation”

April 2020, **Radina, R.**, Jenkins, M., Aronson, B. & Brown, D.

American Educational Research Association (AERA), San Francisco, CA

“Racial Equity and Diversity (READ) Curriculum: Grassroots Collectives for Social Justice”

November 2019, Aronson, B., Reyes, G., Batchelor, K. E., Ross, G., & **Radina, R.**

The American Educational Studies Association (AESA), Baltimore, MD

“How Critical Community Building Amongst Colleagues Builds Solidarity”

November, 2019, Schwartz, T., **Radina, R.**, Arens, J., Jenkins, M., Delaney, M., & Blake, J.

9th International Conference on Education and Social Justice, Honolulu, Hawai'i

“Community-University Partnerships in the Pursuit of Justice & Equity”

October 2019, **Radina, R.** Webb, M., & Kuertz, S.

Mid-western Educational Research Association (MWERA), Cincinnati, OH

“Youth Participatory Action Research as a tool for youth self-advocacy in educational spaces”

April 2019, Aronson, B., Reyes, G., **Radina, R.**, Batchelor, K., Sander, S.

American Educational Research Association (AERA), Toronto, Canada

"Grassroots Mobilization: Establishing Social Justice at the Core of Teacher Education"

November 2018, **Radina, R.**, Reyes, G. & Aronson, B.

The American Educational Studies Association (AESA), Greenville, SC

“A new way forward: Resistance as an act of love within teacher education”

October 2018, **Radina, R.**, Ross, G. & Webb, M.

Mid-western Educational Research Association (MWERA), Cincinnati, OH

“Preparing Culturally Relevant Practitioners: Exploring the Intersectional use of Theatre of the Oppressed & Currere”

April 2018, **Radina, R.**, Jenkins, M., & Aronson, B.

American Educational Research Association (AERA), New York, NY

“Education as the Practice of Freedom: Racial Equity & Diversity Curriculum”

# Ganiva Reyes

## CURRENT POSITION

Associate Professor in Teacher Education  
 Pk-5 Primary Education Program Coordinator  
 Affiliate Faculty Status in Educational Leadership

## EDUCATION

May 2016 University of Texas at Austin, College of Education  
*Ph.D., Curriculum and Instruction*  
 May 2010 University of Texas at Austin, College of Liberal Arts  
*M.A., Women's and Gender Studies*  
 August 2006 Texas A&M University—College Station  
*M.Ed., Curriculum and Instruction*  
 May 2005 Texas A&M University—College Station  
*B.A., Biology*

## PROFESSIONAL CERTIFICATION

2006-Present Life Sciences 8-12, Texas State Board for Educator Certification

## PROFESSIONAL EXPERIENCE IN HIGHER EDUCATION

08/2017-Present **Assistant Professor in Teacher Education**  
*Miami University, Oxford Ohio, Department of Teacher Education*

## TEACHING EXPERIENCE

### Miami University

#### *Undergraduate courses:*

- Introduction to Education (EDT 190)
- Race, Cultural Diversity, and Equity in Education (EDT 205)
- Family, Schools, and Communities (EDT/FSW 225)
- Foundations of Literacy-Early Childhood Education (EDT 246E)
- Writing for Educators (EDT 284)
- Education Strategies for Non-Majors (EDT 311)
- Junior Seminar of Urban Education Cohort (EDT 420B)

#### *Graduate courses:*

- Multicultural Foundations in Education (EDL 621)
- Applied Studies in Classroom Teaching (EDT 610)

## PUBLICATIONS AND WORKS IN PROGRESS

(^Denotes equal authorship), (\*Denotes Research with graduate student), (^Underwent peer review in addition to editorial review)

### Articles published or accepted in refereed journals

^Banda, R., Fernandez, E., Aronson, B., & **Reyes, G.** (Accepted Proposal – anticipated 2022). “This ain’t new, so back us up”: Critical race composite counterstories as resistance during an anti-CRT climate in teacher education. *Thresholds in Education*.

^**Reyes, G.**, & Aronson, B. (Accepted). “It reeks of first-wave whiteness”: A reimagined critical whiteness studies and feminist of color teacher education. *International Qualitative Studies in Education*.

^\***Reyes, G.**, Barrios, V., Banda, R., Aronson, B., Claros Berlioz, E., Castañeda, M. (2021). Transgressing the Personal/Professional Divide: Reconnecting and Healing Through Testimonio Within a Latina Diaspora Collaborative Group. *Journal of Women and Gender in Higher Education*, 14(3), 283-301. <https://www.tandfonline.com/doi/full/10.1080/26379112.2021.1958221>

Reyes, G. (2021). “Why are you so mean Ms!?”: When gendered classroom dynamics interfere with teacher-student relationships. *Curriculum and Teaching Dialogue: The Annual Journal for the American Association for Teaching and Curriculum*, 23(1/2), 105-122.

^**Reyes, G.**, Aronson, B., Batchelor, K. E., Ross, G., & Radina, R. (2021). Working in Solidarity: An Intersectional Self-Study Methodology as a Means to Inform Social Justice Teacher Education. *Action in Teacher Education*, 43(3), 353-369. <https://doi.org/10.1080/01626620.2021.1883149>

**Reyes, G.** (2021). Borderland Pedagogies of Cariño: Theorizing relationships of care from teacher practice with Latina mothering students. *International Journal of Qualitative Studies in Education*, 34(7), 613-627. <https://doi.org/10.1080/09518398.2020.1771464>

**Reyes, G.** (2021). Integrated networks of care: Supporting teachers who care for Latina mothering students. *Critical Studies in Education*, 62(4), 471-485. <https://doi.org/10.1080/17508487.2020.1789683>

^\*Aronson, B., **Reyes, G.**, Banda, R., Barrios, V., Castañeda, M., Claros Berlioz, E. (2020). Improvising a space for us: A testimonio from a Latina Diaspora Group. *Journal of Curriculum and Pedagogy*, 17(3), 266-274. <https://doi.org/10.1080/15505170.2020.1786748>

**Reyes, G.** (2020). “If it hadn’t been for my baby”: Previously disengaged Latina students redefine smartness through motherhood. *Review of Education, Pedagogy, and Cultural Studies*, 42(4), 331-351. <https://doi.org/10.1080/10714413.2020.1800356>

**Reyes, G.**, Banda, R. M., & Caldas, B. (2020). “We’re All in This Boat Together:” Latina/Chicana embodied pedagogies of care. *Journal of Latinos in Education*. <https://doi.org/10.1080/15348431.2020.1791120>

Pérez II, D., Aronson, B., **Reyes, G.**, Ironstrack, G., Kimple, K., Birkenhauer, L., Bermudez, G., Carrubba-Whetstone, C., & Walsh, E.K. (2020). Advancing new

# RACHEAL M. BANDA ROTHROCK

## EDUCATION

### University of Texas at Austin

PhD in Curriculum and Instruction

Graduated: May 2017

Specialization: Cultural Studies; Portfolio: Mexican American Studies

Master's in Curriculum and Instruction

Graduated: December 2010

### St. Edward's University

Bachelor of Arts in Graphic Design, Summa Cum Laude

Graduated: May 2007

### Certifications (Texas)

Generalist Certification 4-8; ESL Supplemental Certification

## PRESENT APPOINTMENT

### Miami University, School of Education, Health, and Society

2021-Present Director of Literacy & Language M.Ed. Program

2020-Present Assistant Professor in Teacher Education

2018-2020 Heanon Wilkins Fellow

*Course Designed:* Intro to Critical Social Theory and Research Methods (graduate level)

*Course Modalities Taught:* In-Person, Online, Hybrid, and HyFlex

*Course Evaluation Grand Mean:* 3.68 out of 4

## SELECT ADDITIONAL PROFESSIONAL EXPERIENCE

### Manor Middle School, MISD, Teacher

2017-2018 English/Language Arts, 7<sup>th</sup> Grade

7<sup>th</sup> Grade Team Lead; Novice-Teacher Mentor

### University of Texas at Austin, Department of Curriculum & Instruction

2012; 2013 Instructor of Record, ALD 327: Sociocultural Influences on Learning

2011-2015 University Facilitator

### University of Texas at Austin, Dept. of Mexican American & Latina/o Studies

2015-2017 Teaching Assistant

### University of Texas at Austin, Department of Curriculum & Instruction

2009-2010 Research Assistant for Keffrelyn D. Brown

### Hyde Park Baptist School, Teacher

2007-2009 Life Science, 7<sup>th</sup> Grade

2008-2009 Art, 7<sup>th</sup> – 8<sup>th</sup> Grade

2007-2008 Health, 9<sup>th</sup> – 12<sup>th</sup> Grade

## SELECT EXTERNAL GRANTS

**Rothrock, R.** (\$2.5M, 2021). Family Literacy Engagement Coordinator, *Preparing English Learner Educational Allies (PELEA!)*, which translates to "Fight!"), Office of English Language Acquisition (OELA) National Professional Development, U.S. Department of Education grant. PI/Co-author: Martha Castañeda; Project Director/Co-Author: Robin Schell.

**Rothrock, R.** (unfunded, 2020). Investigator, *Preparing Teachers to Engage in Justice and Equity-Oriented Practices for Social Change*. Spencer Foundation-Large Grant, Amount Requested



\$495,522, notification/final decision pending. Co-PI/Co-author: Ganiva Reyes; Co-PI/Co-author: Brittany Aronson.

## SELECT INTERNAL GRANTS

- Rothrock, R.**, Aronson, B., & Reyes, G. (\$4,995, 2021). The College of Education, Health & Society's Interdisciplinary Research Seed Grant: *The Social Justice Teaching Collaborative (SJTC) Completion of Pilot Study & Application to Spencer Large Grant*. Role: Co-PI.
- Rothrock, R.** on ad hoc committee for revising M.Ed. in Transformative Education (\$69,900, 2020). Boldly Creative: Strategic Academic Initiatives Program—*Culturally Relevant and Community-Based Educational Leadership - online M.Ed. program*. Role: Grant writer/contributor.
- Rothrock, R.**, Bryan, N. (\$3,000, 2019). Miami's CTE's Major Teaching Project Grant, \$3,000. Funded a community-immersion and experiential-learning across two classes.
- Rothrock, R.** (\$5,000, 2019). College of Education, Health and Society's Research Seed Grant.

## SELECT PEER-REVIEWED ARTICLES

- ^**Banda, R.**, Fernandez, E., Aronson, B., & Reyes, G. (Accepted). "This ain't new, so back us up": Critical race composite counterstories as resistance during an anti-CRT climate in teacher education. *Thresholds in Education*.
- Cho, S. K., **Banda, R. M.**, Fernández, É., Aronson, B. (Accepted). Testimonios de las travesadas: A borderland existence of Women of Color faculty. *Gender, Work, and Organization*. (Journal Impact: 3.101; H Index: 70; SJ Ranking: 1.4; Quartile: 1)
- Whatley, R.\*, **Banda, R. M.**, & Bryan, N. (2020). [Challenging traditional conceptions of English curricula & pedagogy: A review of literature on teaching critical literacy through political music](#). *Changing English: Studies in Culture and Education*, 27(4) 1-15.  
(2018 Journal Impact: 0.43; Acceptance Rate: 40%; H-index: 14; SJ Ranking: 0.26; Quartile: 1; Banda Contribution: 60%; Number of Times Cited: 2)
- ^Aronson, B., **Banda, R.**, Johnson, A., Kelly, M. Radina, R., Reyes, R., Sander, S., & Wronowski, M. (2020). [The Social Justice Teaching Collaborative: A collective turn towards critical teacher education](#). *Journal of Curriculum Studies Research*, 2(2), 21-39.  
(Impact Factor 1.484; Number of Times Cited: 8)
- Reyes, G., **Banda, R. M.**, & Caldas, B. (2020). ["We're All in This Boat Together": Latina/Chicana Embodied Pedagogies of Care](#). *Journal of Latinos and Education*.  
(Acceptance Rate: 11-20%; 2019 CiteScore: 1.3; H-index: 13; SJ Ranking: 0.36; Quartile: 1; Website views: 153; Banda Contribution: 45%; Number of Times Cited: 2)
- Rothrock, R. M.** (2017b). [Constructing a high-stakes community in the classroom: A case study of one urban, middle-school teacher](#). *The Educational Forum*, 81(4), 363-376.  
(2017 Journal Impact: 0.63; Acceptance Rate: 31%; H-index: 20; SJ Ranking: 0.311; Quartile: 3; Number of Times Cited: 3)
- Rothrock, R. M.** (2017a). [Community as resistance: Reconceptualizing historical use of community within Latin@ education](#). *Journal of Latinos and Education*, 16(3), 263-267.  
(2017 Journal Impact: 0.36; Acceptance Rate: 11-20%; H-index: 9; SJ Ranking: 0.403; Quartile: 1; Number of Times Cited: 4)

\*Denotes graduate student contributor; ^Denotes equal authorship

## SELECT SERVICE

- 2022** Search Committee Member on 2 searches: 2 tenure-track
- 2021-Ongoing** Literacy Committee Chair, Literacy & Language graduate program Coordinator
- 2021-2022** Chair of AERA, Division B "Outstanding Dissertation Award" Committee
- 2021** Search Committee Member on 5 searches: 3 VAPs, 1 postdoc, 1 tenure-track
- 2021** Lead Anti-Racist Department Meeting Teaching Scenario Activity
- 2020-22** Section Chair, Division B, Section 5. The Places and Praxis of Curriculum
- 2020-22** Editorial Advisory Board of *Literacy Review: Theory, Method, and Practice*, Vol. 70/71

## **Kate Rousmaniere**

### ***Education***

Ph.D., Teachers College, Columbia University, New York City, 1992, History of Education.

M.A., Ontario Institute for Studies in Education, University of Toronto, 1983, Sociology of Education.

A.B., Oberlin College, Oberlin, Ohio, 1980, Classics.

### ***Professional Experience***

Professor, Department of Educational Leadership, Miami University, Ohio. (Associate Professor, 1997-2002; Assistant Professor 1992-1997) Area of specialty: History of Education.

Affiliate Status: Department of History, Women's Studies Program and American Studies Program, Myaamia Center.

Instructor, Hunter College, City University of New York, Social Foundations of Education, History of Education, 1991-1992

Archivist, Teachers College, Columbia University, Milbank Memorial Library, Special Collections (History of Education Archives), 1987-1992

Social Studies Teacher, Dana Hall School, Wellesley, Massachusetts, 1983-1987

### ***Books, Articles, and Book Chapters (selected)***

"Insider and Outsider, Community and Conflict: Elizabeth Cecil Wilson's transnational experiences as a Progressive American woman educator," *Historia y Memoria de la Educación*, 2022

"A Town-Gown Collaboration to Reduce College Student Alcohol Misuse" with Michael Curme and Steven Gavazzi, *Journal of Higher Education Outreach and Engagement*, 2022.

"Unprecedented Times: A Historiography of Pandemics in North American Education" *Paedagogica Historica*, Spring 2022

"What Happened to Your College Town: The changing relationship of higher education and college towns, 1940-2000" *History of Education Quarterly*, August, 2021.

"Old Teachers: A Feminist Research Agenda," *History of Education* (UK), April 2021, 1-16.

"Desegregated but not Integrated: Race and the Politics of Student Housing in American Higher Education History." *Perspectives on the History of Higher Education* Vol 33, (2020)

"Cultural Revitalization as a Restorative Process to Combat Racial and Cultural Trauma and Promote Living Well" with Shea, H., Mosley-Howard, G. S., Baldwin, D., Ironstrack, G., Rousmaniere, K., & Schroer, J. E. *Cultural Diversity and Ethnic Minority Psychology*. (2019) vol 25, no 4, pp. 553-565.

"Niila Myaamia (I Am Miami): Identity and Retention of Miami Tribe College students" with G. Susan Mosley Howard et al., *Journal of College Student Retention* (2016).

*Connecting Histories of Education: Transnational Exchanges and Cross-Cultural Transfers*, Barnita Bagchi, Eckhardt Fuchs, and Kate Rousmaniere, ed. (New York: Berghahn Books, 2014).

*The Principals' Office: A Social History of the American School Principal*, (Albany: SUNY Press, 2013). Introduction reproduced in *Atlantic Magazine*, November, 2013. Honorable Mention, History of Education Outstanding Book Award, 2014.

*Citizen Teacher: The Life and Leadership of Margaret Haley*, (Albany: SUNY Press, 2005).

*Silences and Images: The Social History of the Classroom*, Ian Grosvenor, Martin Lawn and Kate Rousmaniere, eds., (New York: Peter Lang Publishers, 1999).

*City Teachers: Teaching and School Reform in Historical Perspective*, (New York: Teachers College Press, 1997).

*Discipline, Moral Regulation and Schooling: A Social History*, Kate Rousmaniere, Kari Dehli, and Ning de Coninck-Smith, eds. (New York: Garland Press, 1997).

### ***Editorial and Other Projects (selected)***

Co-editor, with Jason Ellis, "Disability and the History of Education," *History of Education Quarterly* special issue (November 2020, Vol 60, no 3, August 2020)

Invited editor, Section on "Teachers, teaching and educational change," *International Handbook of Historical Studies in Education: Debates, Tensions and Directions*. Editor, Tanya Fitzgerald, (Springer, 2019).

Co-editor with Noah Sobe, "Education and the Body," special ISCHE conference issue, *Paedagogica Historica*, Spring 2018.

Section Editor, *Miami University: Bicentennial History* (Ohio University Press, 2009)

Section Editor, Education section, *The American Midwest: An Interpretive Encyclopedia*, edited by Richard Sisson, Andrew R. L. Cayton, and Christian Zacher, (Indiana University Press: 2007).

"School Segregation in Oxford, Ohio: The Perry Gibson Case of 1887," *Oxford Press*, March, 2003.

"Teaching the Teachers and Changing Society: One Hundred Years of the School of Education and Allied Professions, Miami University," Miami University, 2002.

### ***Awards, Fellowships, and Leadership (selected)***

Miami University Inclusive Excellence Award, January, 2019.

Miami University Benjamin Harrison Medallion, Spring 2016.

Miami University Distinguished Scholar Award, 2012

Professional Association President: International Standing Conference for the History of Education, 2009-2012; American History of Education Society, 2005-2006

Program Chair, "50 Years After Freedom Summer: Understanding the Past, Building the Future," Miami University Conference, October 11-14, 2014.

Oxford City Council, Mayor, 2015-2019, Vice Mayor, 2013-15, Elected member, 2011-2015, 2015-2019; Oxford Township Trustee, elected, 2020-

# SCOTT A. SANDER

[sandersa@miamioh.edu](mailto:sandersa@miamioh.edu)

## RESEARCH INTERESTS

Science Education, Teacher Preparation

## EDUCATION

Miami University, Oxford, OH

**Ph.D. in Educational Leadership**

**2014**

Primary Specialization: Science Education

Dissertation: *Exploring Preservice Science Teachers' Interpretations of Curricular Experiences while Learning to Teach in an Inquiry-Oriented Way: A Phenomenology*

Miami University, Oxford, OH

**Master of Arts in Teaching, Secondary Education**

**2001**

Biological Sciences / General Science

Miami University, Oxford, OH

**B.S. in Health and Sports Studies**

**1997**

Major: Exercise Science

## TEACHING EXPERIENCE

Miami University, Oxford, OH

**Associate Clinical Professor**

**Fall 2014 - current**

Eight Different Courses Taught

Miami University, Oxford, OH

**Adjunct Instructor – Physical Science**

**Fall 2013**

(during PhD program)

Miami University, Oxford, OH

**Adjunct Instructor – Adolescent/Young Adult Science Methods**

**Spring 2013**

(during PhD program)

Preble Shawnee High School, Camden, OH

**Science Teacher – Physical Science**

**2001-2011**

Master Teacher, State of Ohio;

Department Chair; Class Advisor; Basketball and Tennis Coach

## MOST RECENT GRANTS AND AWARDS

**Boldly Creative Initiative III**, Miami University, 2020 = \$69,900 (Co-PI)

Co-PI for the proposal to redesign the existing Transformative Education Masters program. The work is to reimagine a cohesive program to support early career educators.

**Collaborative Professional Development Training Events Fund**, Miami University, 2019 = \$5000

Funds were used to bring Dr. Sonia Nieto to campus to assist EDT in two action steps, 1) critically-conscious curriculum makers and 2) critical introspection. She interacted with over 400 faculty, staff, and students while on campus.

**Eloise Martin Grant Award**, Miami University, 2019 = \$4200

Funds were used to support a Critical Whiteness faculty reading group that represented all of EHS and provided a space to collectively interrogate self and dismantle oppressive structures in education.

## MOST RECENT PUBLICATIONS

Saultz, A., Lyons, A., Aronson, B., **Sander, S.**, and Malin, J. (2021). Understanding Preservice Teachers Dispositions: Implications for Social Justice and Educational Policy. *Teacher Education Quarterly*.

Aronson, B. A., Banda, R., Johnson, A., Kelly, M., Radina, R., Reyes, G., **Sander, S.**, & Wronowski, M. (2020). The Social Justice Teaching Collaborative: A Collective Turn Towards Critical Teacher Education. *Journal of Curriculum Studies Research*, 2(2), 21-39

Reyes, G & Sander, S. (2019). Tensions between Urgency and Scaffolding Students into Social Justice Education. *Curriculum and Teaching Dialogue: The Annual Journal for the American Association for Teaching and Curriculum*.

Leafgren, S. and Sander, S. (2018). Children, Nomads, Queers: Desire and Surprises in a Wiggly World. *STEM of Desires: Queer Theories in Science Education*.

Batchelor, K. & Sander, S. (2017). Down the Rabbit Hole: Using The Matrix to Reflect on Teacher Education, Studying Teacher Education, DOI: 10.1080/17425964.2017.1286577

## MOST RECENT CONFERENCE PRESENTATIONS

*Curriculum as Liminal and Luminous: Anchoring Threshold Concepts in/for Teacher Education*. Presentation with Brian Schultz, Liz Wardle, and Sheri Leafgren) at JCT Conference in Dayton, Ohio: October 2021

*Vermin, Localized Knowledge Production, and a Mission-Driven Alternative Teacher Performance Assessment* Presentation with Dr. Sheri Leafgren and Dr. Brian Schultz at 10<sup>th</sup> International Conference on Education and Social Justice, Online Conference: December 4, 2020

*Contesting the Canonical in Teacher Education: Who Says Best Practices are Best? Best for Who?* Presentation with Dr. Sheri Leafgren at 9<sup>th</sup> International Conference on Education and Social Justice, Honolulu, HI: November 2019

*Creating Place-Based Curriculum for Future Teachers*. Panel presentation with team of undergraduates (Megan Cremeans, Jesse Dever, and Robert Hahn) at Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH: October 2019

*The Intersection of STEM, Social Justice, and Sense of Place at Miami University*. Poster presentation at 1<sup>st</sup> Annual STEMS<sup>2</sup> Symposium, Honolulu, HI: June, 2019.

*Establishing science courses as contexts for social justice*. Presentation at 8<sup>th</sup> International Conference on Education and Social Justice, Honolulu, HI: October 2018.

## MOST RECENT SERVICE

**University Committee:** Council on Diversity and Inclusion, 2020-current; Chair of DEI Recognition Subcommittee

**Center for Teaching Excellence, Faculty Affiliate**, 2019-current. Responsible for conducting Small Group Instructional Diagnoses for faculty across the university.

**Miami University Art Museum's Exhibitions Committee**, 2019-current. Responsible for providing opinions and insights regarding potential future exhibitions.

**McGuffey Montessori Executive Board, Community Member**, 2019-current. Responsible for providing community perspective related to school mission and vision.

**Brian Schultz, Professor and Chair**

Email: [brian.schultz@miamioh.edu](mailto:brian.schultz@miamioh.edu) | Office Phone: (513) 529-6443 | Unique ID: schultbd

NOTE: All information captured below is dated after 2015.

GRADUATE LEVEL: A

PROFESSIONAL PREPARATION:

- Ph.D. University Illinois at Chicago
- M.A.T. Miami University
- B.A. Miami University

HONORS RECEIVED:

- 2019 Charles DeGarmo Lecture, Society of Professors of Education, Toronto, ON
- 2019 Academic Keys Who's Who in Curriculum & Education Higher Education (WWC&EHE)
- 2018 Distinguished Faculty Award, Miami University Education, Health & Society Ambassadors
- 2018 Society of Professors of Education Book Award (Teaching in the Cracks)
- 2016 Chair Meritorious Award, Northeastern Illinois University
- 2016 Bernard J. Brommel Distinguished Research Professor Award, Northeastern Illinois University Foundation and Northeastern Illinois University.
- 2016 Society of Professors of Education Book Award (for SAGE Guide to Curriculum in Education)
- 2016 American Educational Studies Association Critics' Choice Book Award (for SAGE Guide to Curriculum in Education)

PUBLICATIONS:

- Schultz, B. D. (2018). Spectacular things happen along the way: Lessons from an urban classroom (2nd/10th Anniversary ed.). New York: Teachers College Press.
- Schultz, B. D. (2017). Teaching in the cracks: Opening and opportunities for student-centered, action-focused curriculum. New York: Teachers College Press.
- He, M. F., Schultz, B. D., & Schubert, W. H. (Eds.). (2015). The SAGE guide to curriculum in education. Thousand Oaks, CA: Sage.
- Dover, A., & Schultz, B. D. (2018). Turning towards students: Adopting a student-centered stance in mandate-centered times. In G. Hall, D. Gollnick, & L. Quinn, Handbook on teaching and learning (pp. 199-223). Hoboken, NJ: John Wiley & Sons.
- Duggan, T., & Schultz, B. D. (2018). Turning minefields into fields of opportunity: A review of Can I teach that? Negotiating taboo language and controversial topics in the language arts classroom. Mid-western Educational Researcher, 30(1/2), 61-66.
- Reyes, G., & Schultz, B. D. (2017). Review of "Student voice and school governance: Distributing leadership to youth and adults." Teachers College Record, <http://www.tcrecord.org> ID Number: 22208
- Dover, A. G., & Schultz, B. D. (2016). Troubling the edTPA: Illusions of objectivity and rigor. The Educational Forum, 80(1), 95-106.
- Dover, A. G., Schultz, B. D., Smith, K & Duggan, J. (2015). Embracing the controversy: edTPA, corporate influence, and the cooptation of teacher education. Teachers College Record, <http://www.tcrecord.org/Content.asp?ContentID=18109>
- Dover, A., Schultz, B. D, Smith, K., & Duggan, T. (2015). Who's preparing our candidates? edTPA, localized knowledge and the outsourcing of teacher evaluation. Teachers College Record, <http://www.tcrecord.org/Content.asp?ContentID=17914>

- Schultz, B. D. Telephone books, teddy bears, and the tenure-track. (2018). In D. Kemp, Dignity of the calling (pp. 163-164). Charlotte, NC: Information Age Publishing.
- Schultz, B. D., & Dover, A. (2017). "We do everything with edTPA": Interrupting and disrupting teacher education in troubling times. In J. Carter, & H. Lochte (Eds). Teacher performance assessment and accountability reforms: The impacts of edTPA on teaching and schools (pp. 107-117). New York: Palgrave Macmillian.
- He, M. F., Schultz, B. D., & Schubert, W. H. (2015). Prelude, interludes, postlude. In M.F. He, B.D. Schultz, & W.H. Schubert, The SAGE guide to curriculum in education. Thousand Oaks, CA: Sage.
- Schubert, W. H., & Schultz, B. D. (2015). Students as curriculum. In M. F. He, B. D. Schultz, & W. H. Schubert, The SAGE guide to curriculum in education (pp. 233-240). Thousand Oaks, CA: Sage.

#### PRESENTATIONS:

- Schultz, B. D., & Dover, A. Pushing into the unknown: Emergent podcasting and filmmaking as documentary research for teaching social action. American Educational Research Association. San Antonio, TX, April 2017.
- Schultz, B. D., & Dover, A. Documenting spectacle of teacher education: Privatization, corporatization, and teacher performance assessment. American Educational Research Association. Washington, DC, April 2016.
- Schultz, B. D., Barone, M., Orbea, M., Brockman, N., Martin, C., Miller, K., Greer, A., McLellan, K., & Ryan, D. Organizing for progressive education and asking challenging curriculum questions. American Association for the Advancement of Curriculum Studies. Chicago, IL, April 2015.
- Hudson, W., & Schultz, B. D. (2015). Localizing Ebola: A glimpse into an emergent curriculum in a middle level classroom. American Association for the Advancement of Curriculum Studies. Chicago, IL, April 2015.
- Division C Fireside Chat: The journey from doctoral student to a tenure track job. American Educational Research Association. Chicago, IL. April 2015. (Speakers include: W. Pinar, P. McLaren, D. Meier, W. Schubert, W. Ayers, D. Flinders, D. Callejo-Perez, J. Flynn, S. Page, B. D. Schultz, N. Gallavan, C. Greenhow, A. Kemp).
- Schultz, B. D. Charles DeGarmo Lecture: Spectacular things, teaching in the cracks, and a need to push back. Society for Professors of Education. Toronto, Ontario, CA. April 2019.
- Schultz, B. D. Keynote: Questions, curiosities, and finding curricular cracks. Bi-Annual Conference on Curriculum & Teacher Leadership. Miami University, Oxford, OH, May 2018.
- Schultz, B. D. Keynote: Teaching in the cracks: Lessons from and opportunities for action-focused Curriculum. Dean's Lecture Series. Augusta University, Augusta, GA, October 2017.
- Schultz, B. D. with Jones, S. L. Invited presentation: Disrupting dominant narratives. Ancona School Diversity Symposium. Chicago, IL. May 2016.
- Schultz, B. D. Invited panel: Changing the outcomes: School design principles for the next generation. Chicago Architecture Foundation Design Dialogues. Other panelists: Jolicouer, A. Del Muro. Moderator: J. Syversten. Chicago, IL, November 2015.
- Schultz, B. D. Keynote: Spectacular Things Happen Along the Way. Illinois Writing Project DuPage County Institute Day. Elmhurst, IL, February 2015.

## Tammy A. Schwartz (formerly Roe), Ed.D

Director, Urban Cohort

College of Education, Health and Society, Miami University  
210 E. Spring Street, 127B McGuffey Hall, Oxford, OH 45056

### EDUCATION

#### University of Cincinnati

2001 Ed.D., Literacy

- Dissertation: *"Write me": A participatory action research project with Urban Appalachian girls*

1996 M.A., Literacy

1989 B.S., Elementary Education

### AWARDS

2017 Bonnie Neumeier Movement Builder Award, Peaslee Neighborhood Center

2014 Urban Teaching Cohort, Michelli Award for Social Justice, National Network for Educational Renewal

2001 University of Cincinnati College of Education Garvin Distinguished Dissertation Award

2000 Spencer Dissertation Fellowship

1999 AERA/Spencer Pre-dissertation Fellowship

### APPOINTMENTS

- **Director**, Urban Teaching Cohort/Urban Cohort, Department of Teacher Education, Miami University, Oxford, OH, 2008 -Present
- **Instructor**, Department of Teacher Education, Miami University, Oxford, OH, 2008 -Present
- **Assistant Professor**, Middle Childhood, Department of Teacher Education, Miami University, Oxford, OH, 2001 -2008

### PUBLICATIONS

#### *Invited Journal Publications*

Schwartz, T. & Schneider, K. (2005). *"Where you from?": Using a sense of place to celebrate our students and the language arts*. (Feature article for the February 2005 edition of the online journal, Adolescent Literature in Perspective. [www.OHrc.org/adlit/in\\_perspective\\_content](http://www.OHrc.org/adlit/in_perspective_content).

Schwartz, T. (2003). *Urban Appalachian girls and writing: Institutional and "Other" selves*. Invited paper for a special edition of Pedagogy, Culture and Society 11 (1) (formerly Curriculum Studies), pp. 69-87.

#### *Refereed Publications*

Radina, R., **Schwartz, T.**, & Kuertz, S. (in preparation). Pre-service teachers share their perspectives on changing teacher education: We want more focus on social justice! *Urban Education*.

Olson, K., Johnson, C., Noltemeyer, A., Schultz, B.D., & **Schwartz, T.** (Accepted). What School psychologists should know about arming teachers. *The Ohio School Psychologist*.

Radina, R., **Schwartz, T.**, Ross, G., Aronson, B., Albright-Willis, J., Wallace, M., & Norval, B. (2018). A Space for us too: Youth Participatory Action Research as a means for liberation in school-community-university partnerships. *School-University Partnerships*, 11 (4), 122-139.



**Schwartz, T.**, Dinnen, H., Smith-Millman, M. K., Dixon, M., & Flaspohler, P. D. (2017). The Urban Teaching Cohort: Pre-service training to support mental health in urban schools. *Advances in School Mental Health Promotion*, 10(1), 26-48. doi: 10.1080/1754730x.2016.1246195

Black, J., Noltemeyer, A., Davis, D., & **Schwartz, T.** (2016). Pre-service teachers' responses to student behavior in a mixed-reality environment. *SAGE Open*, 6(1), 1-10.

**Schwartz, T.** (2004). Writing and Neighborhood Voices: "It depends on where you grow up at". *Voices from the Middle*, 12(1), 16-22.

**Schwartz, T.** (2003). Urban Appalachian girls and writing: Institutional and "Other" selves. *Pedagogy, Culture and Society* 11(1), 69-87.

Burroughs, R., **Schwartz, T. A.**, & Hendricks-Lee, M. (2000). Communities of practice and discourse communities: Negotiating the boundaries in NBPTS certification. *Teachers College Record*, 102 (2), 344-374.

### **Books**

Radina, R. & **Schwartz, T.** (2019). *Radical Love as Resistance: Youth Participatory Action Research for Transformation*. Austin, TX: Sentia Publishing Company.

### **Invited & Refereed Book Chapters**

Baker, J., Flaspohler, P., Wargel, K., & **Schwartz, T.** (2020). Youth participatory action research in urban public education: Underrepresented youth addressing social justice in the United States. In C. S. Clauss-Ehlers, A. B. Sood, & M. D. Weis (Eds.), *Social Justice for Children and Young People: International Perspectives* (pp. 460-476). Cambridge: Cambridge University Press.

Joseph, A. & **Schwartz, T.** (2009). Poverty and Education. In Broussar, C. & Joseph, A. (Eds.), *Family Poverty in Diverse Contexts* (pp. 138-149). London: Routledge.

**Schwartz, T.**, Lawson, B., Masters, A., & Milillo, L. (2009). Are we there yet?": Mapping a partnership journey. In Poetter, T. S., & Eagle, J. (Eds.), *The Art and Science of Partnership: Catalytic Cases of School, University, and Community Renewal* (pp. 161-171). Lanham, MD: University Press of America.

### **FUNDING**

**Schwartz, T.**, Wachenheim, K. & Sander, S. (\$28,500; 2022). Communities of Practice for Early Career Teachers, Phase 2. Martha Holden Jennings Foundation. Funded.

**Schwartz, T.** & Reyes, G. (\$78,000). Mentoring: I-Teach Montgomery County. Ohio Deans Compact Grant. Sub-recipient. Funded.

**Schwartz, T.**, Woodruff, S., Arens, J., & Blake, J. (\$399,816). Using Community-Identified Assets and Resources to Support Sustainable and Transformational University+Community+School Partnership Work. Spencer Foundation, Research-Practice Partnership Grant. Submitted December, 2021.

**Schwartz, T.**, Leafgren, S., Klatt, S., & Wachenheim, K. (\$28,072; 2020). Induction Year Mentoring for Cincinnati Public School Teachers. Martha Holden Jennings Foundation. Funded.

Bautista, N, Blue, J., Yezierski, E., Wanko, J. & **Schwartz, T.** (\$659,125; 2017-2020). A Community-Based and Culturally Responsive Approach to STEM Teacher Preparation, Induction and Retention. National Science Foundation, Robert Noyce Scholarship Program. Funded. Award No. 1660644.

**LISA D. WEEMS**

Professor, Cultural Studies of Education  
Miami University of Ohio  
weemsld@miamioh.edu

**EMPLOYMENT:**

**Professor**, Cultural Studies of Education & Qualitative Research Methodology, Department of Educational Leadership, Affiliate- Women, Gender & Sexuality Studies, and Asian and Asian American Studies (Department of Global and Intercultural Studies )  
August 2018 - Current

**Associate Professor**, Department of Educational Leadership, Miami University of Ohio  
August 2007 – July 2018

**Assistant Professor**, Department of Educational Leadership, Miami University of Ohio  
August 2000 – July 2007

**PROFESSIONAL EXPERTISE:**

Areas of Research & Teaching

Qualitative Research Methodology; Global Youth Cultures; Gender & Sexuality Studies

**BOOKS:**

Weems, L., (2018). *Staging Dissent: Young women of color and transnational activism*. New York: Routledge Press.

Mayo, C., Cai, S., Gregiou, Z. Ocon, C. and **Weems, L.** (Eds.), (forthcoming). *International Encyclopedia of Gender and Sexuality*. Oxford, UK: Oxford University.

**(Select) REFEREED JOURNAL ARTICLES:**

Weems, Lisa (2016). Decolonization at Its Intersections. *Encyclopedia of Educational Philosophy and Theory*. Michael Peters, (Ed.), Springer. Online.

Weems, L. (2015). "Theorizing resistance and intimacy in contemporary youth studies." *Jeunesse: Young People, Texts, Cultures*. 7, 2, pp. 134-147.

Weems, L. (2014). Refuting 'Refugee Chic': 'Third World Girlhood' and the guerilla pedagogy of M.I.A.. *Feminist Formations*, 26, 1, pp. 115-142.

Stengel, B. and Weems, L. (2010). Questioning safe space: An Introduction. *Studies in Philosophy and Education*, 29, 505-507.

Gonick, M., Renold, E., Ringrose, J. and L. Weems (2009). Rethinking agency and resistance: What comes after Girl Power? *Journal of Girlhood Studies*, 2, 2, 1-9.

**Recent (Select) BOOK CHAPTERS**

Weems, L. (2020). Thinking Queer About "Safe Space" and LGBTQ Youth of Color. In N. Rodriguez and C. Mayo (Eds.) *Queer Pedagogies*.

Weems, pg 2

Weems, L. (2018) "Native Youth Reclaiming an Erotics of Sovereignty" in Susan Talburt, Ed., *Youth Sexualities: Public Feelings and Contemporary Cultural Politics*, 125-144. Prager.

**(Select) Courses Taught:**

**Undergraduate:**

EDL/WGS Youth, Sexualities and Education  
WGS 202 Introduction to GLBTQ Studies

**Master's:**

EDL 647 Curriculum and Cultural Studies

**Doctoral:**

EDL 683 Introduction to Qualitative Research in Education (now 683)  
EDL 763 Advanced Seminar in Qualitative Inquiry  
EDL 781 Youth Cultures, Curriculum and Education  
EDL 784 Difference, Power, Knowledge  
EDL 785 Theorizing Gender, Sexuality and Education

**PROFESSIONAL SERVICE:**

**To the Department:**

**Director of Graduate Studies**, Leadership, Culture and Curriculum, EDL

**Member**, Promotion and Tenure Committee, EDL, 2015-Current

**To the Profession:**

**Leadership**

**Section Coordinator**, AERA, Division B, Section Five, Places & Praxis

Executive Committee, Queer SIG, AERA, 2013-2015

**Editorial Boards, Manuscript and Proposal Review**

Editorial Board, *Educational Theory*, 2017-2020

Editorial Board, *Educational Studies*,

Reviewer, *International Journal of Qualitative Studies in Education*, 2005- Current

Reviewer, *Journal of Curriculum Inquiry*, 2007- Current

Reviewer, Division B & Queer SIG, AERA, 2002 – Current (5-10 proposals annually)

**To the University and Community:**

Member, Steering Committee, Asian and Asian American Studies Program, 2012-Current

**Founding Director**, Developing Intellectually Vibrant Activists (DIVA) Institute, 2008-Current.

The DIVA Institute is a five-day residential program for minoritized high school junior and senior girls. As the Director, I received and administered a \$15,000 grant from the Department of Educational Leadership (EDL) in 2008. I received an additional \$10,000 grant from EDL in Fall 2018. Most recently, the DIVA Institute received a \$19,500 grant from the MIAMI Women's Giving Circle in May 2019.

Course Descriptions		
Course Name	Description	Approval?
EDL622: Foundations of Multicultural Education	This course introduces students to the field of social foundations of education and critical approaches to multicultural education. Drawing on critical, anti-racist, and culturally sustaining frameworks, this interdisciplinary course investigates multicultural education in historical, sociocultural, philosophical and global contexts. Issues of power, privilege and oppression are centered in understanding the role of education for building democratic societies based on diversity, equity, inclusion and social justice.	In progress
EDT615: Introduction to Research Inquiry	This course is an introduction to research in community-based and educational contexts. As such, this course will comprehensively cover the different steps of research, including: major research paradigms; positionality; the definition and application of theory; research methods; and review of existing literature/research. Drawing upon the knowledge and research tools, students will propose their own critical research study to investigate an urgent issue in the context of communities and schools. This course will draw upon critical theories, which emphasize student agency, racial and social justice orientations, and transformative research methodologies.	In progress
EDL616: Curriculum Innovation and Transformation through Understanding and Design	This course positions students to explore important issues in curriculum theory and practice. It is designed for educators, both inside and outside of schools, who are interested in shaping and transforming curriculum to center anti-racist, culturally-sustaining, and community-oriented pedagogies.	In progress
EDL611: Theories of Leadership	This course introduces students to the methods, theories and perspectives of educational leadership; including explorations of activism, advocacy and organizing. The course emphasizes critical introspection of personal leadership efforts and provides opportunities to develop leadership practices that prioritize equity, collaboration and community engagement while navigating policy and/or organizational landscapes.	In progress
EDL615: Communities, Power, and Change	This course prepares students working on education related issues to engage diverse families and communities in strengths-based, collaborative methods that promote equitable learning opportunities. In particular, the course seeks to empower students to develop critical reflective skills in order to better meet the needs of families marginalized by school-sanctioned parent involvement initiatives. Students will develop working understandings of these concepts and the dynamics of power structures as they prepare to work with and alongside students, families, and communities in anti-racist, culturally sustaining, and community-oriented ways.	In progress
EDT557: Engaging Minoritized Children & Youth	This course will assist students to develop proficiency in foregrounding the experiences and needs of minoritized children, youth and their communities. The course includes inquiry into the critical theoretical and practical foundations of U.S. schooling and educational experiences with explicit focus on issues of race, class, gender, sexuality, and other identities. Students will leave this course equipped with the necessary tools to analyze the world in which they live, locate themselves in relationship to youth (cultures), be able to offer critical observations of youth cultures in our contemporary society, and identify possibilities for positive personal and societal transformation.	In progress

EDT623: Students, Justice, and Equity Centered Pedagogies	This course is designed to prepare early career teachers with methods and pedagogies to engage ALL learners equitably. The course will focus on understanding students from all pathways of life as well as the humanity of each student. The course will examine the hostility schools can sometimes provide as well as how to build a sense of community in the classroom to minimize the challenges students can bring to the classroom. Other student-centered pedagogies will include project-based learning, advanced "Making Thinking Visible" strategies, and Concept-Based Curriculum and Instruction; whereby, a social justice topic will be at the core of a curriculum designed project, e.g. food deserts, environmental racism, racism in science research, etc. Finally, a published blog written by the early career teachers will be at the core of the course and disseminated via social media.	In progress
EDL619: Educational Policies and Teachers	This course is designed to familiarize early career teachers with educational policies that impact their schools and everyday classroom practices. Through this course they will develop a critical lens to analyze and reframe policies that lead to or exacerbate deficit thinking about students and their families. Teachers in this course will also examine how their own positionality interplays with their use of policies that lead to inequity and injustice. Through policy analysis and personal examination, teachers will go back into their classrooms with the ability to view educational policy and implementation through a critical lens.	In progress
EDT583: Educators as Activists: Preparing Educators for Forces Impacting Classrooms and Schools	Activism, broadly defined, will be explored using (a) historical, individual and organizational perspectives from educational policy and civil rights and (b) current issues, such as educational corporatization, educational equity, and racism. Students will study themes and perspectives on activism strategies in a variety of contexts (both in education and non-education applications), and will self-reflect on their own identities to develop individual strategies for activism. Structural inequities in education and society will be emphasized.	In progress
EDL 687: Community Based Leadership & Action I	In this course students will learn about navigating shifting political landscapes and strategies for engaging with diverse stakeholders and communities. This course will include discussions of inter and intra group power dynamics, networking and collaboration, and various models for authentic partnership development to accomplish desired objectives	In progress
EDL 688: Community Based Leadership & Action II	In this course students will apply diverse theoretical frameworks related to community engagement to current professional contexts and acquire practical skills that can be utilized to achieve organizational and community objectives.	In progress
EDL 647: Identity, Community, and Activism	The course extends the deep learning about community-based leadership with a focus on identity formation, cultural expression and citizenship, and socio-political representation, towards the goals of personal and collective empowerment. The main goal of the course is to prepare students to work with/in cultural, arts, digital-media, and community-based projects.	In progress
EDT/EDL 691: Graduate Capstone Experience in Education	This course provides students the opportunity to engage in a culminating project that demonstrates critical thinking, understanding contexts, and reflection and action using the course work and experiences from the graduate program. The end product of the individualized experience could include a research paper, journal manuscript, grant proposal, or strategic plan	In progress

Curriculum & Instruction Revenue & Expense Analysis	Year 1	Year 2	Year 3	Year 4	Year 5
	AY23-24	AY23-24	AY23-24	AY23-24	AY23-24

<b>Graduate Tuition Rates (Assumes Ohio Resident)</b>					
Fall/Spring PT PCH Rate	\$652	\$665	\$678	\$691	\$705
Rate with 25% Team Waiver	\$489	\$498	\$508	\$519	\$529
Summer/Winter PT PCH Rate	\$595	\$607	\$619	\$632	\$644
Rate with 25% Team Waiver	\$446	\$455	\$464	\$474	\$483

<b>Estimated Enrollment</b>					
Enrollment New Students	20	25	30	35	40
Enrollment Continuing	20	20	25	30	35
<b>Total Enrollment</b>	<b>40</b>	<b>45</b>	<b>55</b>	<b>65</b>	<b>75</b>

<b>Estimated Credit Hours</b>					
Assumed Total Credit Hours Fall+ Spring (Per New Student)	12	12	12	12	12
<b>Total Estimated Fall+Spring Credit Hours</b>	<b>240</b>	<b>300</b>	<b>360</b>	<b>420</b>	<b>480</b>
Assumed Total Credit Hours Winter/Summer (Per Student)	9	9	9	9	9
<b>Total Estimated Winter+Summer Credit Hours</b>	<b>360</b>	<b>405</b>	<b>495</b>	<b>585</b>	<b>675</b>
<b>Total Estimated Credit Hours</b>	<b>600</b>	<b>705</b>	<b>855</b>	<b>1005</b>	<b>1155</b>

<b>Estimated Net Instructional Revenue</b>					
Estimated Fall/Spring Revenue	\$117,284	\$149,538	\$183,034	\$217,811	\$253,905
Estimated Winter/Summer Revenue	\$160,704	\$184,408	\$229,895	\$277,128	\$326,158
<b>Tuition Revenue Projection</b>	<b>\$277,988</b>	<b>\$333,945</b>	<b>\$412,929</b>	<b>\$494,939</b>	<b>\$580,063</b>

<b>Direct Expenses</b>					
<b>Ongoing Annual Expenses</b>					
Estimated Course Sections to be Taught by Current Faculty in AY	13	15	12	12	18
Current Faculty Salary & Benefits Expense Allocation	\$143,586	\$168,990	\$137,843	\$140,599	\$210,740
Coordinator AY Course Release + Benefits (6 Cr Hrs)	\$7,165	\$7,165	\$7,165	\$7,165	\$7,165
Coordinator Summer Stipend + Benefits	\$2,388	\$2,388	\$2,388	\$2,388	\$2,388
<b>New Expense</b>					
TT/TCPL Faculty Salary & Benefits			\$90,025	\$91,826	\$93,662
AY Course Sections to be Taught by New TCPL			6	6	6
<b>Total Direct Expenses</b>	<b>\$153,152</b>	<b>\$178,558</b>	<b>\$237,433</b>	<b>\$241,990</b>	<b>\$313,973</b>

<b>Indirect Expenses</b>					
Support Center Costs (40% of Net Revenue)	\$111,195	\$133,578	\$165,172	\$197,975	\$232,025

<b>Total Expenses</b>	<b>\$264,347</b>	<b>\$312,136</b>	<b>\$402,604</b>	<b>\$439,965</b>	<b>\$545,998</b>
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<b>C&amp;I Net (Revenue Less Total Expenses)</b>	<b>\$13,641</b>	<b>\$21,810</b>	<b>\$10,325</b>	<b>\$54,973</b>	<b>\$34,065</b>
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steady state  
surplus

<b>Assumptions</b>	
Salary rate increase	2.0%
Full-time Faculty/Staff benefits rate	38.50%
EHS Indirect Expense for Support Center Costs	40.0%
Avg. TT/LCPL Faculty Avg. Salary	\$65,000
Estimated Graduate Tuition Increase per Year	2.0%
Team Scholarship Waiver	25%

GSR USN	Institution	Degree Granted	Focus	Timeline	Modality	CR	Cost	Start(s)	Notes
9	UIUC	M.Ed. in Diversity & Equity in Curriculum and Instruction	PK-16 education	N/A (2-3 years PT)	Blended web sync	32	\$15,680	Fall 1, Fall 2,	- Courses are 8 weeks long in fall and spring and 6 weeks in summer
15	U of North Texas	M.Ed. in Curriculum and Instruction	K-12 education	N/A (2-3 years PT)	Online	30	\$14,000 resident / N/A	N/A	- Specializations in Bilingual Education, Early Childhood Education, English as a Second Language, and Social Justice Education
93	Loyola - Maryland	M.S. in Curriculum & Instruction for K-12 education	K-12 education	2-3 years PT, FT	currently only	33	\$20,625	Fall & Spring	- Has a "generalist" social justice track and an ELL-focused social justice track
94	U of Texas - El Paso	M.A. in Education, Concentration in Curriculum and Instruction	K-12 education	16 months or longer for N/A	Online	30	\$14,700 resident / N/A	N/A	- Part of the <a href="#">Academic Common Market</a> ; colleges in states that allow non-traditional degree programs
95	Northern Illinois	M.S.Ed. in Curriculum and Instruction	K-12 education	N/A (2-3 years PT)	N/A - full assume	33	\$19,400	N/A	- Offers a "Curriculum and Cultural Pedagogies in Social Justice" concentration
26	Cal State - Fullerton	See note	PK-8 education	N/A	See note	30	\$13,450 resident / Fall	Fall	- Several online C&I master's programs are scheduled to start in Fall 2022.
-	U Mass - Amherst	M.Ed. in Social Justice Education	K-12 & higher ed	N/A	N/A - full assume	40	\$33,500 resident / \$66, Fall	Fall	
-	San Francisco State	M.A. in Education: Equity and Leadership	N/A	N/A	N/A - full assume	30	\$14,755 resident / N/A	N/A	
1	Arizona State	M.Ed. in Curriculum & Instruction	Early childhood only	1-2 years	online	30	\$24,600	Summer, Fall,	- Offers a "socio-cultural perspectives in teaching and learning" concentration
2	Michigan State	M.A. in Teaching & Curriculum	PK-12 education	N/A (2-3 years PT)	online	30	\$27,500	Summer, Fall,	- Although US News ranks UoM highly for "C&I," it doesn't have a master's degree with this specific focus
3	U of Florida	N/A	N/A	N/A (2-3 years PT)	online	30	\$32,250	Fall	- Has concentrations specifically in areas of teaching practice (Early Childhood Education, Literacy, and Social Justice)
6	Florida State	Master's in Curriculum & Instruction	K-12 education	N/A (2-3 years PT)	online	30	\$18,360 resident / Fall, Spring,		- Although US News ranks FSU highly for "C&I," it doesn't have a master's degree with this specific focus
5	Indiana U	M.Ed. in Curriculum & Instruction	PK-12 education	N/A (2-3 years PT)	online	36	\$18,360 resident / Fall, Spring,		- Concentrations available online include Generalist, STEM, Reading & Literacy, and Social Justice
6	Texas A&M - San Marcos	M.A. in Curriculum & Ed Tech	K-12 education	N/A (2-3 years PT)	online	30	\$15,700	Summer	- This is really an ed tech degree; Ball state doesn't have a C&I-specific program
64	Baylor State	M.Ed. in Teaching and Learning	PK-12 education	15 months	online	30	\$13,500 resident / N/A (but at least	Summer	- Most courses carry a field component
63	Clemson	M.S. in Education in Curriculum and Instruction	K-12 education	18 months	Asynchronous	30	\$28,500	Fall, Spring,	- Concentrations include ELL, Gifted, STEM, Ed Tech, Math
2	Purdue	M.Ed. in Curriculum and Instruction	K-12 education	N/A (2-3 years PT)	Asynchronous	30	\$15,900	Fall, Spring,	- Starts with a "colloquium" (aka "proseminar"), a course that provides a formal introduction to the field
7	Penn State	M.S. in Curriculum & Instruction	K-12 education	N/A (2-3 years PT)	Asynchronous	31	\$15,639 resident / Fall, Spring,		- Areas of specialization: Educational Technology, ESL, Learning Skills/School Improvement, and Social Justice
61	Kansas State	M.Ed. in Curriculum and Instruction	K-12 education	N/A (2-3 years PT)	Online	33	\$17,850	N/A (but at least	- Prior to Spring 2019, this program was known as Master of Education in Middle Childhood Education
31	UNC - Charlotte	N/A (website just states "curriculum and instruction masters")	K-12 education	2 years	Online	30	\$22,506		- Has an online networking platform that allows students to set up quick 30-minute calls
4	U of Kansas	M.A. in Education, Curriculum & Instruction	K-12 education	N/A (2-3 years PT)	Online	33	\$22,506		- Appears to just have one track with 10 courses, so no electives or variation
82	Central Michigan	M.A. in Education, Curriculum & Instruction	K-12 education	N/A (2-3 years PT)	Online	33	\$22,506		- Emphasis areas include Instruction, Math, Reading
15	San Diego State	N/A	N/A	N/A (2-3 years PT)	Online	30-36	\$12,300 resident / Fall, Spring, Summer		- Although US News ranks San Diego State highly for "C&I," it doesn't have a master's degree with this specific focus
15	U of Nebraska - Lincoln	M.Ed. in Teaching, Learning, and Teacher Education	K-12 education	N/A (2-3 years PT)	Online	30-36	\$23,550 non-resident	Summer	- Specializations include Elementary, Ed Tech, and World Languages
10	U of Virginia	M.Ed. in Curriculum and Instruction	PK-12 education	12 months accelerated FT / PT 2-3 years	Online	30	\$17,550	Fall, Spring, Summer	- Emphasis areas: Literacy, Gifted Education, ESL, Instructional Technology, Science Education, Applied Behavior Analysis, Special Education, Social Foundations, Educational Innovation, Social and Emotional Learning, Professional Studies
59	Sam Houston State	M.Ed. in Curriculum and Instruction	K-12 education & community college	N/A (2-3 years PT)	Online	30	\$21,500	Fall, Spring, Summer	- Virginia residents receive a 15% discount on tuition & fees
79	Bowling Green State	M.Ed. in Curriculum and Instruction	K-12 education & workforce training	18 months	Online	34	\$18,200 resident / \$18,600 non-resident	6x per year	- 7-week courses
19	Drexel	M.S. in Teaching, Learning and Curriculum: Advanced Education Studies	K-12 education, higher education, workforce training	N/A (2-3 years PT)	Online	45	\$61,500	N/A	- Offers coursework as "stackable" certificates and endorsements
19	Fordham	N/A	N/A	N/A (2-3 years PT)	Online	30	\$24,150	Fall, Spring, Summer	- Many concentrations: Autism Spectrum Disorders: Creativity and Innovation; Education Policy; Educational Administration; Global and International Education; Instructional Technology; Higher Education; Human Resource Development; Learning Technologies; Multisensory Reading Instruction; Reading Specialist; Social, Emotional, and Behavioral Wellness; ESL
19	George Mason	M.Ed. in Curriculum and Instruction	PK-12 education	2 years	Online	30	\$24,150	Fall, Spring, Summer	- This is a teacher certification degree; Fordham doesn't appear to have an advanced C&I program and most of its programs are F2F
19	U Texas - Arlington	M.Ed. in Curriculum and Instruction	K-12 education	18 months	Online	30	\$8,200	6x per year	- Concentration options in Early Childhood Education, Elementary Education, Education Leadership, Learning Technologies, Secondary Education, Teaching and Learning
26	Auburn	N/A	N/A	N/A (2-3 years PT)	Online	36	\$13,100	Fall, Spring, Summer	- 3 concentrations: literacy, math, and science
26	Oklahoma State	M.S. in Curriculum and Leadership Studies	K-12 education	N/A (2-3 years PT)	Online	36	\$13,100	Fall, Spring, Summer	- Although US News ranks Auburn highly for "C&I," it doesn't have a master's degree with this specific focus
26	U of Alabama	N/A	N/A	N/A (2-3 years PT)	Online	36	\$13,100	Fall, Spring, Summer	- Although US News ranks Alabama highly for "C&I," it doesn't have a master's degree with this specific focus
26	U of Delaware	N/A	N/A	N/A (2-3 years PT)	Online	36	\$13,100	Fall, Spring, Summer	- Although US News ranks Delaware highly for "C&I," it doesn't have a master's degree with this specific focus
26	U of South Carolina	N/A	N/A	N/A (2-3 years PT)	Online	36	\$13,100	Fall, Spring, Summer	- Although US News ranks U of SC highly for "C&I," it doesn't have a master's degree with this specific focus
1	Western Governors University	M.S. in Curriculum & Instruction	K-12 education	Self-paced (~70% finish in 18 months)	Asynchronous	30	\$10,500 (\$3,500 for each 6 months of enrollment)	Continuous	- With WGU's model, students pay a flat rate tuition every 6 months, so overall tuition varies based on how long they take to finish all courses, which are self-paced
3	Ohio University	M.Ed. in Curriculum & Instruction	PK-12 education, adult education	15 months	Online	30	\$16,100 resident / \$16,650 non-resident	Summer is recommended, but allows fall & spring	- Follows nearly the same schedule we are planning for!
8	FIU	M.S. in Curriculum & Instruction	K-12 education	N/A (2-3 years PT)	Online	36	\$18,300	Fall	- Offers a <a href="#">teaching fellows program</a> ; fellows teach part time and complete their masters in 3 semesters
11	U of West Florida	M.Ed. in Curriculum & Instruction	K-12 education	2 years	Online	33	\$13,750		- Courses are 8 week long
12	William Woods	M.A. in Curriculum & Instruction	K-12 education	2 years	Online	33	\$13,750		- 3 concentrations: Elementary, Middle, Secondary
13	Greenville University	M.A. in education: Curriculum and Instruction	K-12 education	2 years	Online	33	\$13,750		
14	Liberty University	M.Ed. in Curriculum & Instruction	K-12 education	2 years	Online	33	\$13,750		

17	-	SNHU	M.Ed. in Curriculum & Instruction	K-12 education	15 months (or longer)	Online	36	\$22,600	Every 8 weeks	
18	-	Faulkner	M.Ed. in Curriculum & Instruction	PK-12, community educators, higher ed	N/A (2-3 years PT)	Online	30	\$22,400 resident / \$22,850 non-resident	Fall, Spring, Summer	- 3 concentrations: Teaching and Learning; General Studies, STEM, & Gifted
19	-	U of Cincinnati	M.Ed. in Curriculum and Instruction	K-12 education		Online	36	\$15,300		- 8-week courses
20	-	Concordia U - Nebraska	M.Ed. in Curriculum and Instruction			Online				
21	-	Arkansas State	Master of Science in Education (MSE) in Curriculum & Instruction			Online				
22	-	Olivet Nazarene	M.A. in Education: Curriculum and Instruction			Online				
23	-	Mississippi College	M.Ed. in Curriculum and Instruction			Online				
24	-	Tarleton State	M.Ed. in Curriculum and Instruction			Online				
25	-	Noire Dame College	M.Ed. in Curriculum and Instruction		18-24 months	Online	30	\$17,700		
26	-	Doane	M.Ed. in Curriculum and Instruction			Online				
27	-	U of Louisiana - Lafayette	M.Ed. in Curriculum and Instruction, Instructional Specialist Concentration	K-12 education	24 months	Online	36	\$17,280	August, October, January, March, or June	
28	-	U of Texas - Tyler	M.Ed. in Curriculum and Instruction	K-12 education		Online or F2F cohorts	30			
29	-	Eastern Washington U	M.Ed. in Curriculum and Instruction	K-12 education	12 months or longer	Online	49	\$13,475	7x per year	
30	-	U of San Diego	M.Ed. in Curriculum and Instruction	K-12 education	5 semesters	Online	30			
31	-	Belhaven U	M.Ed. in Curriculum and Instruction			Online				
32	-	U Mass - Lowell	M.S. in Curriculum and Instruction			Online				
33	-	Emporia State U	M.Ed. in Curriculum and Instruction	PK-12 education		Online				
34	-	U of North Georgia	M.Ed. in Curriculum and Instruction	K-12 education		Online				
35	-	Portland State U	N/A (website just states "curriculum and instruction masters")			Online				
36	-	Middle Tennessee State	M.Ed. in Curriculum and Instruction			Online				
37	-	Eastern Michigan	M.A. in Curriculum & Instruction			Online				
38	-	Capella	M.S. in Curriculum and Instruction			Online				
39	-	U of Maine	M.Ed. in Curriculum, Assessment, and Instruction			Online				
40	-	Merrimack College	M.Ed. in Curriculum and Instruction			Online				
41	-	Shawnee State	M.Ed. in Curriculum and Instruction			Online				
42	-	Gwynedd Mercy	M.Ed. in Educational Administration - Curriculum & Instruction			Online				
43	-	Northwest Missouri State	M.S.Ed. in Curriculum & Instruction - General			Online				
44	-	Valdosta State	M.Ed. in Curriculum and Instruction in Accomplished			Online				
45	-	Texas Tech	MSE in Curriculum & Instruction			Online				
46	-	Wayne State College	M.Ed. in Curriculum and Instruction			Online				
47	-	Western New England U	M.Ed. in Curriculum and Instruction			Online				
48	-	Florida Atlantic	M.Ed. in Curriculum and Instruction			Online				
49	-	Texas A&M - International	M.S. in Curriculum and Instruction - Bilingual Education			Online				
50	-	U of Saint Joseph (CT)	M.A. in Curriculum & Instruction			Online				
51	-	Fitchburg State	M.Ed. in Curriculum and Instruction			Online				
52	-	Evangel U	M.Ed. in Curriculum and Instruction			Online				
53	-	St Vincent College	M.S. in Curriculum and Instruction			Online				
54	-	U Nebraska - Kearney	M.A. in Curriculum & Instruction			Online				
55	-	Concordia U - Chicago	M.A. in Curriculum & Instruction		12 months FT or 24 months PT	Online, on campus or hybrid	30			
56	-	Minnesota State - Moorhead	M.S. in Curriculum and Instruction			Online				
57	-	Houston Baptist	M.Ed. in Curriculum and Instruction			Online				
58	-	ACE	M.Ed. in Curriculum and Instruction		17 months	Online		\$9,500		- Has a reputation for low-quality education "degree mill"
59	-	Colorado Christian U	M.A. in Curriculum & Instruction			Online				- Degree name changed from C&I in fall 2020
60	-	McDaniel College	Master's in Innovations in Teaching and Learning			Online				
61	-	Ashland U	M.Ed. in Curriculum and Instruction			Online				- Concentrations in Teaching and Learning in the 21st Century, Ed Tech, Reading & Literacy, Intervention Specialist, and Career Training
62	-	U of Mount Union	M.Ed. in Curriculum and Instruction			Online				
63	-	Grand Canyon U	M.A. in Curriculum & Instruction			Online				
64	-	Southeastern OK State	M.Ed. in Curriculum and Instruction			Online				
65	-	U of Houston - Victoria	M.Ed. in Curriculum and Instruction		web synchronous					
66	-	Cal State - Bakersfield	M.A. in Curriculum & Instruction			Online				



72	-	<a href="#">Walden</a>	M.S. in Education, Curriculum, Instruction, and Assessment	K-12 education	Online					
73	-	<a href="#">Louisiana State</a>	M.Ed. in Curriculum and Instruction		Online					
74	-	<a href="#">Regent</a>	M.Ed. in Curriculum and Instruction		Online					
75	-	<a href="#">Marshall</a>	M.A. in Education, Instructional Processes and Strategies emphasis		Online					
76	-	<a href="#">Concordia U - Irvine</a>	M.A. in Education, Curriculum & Instruction emphasis		Online					
77	-	<a href="#">U of Eastern Illinois</a>	M.S. in Education in Curriculum & Instruction	PK-12	Online					
78	-	<a href="#">Iowa Wesleyan</a>	M.Ed. in Curriculum and Instruction		Online					
80	-	<a href="#">Georgia Southern</a>	M.Ed. in Curriculum and Instruction – Accomplished		Online					
81	-	<a href="#">Ohio Dominican</a>	M.Ed. in Curriculum and Instruction		Online					
83	-	<a href="#">U of Pittsburgh</a>	M.Ed. in Curriculum and Instruction		Online					
84	-	<a href="#">Appalachian State</a>	Curriculum Specialist MA		Online					
85	-	<a href="#">Concordia U - Ann Arbor</a>	M.S. in Curriculum and Instruction		Online					
86	-	<a href="#">Cal State - Long Beach</a>	M.A. in Education (separate C&I concentrations for Elementary & Secondary)	K-12 education	Online					-Separate tracks for elementary and secondary teachers
87	-	<a href="#">Southwest Baptist</a>	M.S.E. in Curriculum & Instruction	K-12 education	Online					
88	-	<a href="#">Sacramento State</a>	M.A. in Education (Curriculum & Instruction)	K-12, after-school, or adult education	Online					
89	-	<a href="#">U of Colorado - Colorado Springs</a>	M.A. in Curriculum and Instruction		Online					
90	-	<a href="#">SUNY Empire</a>	M.Ed. in Curriculum & Instruction		Online					
91	-	<a href="#">Plymouth State</a>	M.Ed. in Curriculum & Instruction		Online					
92	-	<a href="#">Indiana State</a>	M.Ed. in Teaching & Learning with C&I concentration		Online					

Institution	Degree Granted	Modality	Resident	Other
University of Maryland	<a href="#">Master of Technology Entrepreneurship (MTE)</a>	Online		\$22,500
HEC Paris	<a href="#">MSC in Innovation &amp;</a>	Online		\$26,700
Syracuse University	<a href="#">Master of Science in Entrepreneurship</a>	Online		\$53,000
Johns Hopkins University	<a href="#">Master of Biotechnology Enterprise and Entrepreneurship</a>	Online		\$48,150
Central Michigan University	<a href="#">Master of Entrepreneurial Ventures</a>	Online		\$23,832
Pepperdine University	<a href="#">M.A. in Social Entrepreneurship &amp; Change</a>	Hybrid		\$80,000
Northeastern University	<a href="#">MS in Technological Entrepreneurship</a>	F2F or Online		\$49,200
University of Florida	<a href="#">M.S. in Entrepreneurship</a>	F2F or Online	\$16,982	\$38,724
Temple University	<a href="#">M.S. in Innovation Management &amp; Entrepreneurship</a>	F2F or Online		\$33,420
University of Texas at Austin	<a href="#">M.S. in Technology Commercialization</a>	F2F or Online	\$49,534	\$54,924
Rice University	<a href="#">MBA</a>	F2F or Online		\$63,162
University of Oklahoma	<a href="#">MBA</a>	F2F or Online	\$16,229	\$33,804
		<b>Average for Online</b>	<b>\$27,582</b>	<b>\$43,951</b>
Carnegie Mellon University	<a href="#">MBA</a>	F2F or Hybrid		\$71,000
University of Notre Dame	<a href="#">M.S. in Engineering, Science, Technology &amp; Entrepreneurship</a>	F2F		\$57,522
Univ of Southern California	<a href="#">M.S. in Entrepreneurship &amp; Innovation</a>	F2F		\$55,350
University of Washington	<a href="#">M.S. in Entrepreneurship</a>	F2F	\$35,334	\$51,531
Drexel University	<a href="#">M.S. in Entrepreneurship and</a>	F2F		\$60,390
University of Michigan	<a href="#">Master of Entrepreneurship</a>	F2F	\$66,376	\$71,376
University of South Florida	<a href="#">M.S. in Entrepreneurship in Applied Technologies</a>	F2F	\$17,100	\$32,900
University of Rochester	<a href="#">M.S. in Technical Entrepreneurship and Management (TEAM)</a>	F2F		\$47,212
University of Texas Dallas	<a href="#">M.S. in Innovation &amp; Entrepreneurship</a>	F2F	\$17,229	\$32,262
University of Utah	<a href="#">Master of Business Creation</a>	F2F		\$30,500
Illinois Institute of Technology	<a href="#">M.A.S. in Technological Entrepreneurship</a>	F2F		\$49,700
Rochester Institute of Technology	<a href="#">Master of Technology Innovation Management and Entrepreneurship</a>	F2F		\$22,760
<a href="#">Master of Design</a>	<a href="#">Master of Design</a>	F2F		\$73,130
Rensselaer Polytechnic	<a href="#">M.S. in Technology Commercialization and</a>	F2F		\$58,290
Arizona State University	<a href="#">M.S. in Innovation and Venture Development</a>	F2F	\$28,766	\$51,374
UMass Lowell	<a href="#">M.S. in Entrepreneurship</a>	F2F	\$15,210	\$26,990
Brown University	<a href="#">M.S. in Innovation Management &amp; Entrepreneurship</a>	F2F		\$60,944
Harvard University	<a href="#">MBA</a>	F2F		\$76,000
University of Chicago	<a href="#">MBA</a>	F2F		\$59,753

Northwestern University	<a href="#">MBA</a>	F2F		\$75,134
Babson College	<a href="#">MBA</a>	F2F		\$71,564
University of Virginia	<a href="#">MBA</a>	F2F	\$65,350	\$68,350
Columbia University	<a href="#">MBA</a>	F2F		\$71,624
Brigham Young University	<a href="#">MBA</a>	F2F	\$13,450	\$26,120
Washington University (St. Louis)	<a href="#">MBA</a>	F2F		\$63,765
DePaul University	<a href="#">MBA</a>	F2F		\$45,468
St. Louis University	<a href="#">MBA</a>	F2F		\$52,475
North Carolina State University	<a href="#">MBA</a>	F2F	\$25,797	\$43,608
University of California San Diego	<a href="#">MBA</a>	F2F	\$51,453	\$54,968
New York University	<a href="#">MBA</a>	F2F		\$74,300
		<b>Average for F2F</b>	<b>\$33,607</b>	<b>\$54,545</b>
		<b>AVERAGE FOR ALL</b>	<b>\$32,216</b>	<b>\$51,518</b>

## Summary of Gray's Data According to Program Scorecard for Curriculum & Instruction (C&I)

**Student Demand:** Indicates high values (98%+ percentile) in total inquires and total Google searches

**Competitive Intensity:** Indicates only 46% of institutions have a C&I program online

**Employment:** Indicates only 3% unemployment for ages <30 and ages 30-60

Overview	Definitions	Filters	Scoring Criteria	Score Breakdown	Program Rank	Program Scorecard	Program x Market Matrix	Competitors	Data Table	Historical Data	Workplace Requirements	Crosswalks
Current Selections												
Award Level	0	Masters										
Market	0	Ohio										
6-Digit CIP	0	13.0301										
q. Program Search Box												
Selections												
Market	Market	30-Mile Radius										
6-Digit CIP	National	Ohio										
Award Level												
CIP Title												
4-Digit CIP												
2-Digit CIP												
Current Programs												
MU Program Enrollment, 2015-19												
Program Name	'15	'16	'17	'18	'19	Unit CAG						
						Ch.... R						
Program Scorecard: 13.0301 - Curriculum and Instruction												
Overall Score 28												
Percentiles: < 40% 40%+ 70%+ 90%+ 95%+ 98%+												
GRAYASSOCIATES												
Student Demand												
Category	Criterion	Value	Score	Total								
Inquiries	Total (12 months)	448	10	26								
	Online (Included in Total)	287										
	Year-over-Year Change (Units)	138	2									
	Year-over-Year Change (%)	44.5%	1									
	Total (3 months)	1,006	0									
Google Search*	Year-over-Year Change (Units)	38	0	2								
	Year-over-Year Change (%)	3.9%	0									
Completions	Total (12 months)	338	15	-5								
	Year-over-Year Change (Units)	-11	-2									
	Year-over-Year Change (%)	-3%	0									
Competitive Intensity												
Institutions	Campuses with Graduates**	14	-6	2								
Cost Per Inquiry	Year-over-Year Change (Units)**	-1										
Market Saturation	Average Cost per Inquiry**	\$34	1									
Google Search*	Completions per 1,000 Pop**	0.13	0									
	Cost per Click**	\$4	0									
Program Size	Competition Index**	0.41	0	-2								
	Average Completions/Institution	24	0									
	Median Completions/Institution	9	-2									
Nat'l Distance Education	Year-over-Year Change (Units)	-2	0	0								
	Year-over-Year Change (%)	-15%	0									
	Insts. with Program Online**	127	0	0								
	% of Institutions	46%										
	Online Completions**	8,975	0	0								
	% of Completions	58%										
Program Fit												
NHEBI Nat'l 2-yr	Cost Index**	NA	0	0								
Completions	Student Faculty Index	NA	0									
	National Completions by Level			0								
Employment												
Category	Criterion	Value	Score	Total								
Job Postings* burningglass	Total (12 months)	788	0	7								
	Year-over-Year Change (Units)	62	0									
	Year-over-Year Change (%)	8.5%	0									
	Job Postings per Graduate**	1.9	0									
	Current Employment	9,870	6									
BLS*	Year-over-Year Change (%)	7.5%	2	0								
	3-Year Historic Growth (CAGR)	8.6%	0									
	5-Year Historic Growth (CAGR)	5.1%	-1									
	10-Year Forecast CAGR	0.4%	0									
	Annual Job Openings	897	0									
	Job Openings per Graduate*	2.2	0									
	Share of Generalist Employme...	49	0									
	10th-Percentile Wages	4	0									
	Wages (Age < 30)	\$43,119	0									
	Wages (Age 30-60)	\$41,909	0									
Nat'l ACS* (Bachelors)	% with Any Graduate Degree	570,157	0	0								
	% with Masters	44%	0									
	% with Doct/Prof Degree	39%	0									
	% Unemployed (Age < 30)**	6%	0									
	% Unemployed (Age 30-60)**	3%	0									
Nat'l Gainful Emp.	% in Direct Prep Jobs	3%	0	0								
	GE Wages - Assoc. & Cert	54%	0									
	Placement Rate - Assoc. & Cert	NA	0									
CIP Description												
A program that focuses on the curriculum and related instructional processes and tools, and that may prepare individuals to serve as professional curriculum specialists. Includes instruction in curriculum theory, curriculum design and planning, instructional material design and evaluation, curriculum evaluation, and applications to specific subject matter, programs or educational levels.												



**COLLEGE OF EDUCATION, HEALTH & SOCIETY**

Office of the Dean  
McGuffey Hall, Room 207  
Oxford, OH 45056  
513-529-6317

April 14, 2022

Dear Provost Osborne,

On behalf of the College of Education, Health, and Society, I write to strongly endorse the proposal for a new online masters degree at Miami University in the area of Curriculum and Instruction. This new degree will be shared between the Departments of Educational Leadership (EDL) and Teacher Education (EDT), both of which share responsibilities for administration, advising, and teaching. This fully online program responds to the needs of today's graduate-level learner who is looking for greater flexibility and accessibility.

With a growing educator preparation program at the undergraduate level, we are seeing increased demand from our graduates as well as other teachers in our area for an advanced degree that will support their development as master teachers. In addition, a number of community partners have expressed interest in taking advantage of a graduate program that provides them with skills in curricular development and leadership within settings outside of the school-setting. This is why I'm excited to see the development of the program, which is designed with dual tracks focused on supporting early career teachers and community educators.

The proposed program will capitalize on the strengths of Miami's current teacher education and school leadership programs in offering a dynamic and contemporary program that responds to the current needs of early career teachers in classrooms and community-oriented educators who primarily work outside of traditional classroom settings. The overall aim of this program is to better serve educators in classroom and community spaces and prepare them for jobs and/or further advanced degrees in education.

Miami University has a long history of leadership in the area of curriculum and curricular studies, with several leading scholars in the two departments. In fact, Miami is the home to the *Journal of Curriculum Theorizing* and we are the host of the annual Bergamo Conference on Curriculum Theory and Classroom Practice. We have a deep depth of expertise to support this degree.

We're excited by this collaborative effort and look forward to supporting the work of our colleagues across EHS to further strengthen Miami University as a national leader in the exciting field of curriculum and instruction.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jason Lane', written over a light blue horizontal line.

Jason E. Lane, PhD  
Dean



**Department of Teacher Education**  
COLLEGE OF EDUCATION, HEALTH &  
SOCIETY  
401 MCGUFFEY HALL  
210 E. SPRING STREET  
OXFORD, OH 45056-3493  
513-529-6443  
[www.miamioh.edu/edt](http://www.miamioh.edu/edt)

February 4, 2022

TO: Miami University Council of Academic Deans and University Senate

FR: Brian D. Schultz   
Professor & Chair, Department of Teacher Education

RE: M.Ed. in Curriculum & Instruction Letter of Support from Teacher Education

I write with great enthusiasm in support of the re-imagining of the current Master's of Education (MEd) in Transformative Education to a new program: Master's of Education in Curriculum & Instruction that is housed jointly within the Departments of Educational Leadership and Teacher Education in the College of Education, Health & Society at Miami University. Over the past year and a half, the faculty in both the Departments of Educational Leadership and Teacher Education have worked to develop a substantive new program offering that will meet the needs of the students and the community while responding to market conditions that indicate the deep potential growth related to such changes.

This new program's curriculum development efforts are rooted in a shared vision articulated through departmental values and threshold concepts of both these units. This shared vision centers justice, equity, agency to develop educators who can meet the needs of schools and communities through culturally relevant, responsive, and sustaining pedagogies and anti-racist practices. Thus, the new program promises to meet the needs of both early career educators as well as out-of-school and community educators. Because of the faculties expertise demonstrated through scholarship and experiences, the new program is sure to attract a wide array of students seeking such a degree.

The new program, offered entirely online, will not only serve students in the Southwestern Ohio area and in turn the labor market for educators in the State of Ohio, but also has the deep potential to attract students from across the United States because of its accessibility via an online platform. This is particularly promising as many Miami University alumni will be attracted to the programming because it will align and bolster the experiences students had in their pre-service educator preparation programs. In addition, graduates from other bachelor's degree programs in educational fields will undoubtedly be attracted to the program as result of the strong reputation of the educational degrees from Miami University and the commitments in which this program has been designed. Further, market analysis data and labor trends in Ohio and beyond support the growing need for such Curriculum & Instruction programs; the prospect for enrollment growth is significant.

Should you need additional information or have questions, please do not hesitate to contact me.





COLLEGE OF EDUCATION, HEALTH AND SOCIETY  
*Department of Educational Leadership*

304 McGuffey Hall  
201 E. Spring Street  
Oxford, OH 45056  
(513) 529-6825 main  
(513) 529-1729 fax  
EDL@MiamiOH.edu  
MiamiOH.edu/EDL

From: Thomas S. Poetter, PhD, Chair, Department of Educational Leadership (EDL)

RE: Letter of Support, New Masters of Education in Curriculum & Instruction

Date: February 3, 2022

The Department of Educational Leadership is very pleased to support the new Masters of Education in Curriculum and Instruction. We have been partners on the existing, current degree program with the Department of Teacher Education at Miami for over a decade. As a result of that close relationship, we agreed together to create this new program focused on an approach to educational work at an advanced level that is focused on anti-racism and social justice.

Based on data provided for planning and marketing purposes by Gray Associates, we determined that we needed to create a degree program that is completely online to reach those who can benefit most from our scholarship and experience as leaders in education: early career teachers and community educators. There is a strong market in Ohio, regionally, and nationally for Curriculum & Instruction masters degrees; and we believe we have the ability to deliver a strong, supportive, illuminating, and transformational educational program to our new cohorts.

We have found over the years that there is a great benefit to all when multi-generational classes meet, and especially when early career teachers have the opportunity to gather layers of support for their fledgling work. The educative combination of co-inquirers such as professors and other experienced educators working together on educational issues from theory to practice makes it possible for participants to improve practice and build overall capacity for the work at hand. And capacity building leads to retention and excellence. What we need in Ohio and throughout the nation are substantive systems of challenge and support, especially for our newest educators. We intend to continue as leaders in this endeavor.

Thank you for your support for this new program as we move to deliver an excellent online program for educators committed to transforming their own lives, as well as the educative experiences of colleagues, students, and communities.

Sincerely,

*Thomas S. Poetter*

Thomas S. Poetter, Professor and Chair, EDL

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THE BOARD OF TRUSTEES  
OF  
**MIAMI UNIVERSITY**

*hereby extend their greetings, gratitude and best wishes  
to*

*Bruce Johnson*

*S* BRUCE JOHNSON IS COMMENDED FOR HIS VISION AND YEARS OF DEDICATED SERVICE AS PRESIDENT AND CHIEF EXECUTIVE OFFICER OF THE OHIO INTER-UNIVERSITY COUNCIL. THROUGH BRUCE’S INSPIRATIONAL AND STEADFAST LEADERSHIP, FORESIGHT, AND UNWAVERING PROFESSIONALISM, HE ADVANCED HIGHER EDUCATION WITHIN THE STATE OF OHIO. HIS YEARS OF SERVICE WITH THE IUC AND AS A PUBLIC SERVANT FOR THE CITIZENS OF OHIO, ARE AN EXAMPLE TO ALL AND HAVE CONSISTENTLY EMBODIED THE VIRTUES AND QUALITIES OF “LOVE AND HONOR.” *I*

---

*Steve Anderson  
S. Biff Bowman, National Trustee  
Ryan Burgess  
Sandra Drabik Collins, Secretary  
Dawson Cosgrove, Student Trustee  
John Fazio, Student Trustee  
Deborah Feldman, Vice Chair*

*Zachary T. Haines  
Dinesh Paliwal, National Trustee  
John C. Pascoe  
Jeff Pegues, National Trustee  
H. Roderick Robinson, Treasurer  
Mary Schell, Chair  
Mark Sullivan, National Trustee*

APPROVED THIS TWENTY-THIRD OF SEPTEMBER, TWO THOUSAND TWENTY-TWO AT MIAMI UNIVERSITY, IN THE CITY OF OXFORD, COUNTY OF BUTLER, STATE OF OHIO, DURING THE TWO HUNDRED AND THIRTEENTH YEAR OF THE UNIVERSITY’S CHARTER.



September 23, 2022  
Consent Calendar

**RESOLUTION R2023-xx**

BE IT RESOLVED, by the Board of Trustees that the below stated funds be allocated from unrestricted contributions to the Miami University Fund for the period July 1, 2022 to June 30, 2023:

<b><u>University Division/Office</u></b>	<b><u>Amount</u></b>
Enrollment Management and Student Success	<u>\$511,944.64</u>
<b>Total</b>	<b>\$511,944.64</b>



## About Us

Investing Today in Ohio's Prosperous Future

### We Are Ohio's Competitive Advantage

[JobsOhio](#), the state's unique private economic development corporation, acts as a catalyst for high-growth business investments and job creation that are helping propel the state's ingenuity and ambitions forward. Founded 11 years ago, JobsOhio is a first-of-its-kind, state-authorized, nonprofit built with private stable financial resources, seasoned professionals with private sector expertise, and the long-term investment outlook needed to attract, retain, and expand businesses, payrolls, and career opportunities across the state.

[JobsOhio's](#) programs and development-ready sites empower world-class corporations, entrepreneurs, and talented individuals to build their businesses and careers in Ohio. We collaborate with Ohio's regional economic development organizations, academic institutions, federal installations, business sector organizations, and the State of Ohio to deliver comprehensive programs and investment initiatives that incubate innovations, enable sustainable economic growth, and enhance the quality of life for Ohioans through the power and dignity of work.

### Explore Our Strategic Initiatives

#### [SITES](#)

Prepare job-ready sites for companies seeking to establish or expand operations in the state.



### **INNOVATION**

Establish Ohio on the leading edge of technology and attract the best and brightest companies and talent to drive Ohio's future.

### **TALENT**

Attract, retain, upskill, and reskill Ohio's workforce and attract in-demand talent to the state.

### **INCLUSION**

Invest in underrepresented populations and geographies and connect people to career-building resources.

### **Driven by Our Shared Values**

Act with Integrity

Value All People

Make a Difference

# J.P. Nauseef Next President of JobsOhio

February 14, 2019

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(COLUMBUS, Ohio)—Governor Mike DeWine today joined the Board of Directors of JobsOhio in announcing that J.P. Nauseef has been selected as the next president and chief investment officer of JobsOhio.

The JobsOhio board has completed its search process for the organization's next president and chief investment officer. Last year, the board engaged executive search firm Heidrick & Struggles to assist with the process.

"J.P. Nauseef is the right person to lead JobsOhio," said Governor Mike DeWine. "His extensive experience in the economic development field, and passion for selling Ohio as the best location for new and expanding businesses will help us take Ohio to the next level."

J.P. Nauseef and his family live in Dayton. He is a former U.S. Air Force officer with 30 years of experience in the public, private, and non-profit sectors with a longstanding passion for and focus on technology, innovation, and economic development. He is currently chairman and co-founder of Krush Media Group and continues to be a strong advocate for military missions and families. In addition, J.P. was the president and CEO of the Dayton Development Coalition, which is one of JobsOhio's regional partner organizations.

Nauseef has received numerous awards for his professional and civic contributions including the Air Force Distinguished Public Service Award. He earned his Bachelor of Science in Management Information Systems from the University of Dayton and his Master of Science in Systems Management from The University of Southern California.

Nauseef will start in March and will replace John Minor, who has been president and chief investment officer of JobsOhio since 2012. JobsOhio announced last year that Minor would leave the organization after the search was concluded. Minor will serve as senior advisor to the JobsOhio board until his departure on March 29, 2019.



BRAD BUNDY  
VICE PRESIDENT, UNIVERSITY ADVANCEMENT

# ADVANCEMENT REPORT

# AGENDA

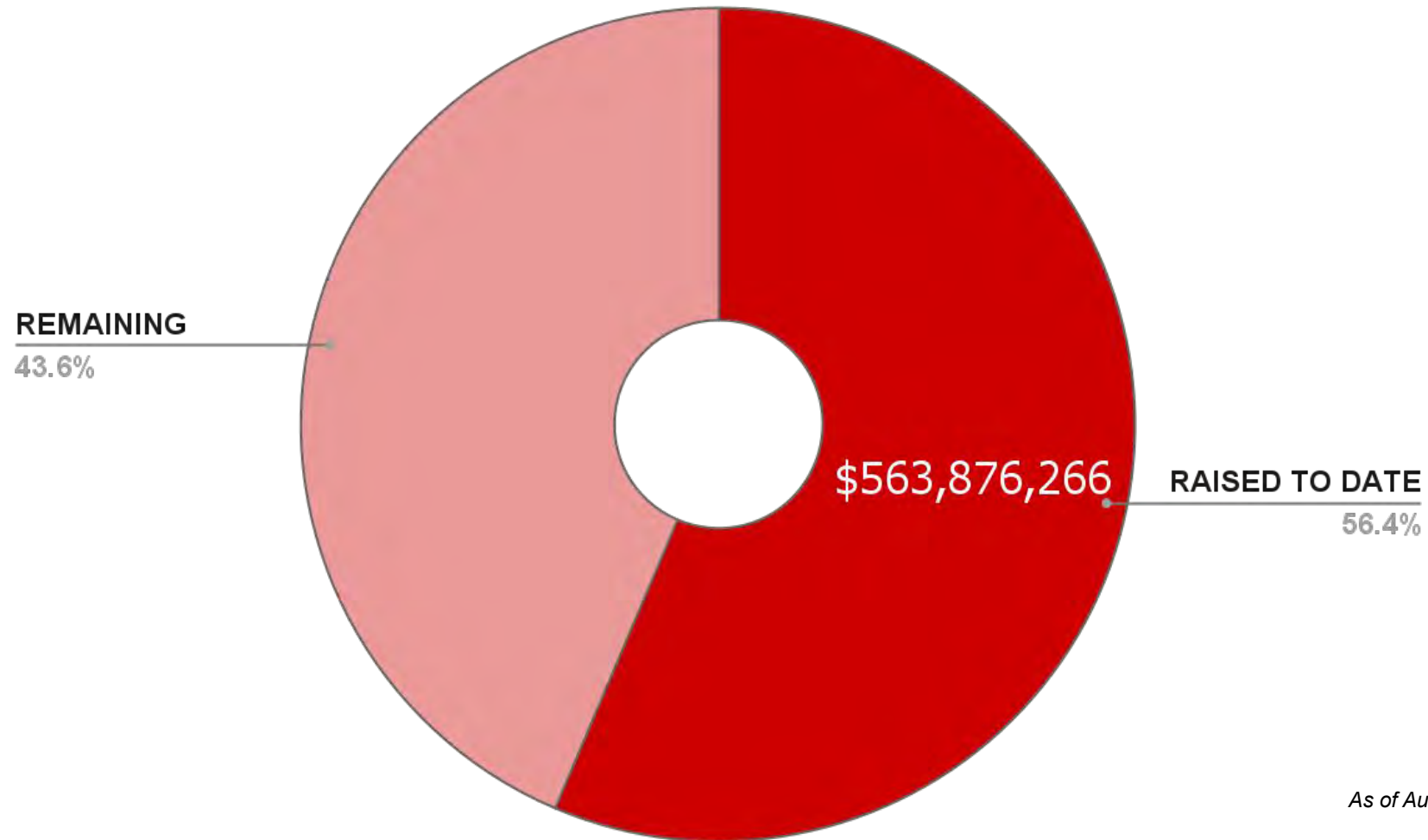
- **\$1B Campaign Progress**
- **Fiscal Year '22 Final Results**
- **Fiscal Year '23 Results to Date**



# \$1B CAMPAIGN PROGRESS



# CAMPAIGN FUNDRAISING TO DATE



*As of August 25, 2022*





## CAMPAIGN TOTAL BY INITIATIVE

Initiative	Total to Date
Scholarships	\$237.6M
Academic and Programmatic Support	\$210.4M
Capital Projects	\$69.5M
Unrestricted - University	\$13.5M
Unrestricted - Colleges	\$15.8M
Undesignated	\$15.6M
Technology and Equipment	\$1.5M

*As of August 25, 2022*



# CAMPAIGN PROGRESS REPORT

	Gifts	Pledges	Total	Present Value
<b>Bequests</b>		223,871,597.14	223,871,597.14	116,825,596.40
<b>Cash</b>				
cash, checks, credit cards, EFT	89,489,037.27	140,542,516.73	230,031,554.00	
stocks, securities	8,441,038.28	356,614.79	8,797,653.07	
payroll deduction	415,593.05	269,286.73	684,879.78	
matching gifts	1,936,094.05	-	1,936,094.05	
realized bequests	19,645,011.99	-	19,645,011.99	
other campaign commitments	-	28,953,469.64	28,953,469.64	
<b>Planned Gifts</b>				
insurance premium	237,097.22	1,533,323.48	1,770,420.70	
lead trusts	2,000.00	1,035,848.00	1,037,848.00	
externally managed	264,946.04	4,580,000.00	4,844,946.04	3,219,060.00
charitable gift annuities	384,991.54	-	384,991.54	232,701.85
charitable remainder trusts	3,882,185.45	2,500,000.00	6,382,185.45	1,463,775.56
<b>Grants</b>	27,114,933.25	-	27,114,933.25	
<b>Gifts in Kind</b>	6,621,374.64	1,924,246.51	8,545,621.15	
<b>Real Estate</b>	-	-	-	
<b>Membership Dues</b>	16,860.22	-	16,860.22	
<b>SUB TOTAL</b>	158,451,163.00	405,566,903.02	<b>564,018,066.02</b>	
<i>(manual adjustments/post 10-year pledges)</i>			<i>(141,800)</i>	
<b>REPORTED TOTAL</b>			<b>\$563,876,266.02</b>	

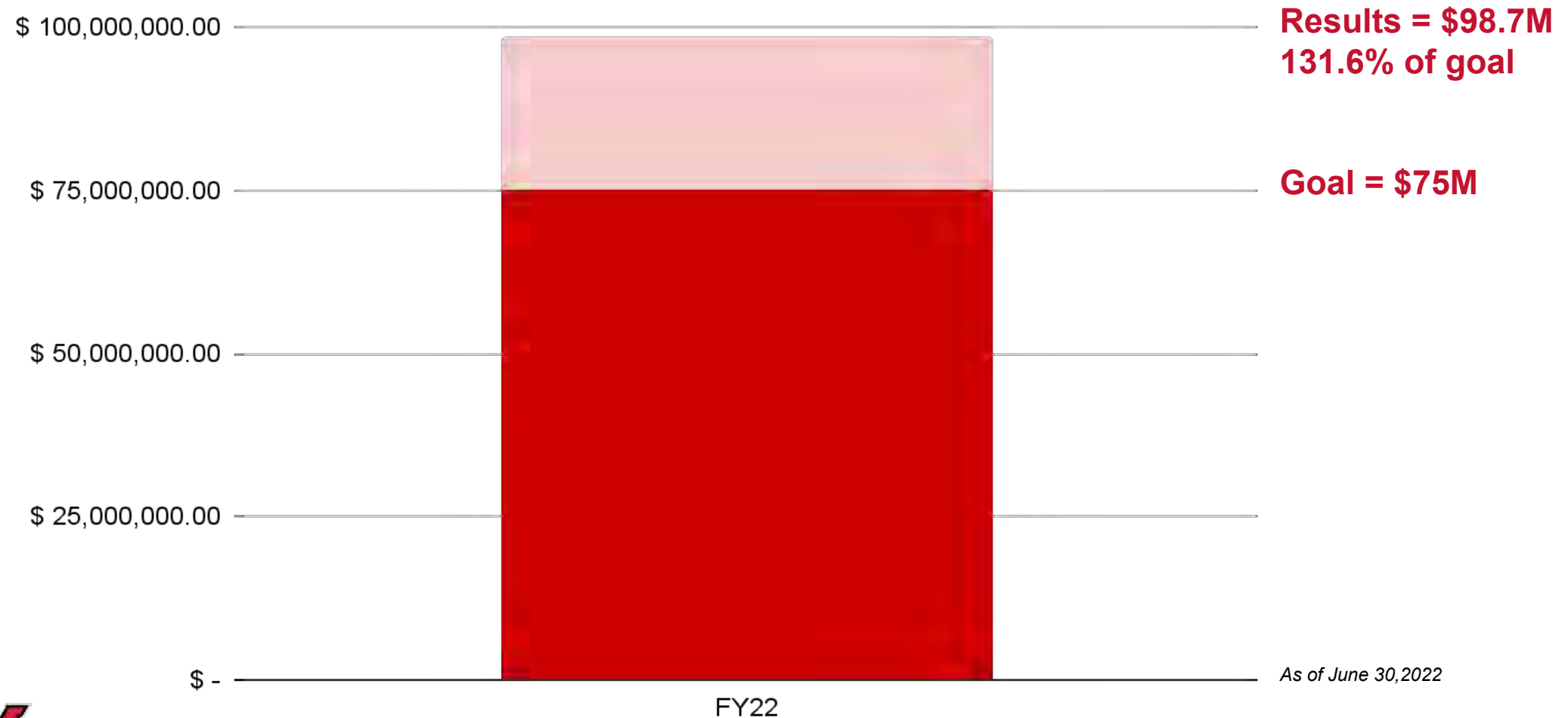
Includes CASE counting exceptions of \$63,115,712 (11.2% of campaign total)

As of August 25, 2022

# FY '22 RESULTS



# FY '22 RESULTS: GOAL EXCEEDED



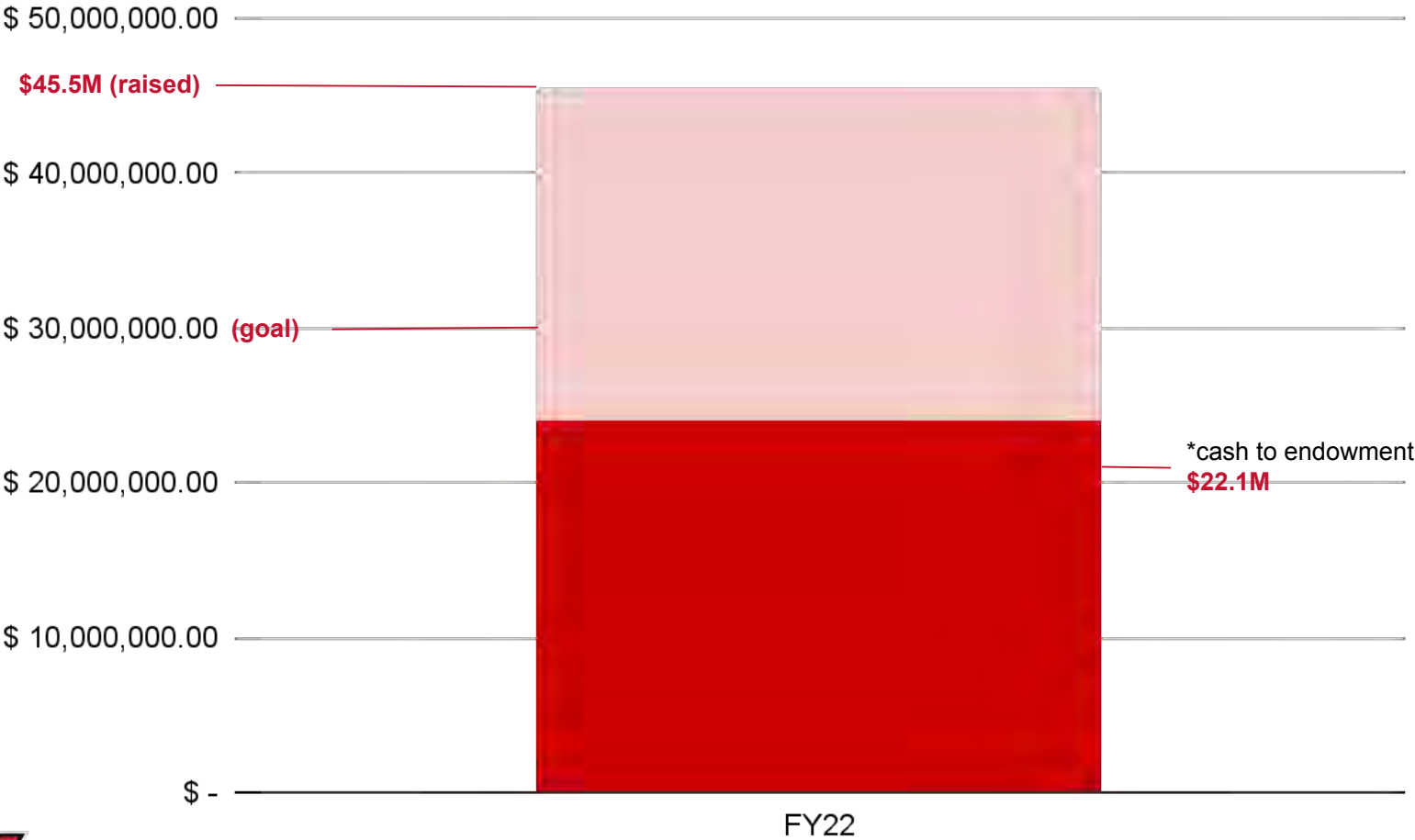
# FY '22 FUNDRAISING REPORT

	Gifts	Pledges	Total	Present Value
<b>Bequests</b>		45,124,557.00	45,124,557.00	21,025,792.15
<b>Cash</b>				
cash, checks, credit cards, EFT	16,954,937.80	14,927,408.21	31,882,346.01	
stocks, securities	980,217.29	-	980,217.29	
payroll deduction	55,603.24	18,215.00	73,818.24	
matching gifts	354,642.52	-	354,642.52	
realized bequests	3,810,019.44	-	3,810,019.44	
other camp commitments	-	8,320,000.00	8,320,000.00	
<b>Planned Gifts</b>				
insurance premium	6,167.80	-	6,167.80	
lead trusts	-	-	-	
externally managed	40,151.50	-	40,151.50	
charitable gift annuities	97,035.63	-	97,035.63	44,745.94
charitable remainder trusts	101,157.24	-	101,157.24	101,157.24
<b>Grants</b>	4,554,265.02	-	4,554,265.06	
<b>Gifts in Kind</b>	1,433,070.73	1,924,246.51	3,357,317.24	
<b>Real Estate</b>	-	-	-	
<b>Other</b>	-	-	-	
<b>SUB TOTAL</b>	28,387,268.21	70,314,426.72	<b>98,701,694.93</b>	
<b>REPORTED TOTAL</b>			<b>\$ 98,701,694.93</b>	

Includes CASE counting exceptions of \$12,116,477 (12.3% of FY total)

As of June 30, 2022

# FY '22 CASH RECEIVED: GOAL EXCEEDED



As of June 30,2022

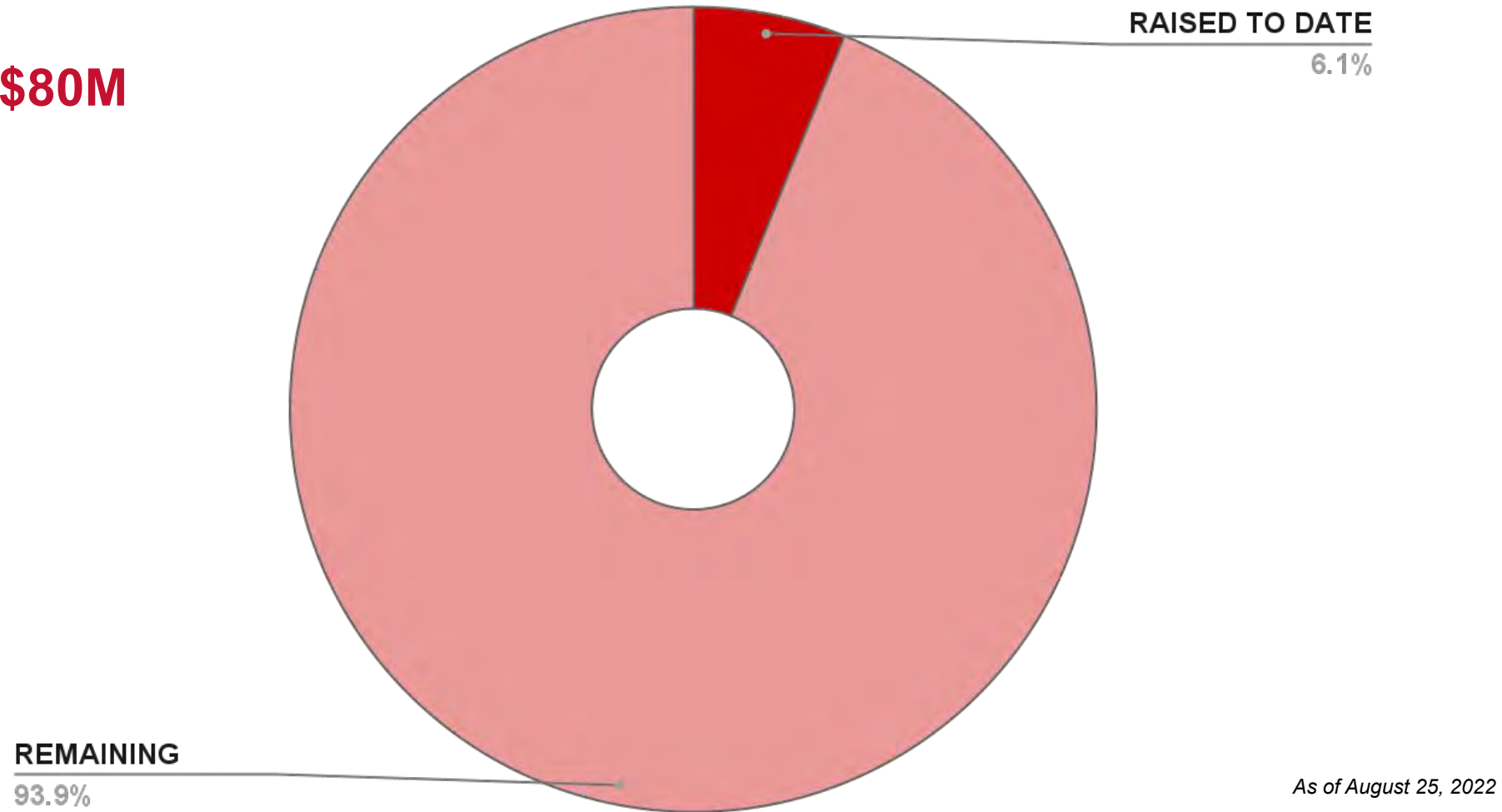


# FY '23 RESULTS TO DATE



# FY '23 FUNDRAISING RESULTS TO DATE

**Goal: \$80M**





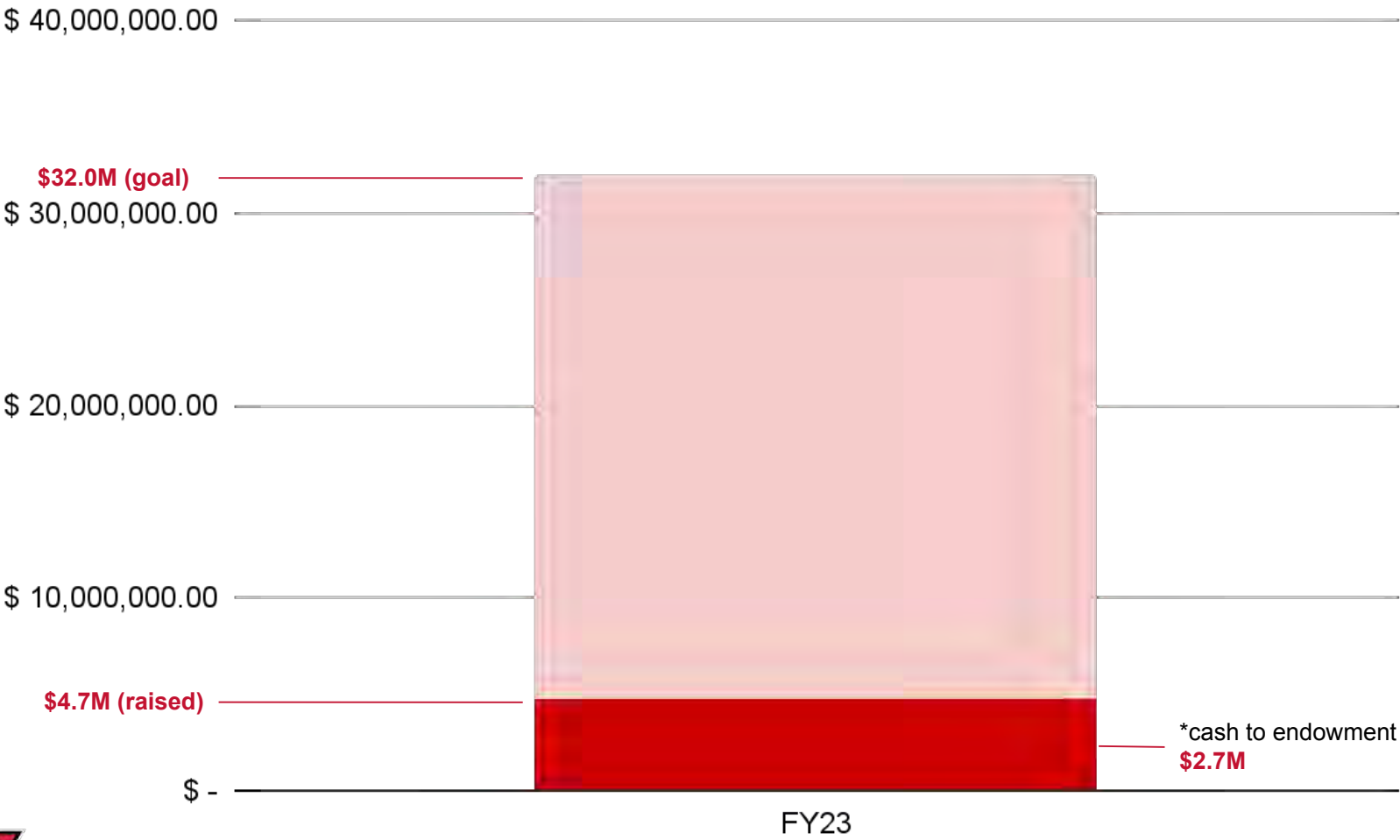
# FY '23 FUNDRAISING REPORT TO DATE

	Gifts	Pledges	Total	Present Value
<b>Bequests</b>		875,000.00	875,000.00	353,726.75
<b>Cash</b>				
cash, checks, credit cards, EFT	1,476,045.86	518,985.00	1,995,030.86	
stocks, securities	635.89	-	635.89	
payroll deduction	4,041.64	-	4,041.64	
matching gifts	4,824.50	-	4,824.50	
realized bequests	2,052,853.38	-	2,052,853.38	
other camp commitments	-	-	-	
<b>Planned Gifts</b>				
insurance premium	-	-	-	
lead trusts	-	-	-	
externally managed	-	-	-	
charitable gift annuities	-	-	-	
charitable remainder trusts	-	-	-	
<b>Grants</b>	-	-	-	
<b>Gifts in Kind</b>	5,587.00	-	5,587.00	
<b>Real Estate</b>	-	-	-	
<b>Other</b>	-	-	-	
<b>SUB TOTAL</b>	3,543,988.27	1,393,985.00	4,937,973.27	
<b>REPORTED TOTAL</b>			<b>\$4,937,973.27</b>	

Includes CASE counting exceptions of \$200,000 (4.1% of FY total)

As of August 25, 2022

# FY '23 CASH RECEIVED TO DATE



# THANK YOU



# Division of Student Life

## NEWS AND UPDATES | SEPTEMBER 2022

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

The Division of Student Life helps students develop goals and access resources in their pursuit of academic excellence. While some offices may focus more explicitly on academic support, all of us contribute to the goal of supporting students' academic success. This report will highlight a few of these efforts.

### Cincinnati Public Scholars

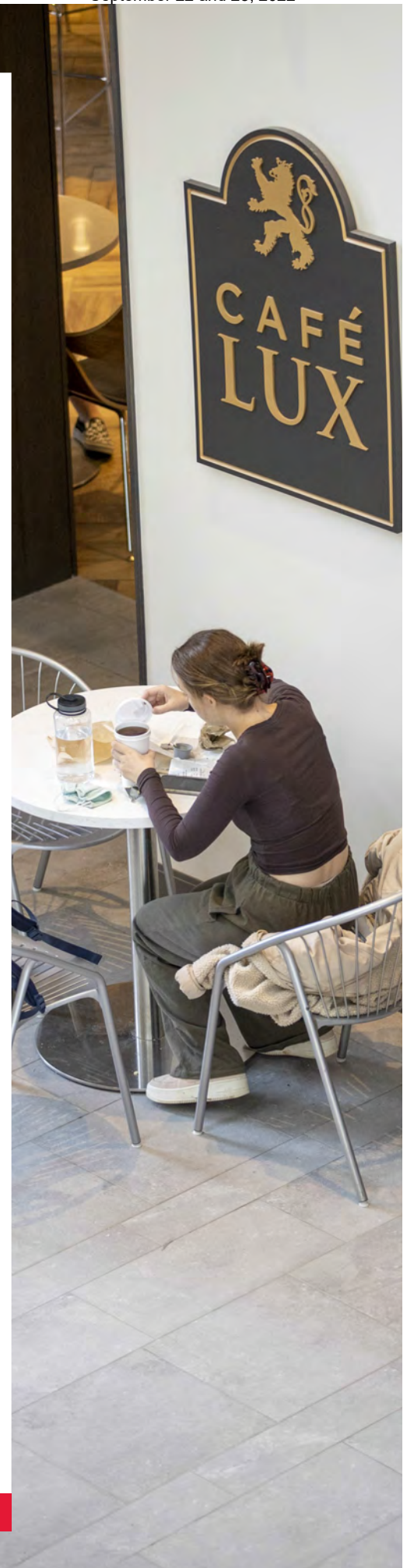
In 2018, Miami partnered with Cincinnati Public Schools (CPS) to increase the number of academically talented and diverse students from the region who pursue and complete a college degree. These are traditionally admitted, full-time undergraduate students who attend class on the Oxford campus. The **Rinella Learning Center** staff serve as their primary academic advisors, mentor them through weekly one-on-one academic coaching sessions, and connect them with vital success resources.

Results from the first four cohorts of CPS students are very positive. The persistence rate for cohorts 2-4 is roughly 81%, with an average cumulative GPA of 2.91. For the most recent cohort of CPS students, the projected retention rate is 100%. This fall, the incoming cohort is enrolled in a section of BWS 101 to help CPS students create community with each other and provide peer support in addition to the support they are already receiving from the staff.

### Nursing Program Collaboration

Student Life has partnered with the Department of Nursing to provide students with practical experience while contributing to the health and well-being of Miami students.

- **Student Health Services** is collaborating with nursing students again this fall to provide flu shots to students. Students administer the vaccinations under the supervision of the nursing instructors and TriHealth nursing staff. Flu clinics will be held at the Armstrong Student Center, Harris Hall, and the Rec Center at varied times, in four-hour time slots. A total of nine clinics will be held in September 2022.
- Senior level nursing students enrolled in *NSG 263: Community Health Nursing* and *NSG 432: Population Focused Nursing Care* conducted a needs assessment regarding health and wellness related student needs. A final report was presented to the **Office of Student Wellness** recommending a pilot health coaching program. The program is planned to begin fall 2022.
- In fall 2021, 72 junior and senior level nursing students supported a harm reduction program in Oxford in partnership with the **Office of Student Wellness**. Nursing students staffed a Narcan distribution site and offered participants hygiene kits. Students attended a lecture on the role of harm reduction services in public health prior to their experience at the site. Reflecting on the program, one junior wrote, "the whole experience led me to be a better, more understanding, more caring and less judgmental individual and nurse."



**STUDENT LIFE REPORT**

# Academic and Faculty Partnerships

## Making Meaning of the College Experience

The Office of Residence Life partnered with the Office of the Provost to pilot a new project aimed at helping students learn to reflect on and make meaning from their experiences at Miami. The initiative was launched with residents in Collins Hall, where nine students participated in a hearty conversation and enjoyed good food with Dr. Chris Tanner, Professor of Music in the College of Creative Arts. Topics included areas of interests, co-curricular activities, and the overall college experience. Students appreciated the opportunity to engage with a faculty member in a more informal setting. The office plans to expand this initiative with more faculty and students in the future.

## Training for Faculty and Staff

Several Student Life offices provide workshops and training for staff and faculty outside of their own department. During the 2021-22 year, Student Life provided more than 40 training opportunities to a total of 871 faculty and staff attendees. These ranged from Safe Zone training through the Center for Student Diversity and Inclusion to Incorporating Accessible Practices through the Miller Center for Student Disability Services and Title IX training from the Office of the Dean of Students.

## Student Life and Faculty Partnerships Spotlight

The Division of Student Life tracks and celebrates academic partners each year. Partners in 2021-22 span all academic divisions and most departments; collaborations ranged from Living Learning Community programming to academic advising during orientation to student organization advising and much more.

### Dr. Patrick Murphy, Professor, English



As the faculty advisor of Sigma Tau Delta, Dr. Murphy engages students with a sincerity and supportiveness that extends far beyond the reaches of his expected duties. In the classroom or outside, in front of new and former students, he makes fellow English majors feel at home and in good company. He

never fails to establish a welcoming atmosphere that facilitates good discussion within classrooms and even better conversations beyond.

### Creating a “Study” Center

The Armstrong Student Center serves as a central place for students to extend their learning and engage in discussions with their peers throughout the year and especially throughout finals week. During the 2021-22 academic year 5,390 different students made 26,312 study room reservations for a total of 41,221 hours. To support student wellness during finals week in spring 2022, hammocks and inflatable couches were set up around the building creating an “Armstrong Study Center”. Plans are in motion to extend this effort for fall 2022.

## Lunch with Faculty at MADE at Miami

A new session at this year’s MADE at Miami pre-semester program through the Center for Student Diversity and Inclusion provided students the opportunity to share a meal with faculty members from their respective colleges. During the lunch session, 198 students received one-on-one time with faculty and gained valuable resources that will contribute to their academic success.



# 450

**ACADEMIC PARTNERSHIPS  
WITH THE DIVISION  
OF STUDENT LIFE  
IN 2021-22**

### Dr. Kristy Brann, Assistant Professor, Educational Psychology

As a member of the Student Counseling Service’s Suicide Prevention Team, Dr. Brann volunteered to be part of a pilot program to promote improved social connection by using wellness coping activity cards with her classes to encourage student emotional wellness and faculty-student interaction. Students provided positive comments, enjoyed the activities, and engaged in regular conversations with her.





STUDENT LIFE REPORT

Supporting Student Success

Virtual Workshops

Virtual Workshops provided by the **Student Counseling Service (SCS)** are a convenient way to support students' academic well-being. Below are examples of select weekly, live webinar workshops presented by SCS staff. Approximately 70 students attended workshops last academic year.

- **Coping Skills Toolbox:** Reviews coping techniques to manage everyday and school stress.
- **Procrastination and Time Management:** Explores elements of procrastination and time management skills.
- **Goal Keeper:** Reviews how to create effective goals for academics and well-being.
- **Taking on Perfectionism:** Identifies signs of perfectionistic behavior, discusses how it can be harmful, and provides tools to help manage perfectionism.
- **Be SMART:** Discusses how to create effective goals for academics and well-being.

Academic Support for Vulnerable Students

The **Office of the Dean of Students (ODOS)** leads a multi-pronged effort to provide academic support with the foundational purpose of student success. In partnership with many departments across the university, the office has developed innovative programs to address the needs of the most vulnerable students to persist at Miami while confronting unexpected challenges. The ODOS serves as a bridge and champion to progress in this particular focus area. Examples of initiatives serving this aim include: Coordinated Action Team, Winter Thrive, Sprints in Reserve, Medical Withdrawal consultations, CARE Team outreach, faculty consultations and notifications, Bias Education and Support Team, and many others throughout the year.

Focus on Winter Thrive

Through the use of predictive analytics software (Civitas), it was determined that first-time students earning a term GPA between a 2.0 and 2.4 were at the highest risk for not retaining at Miami. In response, the University Retention and Persistence Committee designed and implemented Winter Thrive, where 207 identified students were invited to take an intensive three week academic success course over winter term taught by the **Rinella Learning Center**. The course was developed to:

- Help students reflect on successes and challenges in their college transition.
- Make changes to their spring schedule based on fall outcomes.
- Develop critical learning strategies to bolster academic success.

	Students in Winter Thrive (n=14)	Invited students who did not participate (n=193)
Average spring GPA	2.66	2.59
Average change in GPA fall to spring	.43	.28
Registered for fall 2022	100%	90%
Under-enrolled for fall 2022	7%	14%

Academic Counseling

Students seeking academic counseling from the **Rinella Learning Center** increased by 17% year-to-year in 2021-22, with 658 students seeking support over the course of 2,917 individual appointments. Appointments focused on time management, study strategies, organization, and navigating the university system.

“

[My academic counselor] is attentive, professional, organized, caring, positive, and personable. I truly believe my academic success is a direct correlation with my meetings.”

“

It is helpful to have someone to keep you accountable and make sure you are on track. It also made me feel more confident about my ability to succeed.”

## STUDENT LIFE REPORT

# Extending the Classroom

## Funding for Co-curricular Experiences

The Center for Student Diversity and Inclusion utilizes gift funds to provide scholarships and funding for conferences or study abroad experiences. The José and Kathy Barahona Latino Resource Fund provided five Latinx students with funding during the 2021-22 academic year, including one student who conducted research in Amazonian Ecuador this summer.

Through the Miami Family Fund, the **Office of Parent and Family Programs** provides grants to support student learning outside the classroom. During the 2021-22 academic year, they awarded \$263,246, including:

- \$42,850 in grants for 65 students to attend academic conferences
- \$183,319 in grants for study away opportunities provided to 415 students
- \$31,077 in grants for student groups and departmental events/projects

“

I expected not only to learn more about what European education looks like, but also return to the U.S. with a greater appreciation for other cultures and perspectives. This is exactly what occurred and I couldn't be happier with my experience.”

- Olivia Collins, Class of 2023



“

This was my first time immersing myself in a culture different than the two I grew up around and the experiences which I had on this trip reassured me in my ability to adapt, be flexible, and emotionally resilient as a global citizen.”

- Navikiran Chima, Class of 2023

## In the Classroom

Staff members from the Division of Student Life taught a total of 82 sections of various courses during the 2021-22 academic year. Amounting to 127 total credit hours, the courses impacted 1,752 students. Some of the courses included:

- 6 sections of graduate courses
- 27 sections of UNV 101
- 11 sections of EDL 301
- 7 sections of EDL 290
- 18 sections of EDT 110

### Course Highlight: EDL 290

EDL 290: The Nature of Group Leadership is a two credit course for students interested in exploring leadership theory and building capacity for socially responsible leadership. Sections offered for EDL 290 have different specific focuses, including:

- *EDL 290T: Tabletop Games and Leadership.* Students examine leadership concepts through the lens of game design. They discuss topics such as social identity, leading and following, and more.



- *EDL 290E: Emerging Leaders Leadership.* This optional course is for members of the Emerging Leaders Living Learning Community. The course introduces opportunities for leadership and involvement on campus.
- *EDL 290S: Student Organization Leadership.* Designed for student organization officers, the course helps students assess and strengthen their group. Students research the history, purpose, and values of their group, perform a cultural audit, develop a SOAR or SWOT analysis, and create a plan for the future.

**STUDENT LIFE REPORT**

# Creating Positive Learning Environments

**Making the Classroom More Accessible**

The Miller Center for Student Disability Services served 2,522 Oxford students during the 2021-22 academic year, resulting in the coordination of 15,269 individual requests for classroom accommodations. The top three requests were: 1) testing accommodations; 2) extended deadlines, and; 3) access to audio recording devices.

Additionally, to ensure proactive planning of accessible course material for students with vision and hearing related disabilities, 496 individual courses required preterm consultation. Faculty for each of these courses were invited to participate in a consultation meeting conducted by a member of the Miller Center staff.

**Fall Semester Orientation—Group Advising**

In partnership with each academic division, the Office of Orientation and Transition Programs implemented a group academic advising and registration model during the 18 fall-semester orientation sessions in June. The group advising process consisted of small academic advising workshops with students, family members, and an advisor, followed by course registration groups for students and their advisor. As a result of the advising process, 98% of students indicated satisfaction with at least one of the following:

- My advising appointment made me feel more comfortable about my area of study.
- My advising appointment was very beneficial.
- My advisor helped clarify questions about my area of study.
- My advisor helped me develop an academic plan for the fall semester.
- My advisor showed interest in me as a student.

**Academic Transitions in the First Semester**

Nearly 95% of the class of 2026 is enrolled in an First-Year Experience designated course (e.g. UNV 101). Course content, resources, and support are coordinated by the Division of Student Life and the office of the Provost. Instructors from all parts of campus are teaching 119 sections this fall, including 22 sections taught by staff in the Division of Student Life.

The course addresses topics related to academic transitions and connection to the Miami community. Content focused on academic planning and success includes:

- exploring liberal education
- academic integrity
- preparing for academic advising
- generating a degree audit
- exposure to academic support services
- grade point average calculation
- information literacy

**First-Year Experience Undergraduate Associates**

More than 125 sophomores, juniors, and seniors serve as fall 2022 Undergraduate Associates (UAs) for first-year experience courses. The UA role provides student leaders with an opportunity to support the newest Miamians while building professional and leadership skills.

UAs are enrolled in EDT 310: Applications of Peer Education, a course instructed by staff in the Office of Orientation and Transition Programs and focused on the support and development of UAs.

Through EDT 310, Undergraduate Associates gain leadership and facilitation skills, discuss common experiences, triumphs, and challenges with other UAs, and work on projects to individualize the first-year experience for new students by building belonging and community.



# Campus Safety 2021-2022

## Division of Student Life | Board of Trustees Report

*September 2022*

Campus Safety at Miami University can be measured in multiple ways. The idea of “safety” referred to in this report primarily refers to the efforts Miami makes to ensure the safety, welfare, and security of the community. Included in this report are data from the following departments: MUPD, the Office of Community Standards, and the Office of the Dean of Students. These offices are not alone in the work to make campus safe, but they are key contributors.

### **Miami University Police Department 2021**

Information provided by the Miami University Police Department in the form of the [Annual Security and Fire Safety Report](#) provides crime statistics for the previous three years and is the most comprehensive report regarding incidents reported to law enforcement or other responsible employees on campus. Statistics in the report are divided by campus and organized under the crime statistics tab. As is required of all institutions that participate in federal financial assistance programs, Miami provides statistics on several categories of crimes, including criminal offenses, hate crimes, VAWA offenses (Violence Against Women Act), and arrests and referrals for disciplinary actions in specified categories.

### **Student Conduct Data 2021-2022**

The Office of Community Standards saw a small increase in the number of overall violations of the Code of Student Conduct, with 1,195 reported violations in 2021-2022 compared to 1,129 in 2020-2021. This increase was primarily due to additional alcohol violations. In addition, we began the 2020-2021 academic year remotely and students didn't return to the halls after Thanksgiving, so students spent fewer weeks on campus in Fall 2020. Although alcohol violations were up year over year, they still remain down nearly 20% compared to 2019-2020.

In addition, in 2021-2022, the Office of Student Conduct:

- Investigated 7 matters involving Greek organizations, up from 6 investigations in 2020-2021.
- Suspended 24 students (up from 20 in 2020-2021), and dismissed 0 students (down from 1 in 2020-2021).
- Conducted 3 sexual misconduct hearings, including two Title IX cases, and one Non-Title IX case.

The Code of Student Conduct violations for 2021-2022 (as compared to 2020-2021) include:

<b>Type of Violation</b>	<b>Code Violations 2020-2021</b>	<b>Code Violations 2021-2022</b>
Abuse of Technology	1	1
Alcohol Violations	369	493
Complicity	117	115
Damage and/or Theft of Property	48	69
Discrimination/Harassment	1	0
Dishonesty	21	15
Disorderly Conduct	29	68
Drug Violations	54	51
Endangering Health or Safety	63***	22
Failure to Comply	91***	16
False Identification	131	122
Good Samaritan (alcohol)	19	63
Good Samaritan (drugs)	0	1
Hazing	1	2
Interfering with a University Function	4	0
Non-Title IX Sexual Misconduct*	1	1
Retaliation	0	0
Title IX Sexual Misconduct*	0	1
Trespass or Unauthorized Use of Facilities	8	13
Unauthorized Use of University Access Device	2	0
Violation of Law	72***	56
Violation of Sanctions	1	1

Violation of University Policy**	95***	82
Weapons	1	3
<b>TOTAL</b>	<b>1,129</b>	<b>1,195</b>

\*Non-Title IX sexual misconduct (e.g., off campus) includes sexual harassment, sexual assault, sexual exploitation, indecent exposure, dating violence, domestic violence, and stalking. Title IX sexual misconduct (e.g., on-campus) includes sexual harassment, sexual assault, dating violence, domestic violence, and stalking. More detailed information on the differences between Title IX and Non-Title IX Sexual Misconduct can be found in the *Sexual Misconduct Protocol for Students*.

\*\*Beginning 2021-2022, Violation of University Policy also includes violations of Regulations for On-Campus Living, Residence and Meal Plan Contract, and Student Room Regulations.

\*\*\*These charges were used in Fall 2020 to address behaviors related to COVID-19, including violations of the City of Oxford's mass gathering ordinance, and on-campus and off-campus mask violations.

## Crisis Management & Response

Miami's response system is composed of a team of student success specialists (the Care Team) from across campus that includes physical and mental health providers and is chaired by the Office of the Dean of Students. The Care Team meets weekly to discuss students of concern who have been reported by faculty, staff, or students through the "student of concern" reporting system. The role of the Care Team is to develop a plan to maximize each student's opportunity for success by providing support for both academic and non-academic needs. Typical cases involve students who are struggling with a combination of mental health, physical health, academic, and social challenges. On average, the Care Team works directly with over 350 students each semester. Student of Concern reporting has increased 56% since before the pandemic (18-19 FY).

Thanks to the Mental Health Fee, The Office of the Dean of Students was able to add an additional case manager to the team in FY23 to manage this increase in referrals and ensure students facing unexpected challenges receive the support and care required to be successful.

## Trends & Challenges

- Compared to FY19-20, overall violations were down by 25% and alcohol violations were down by over 20% in 2021-22. This is likely due to a combination of factors. Nationally students are reporting consuming alcohol less than previous cohorts had and students are still acclimating to in-person social engagements that often lead to negative behavioral consequences. This year's data will help us better understand the "new normal" around alcohol use and other high-risk behaviors.
- In the context of 'student of concern' reports, there has been a 244% year over year increase in cases that include an element of suicidal ideation. This means the types of reported concerns

include an ideation layer, which is creating intensity and acuity not seen since this data has been tracked.

- Medical withdrawals, primarily related to psychological disability, have increased 51% year over year. In response to this trend, a more robust and intentional medical withdrawal reentry program has been launched to help students return to Miami when able.
- Students are presenting to various support offices across campus with more emergent and acute needs. This is an indicator of students waiting too long to ask for help. This year's messaging to students has focused on knowing your resources before you need them and asking for help sooner than later. These messages include direct links to resources.



## NEWS AND UPDATES



# University Communications and Marketing

SEPTEMBER 2022

## ONGOING PROJECTS



▲ Miami University's new marketing campaign: "The Power of Will."

### "THE POWER OF WILL": UCM UNVEILS NEW MARKETING CAMPAIGN

After conducting extensive brand research, benchmarking Miami against peer institutions, and working with one of the nation's leading marketing agencies (Carnegie), UCM rolled out Miami's new marketing campaign titled "The Power of Will." While not a slogan, "The Power of Will" is a flexible umbrella statement that tells Miami's story of confidence, optimism, and resolve. It is a narrative told through the lens of people — what they can accomplish and how they can help others. Over the next several weeks, UCM and other campus communicators will introduce audiences to this new, exciting concept. The campaign will include a series of video spots for digital display ads on CTV, radio commercials,

stories, outdoor advertising and other advertising tools. The concept will also be included in all our enrollment and admission marketing efforts moving forward.

### EDUCATING THE CAMPUS COMMUNITY ON MIAMI'S BRAND

To support the rollout of the new brand marketing campaign, UCM has launched comprehensive brand training for the campus community. Brand training is offered through the university's online learning portal, Canvas. Upon completion of the training, participants receive access to tools and resources that will effectively help them utilize the brand. Some of the resources include Canva, a design template solution, and Adobe Creative Cloud Library. To date, over 300 participants have completed at least one training session.



▲ In partnership with EMSS, UCM Launches a new Visit Miami website.

In addition to brand training, UCM hosted Brand Camp, a one-day, interactive experience designed to immerse marketing and communications professionals from across the university in the new brand concept and Miami's brand.

### LAUNCHING NEW WEBSITES

In partnership with EMSS, UCM launched two websites: Admission and Aid and Visit Miami. With the goal of helping prospective students and families find information faster, UCM worked with digital agency BarkleyREI, a national leader for custom web development. Redesigns will improve site navigation and highlight the path to enrolling at Miami for high school students and transfer students.

UCM is also developing new websites for Project Dragonfly

and the Howe Center for Writing Excellence, as well as a microsite for the Miami Tribe Relations Fall Celebration Week. Those sites will launch this fall.

### DELIVERING THE VIEWBOOK

Miami is now mailing its signature student recruitment brochure – the viewbook – to prospective families. Produced through coordination between UCM and EMSS, the viewbook encourages high school students to visit campus and apply for admission. It uses Miami's distinct brand voice and visual style, while complementing Miami's digital recruitment efforts.



**UCM'S GOAL** To establish and grow Miami University's influence, reputation, and ranking as a leading public university that prepares students for lifelong success in a vibrant campus community that values academic rigor, character, intellect, and serving the public good. Miami University's success depends upon messaging and visual identity strategies that are compelling and consistent across all communication outlets in order to grow enrollment and increase brand awareness.

## Marketing by the Numbers

June 1 – August 31, 2022

### SOCIAL MEDIA

# 20.1M

Total social media impressions on the university's primary accounts

1.6M 4.6M

18M 1.4M

# 1.04M

Total social media engagements

14.9K 225K

781K 22K

# 459K

Total social media followers

58.4K 80K

103.2K 218K

### WEBSITE

# 6.2M

Unique website visitors

# 7.7M

Website page views

### CONVERSION TRACKING

# 11.1K

App Gen to apply

# 4.6K

Common App apply clicks

# 10,142

Request for Information form submissions

## Social Media top highlights

June 1 – August 31, 2022

**f** 6,112 Total engagements



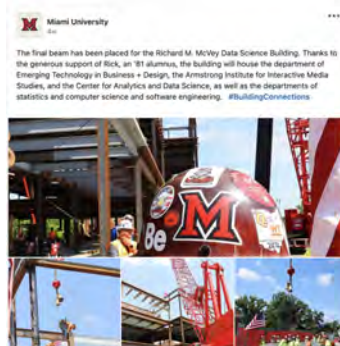
**🐦** 1,660 Total engagements



**📷** 72,096 Total engagements



**in** 9,043 Total engagements



## News by the Numbers

June 1 – May 31, 2022

# 21

News media pitches

# 338.7M

News reach

# 4.5K

News mentions

# \$4.7M

PR value

# 99

National news media mentions

► Miami was mentioned in a variety of national outlets including: New York Times, BBC, Bloomberg, CBS News, CNBC, Forbes, Chronicle of Higher Education, Inside Higher Ed, Business Insider, NPR, ABC News, and LA Times.

# 9.88K

Personalized student stories

# 13

Press releases sent via Merit about students recognized for academic achievement

# 6.57M

Merit-generated impressions on social media

**MIAMI UNIVERSITY***Campus Services Center***2022-2023 Occupancy Report # 2 (Census Date - End of Week 2)**

9/2/2022

Building Name	Standard Capacity	Residents	Occupancy %	Vacancies	Doubles Sold as Singles
Anderson	217	209	96%	8	
Bishop	94	89	95%	5	
Brandon	144	141	98%	3	
Clawson	120	117	98%	3	
Collins	145	139	96%	6	
Dennison	271	257	95%	14	
Dodds	196	191	97%	5	
Dorsey	212	206	97%	5	1
Elliott	35	32	91%	3	
Emerson	337	322	96%	15	
Etheridge	237	234	99%	3	
Flower	266	254	95%	12	
Hahne	366	345	94%	20	1
Hamilton	180	175	97%	5	
Havighurst	332	322	97%	10	
Hepburn	267	253	95%	14	
Heritage Commons					
Blanchard House	72	72	100%	0	
Fisher	72	64	89%	8	
Logan	70	67	96%	3	
Pines Lodge	72	68	94%	4	
Reid	72	72	100%	0	
Tallawanda	72	72	100%	0	
Hillcrest	270	250	93%	20	
MacCracken	176	168	95%	8	
Maplestreet Station	91	90	99%	1	
Marcum (Presidents)	348	326	94%	22	
McBride	138	137	99%	1	
McFarland	143	129	90%	13	1
McKee	79	56	71%	23	
Miami Inn	99	94	95%	5	
Minnich	255	249	98%	6	
Morris	371	350	94%	21	
<i>Ogden (Offline for Renovation)</i>	0	0	0%	0	
Peabody	153	137	90%	16	
Porter	182	179	98%	3	
Richard	212	203	96%	9	
Scott	253	247	98%	6	
Stanton	203	193	95%	9	1
Stoddard	45	43	96%	2	
Stonebridge	265	246	93%	19	
Symmes	197	188	95%	9	
Tappan	300	288	96%	12	
Thomson	204	156	76%	47	1
<i>Wells (Quarantine/Isolation)</i>	0	0	0%	0	
Withrow	281	278	99%	3	
Young (Beechwoods)	266	253	0%	13	
	<b>8380</b>	<b>7961</b>	<b>95%</b>	<b>414</b>	<b>5</b>

<b>Grand Totals</b>	<b>8380</b>	<b>7961</b>	<b>95%</b>	<b>414</b>	<b>5</b>
One Year Ago	8260	8012	97%	247	1



Notes for The Miami University Board of Trustees: Miami University Senate  
Thomas S. Poetter, Senate Executive Committee Co-Chair  
September 14, 2022

1. Thank you for the opportunity to share some notes with you regarding Miami University Senate's work at the opening of the academic year. And again, thank you for the welcome you extended to me as incoming Miami University Senate Executive Committee Chair at your June meeting.
2. Over the past several years, university senate has held "retreats" for senators during January and August. These are unofficial meetings, during which no attendance is taken and no official business occurs. The retreats have helped the university senate to build capacity and community as we make our way forward each year. As you know, we have turnover in senator membership each year, so these meetings are helpful for inducting new senators, and also for re-energizing and re-connecting continuing senators. On August 16, 2022, our retreat was held at the Hamilton Campus in Wilks Conference Center. On our agenda was a program to introduce new senators to senate work, with a focus on enhancing understanding on what senate is, what it does, how it operates, and how senators are expected to communicate with constituents. We also had three important presentations and roundtable discussions about the topics of import to senate and wider campus experience including a session with Miami Police regarding our campus readiness and plans for dealing with critical incidents; a session with the Myaamia Center regarding the year's focus on Tribal Sovereignty and the celebration of our 50<sup>th</sup> year in formal partnership with the Miami Tribe; and a session with the provost regarding the administration's vision for campus planning. Our next retreat will be scheduled for January 2023.
3. In terms of senate business, we have been discussing several issues in Senate Executive Committee and on the floor of senate. We passed Senate Resolution SR 23-01, Master of Education, Curriculum & Instruction, College of Education, Health, and Society. You have further information on this resolution in your packets. We have had reports on the floor of university senate from Brent Shock with an enrollment update; from Kara Strass regarding the Myaamia Center and the 50<sup>th</sup> anniversary celebration; from Senator Nathan French on the ongoing work of senators conducting "Senate Working Sessions" on critical topics to the university on off weeks of Senate; from Jayne Brownell on the new Mental Health Task Force and critical issues regarding the mental health situation on campus for students, faculty, and staff; from John Bowblis, Chair of the Senate's Benefits Committee on current cost projections for healthcare; and from Amy Bergerson and Brenda Quayle with an update on the situation with remote proctoring.
4. Senate Executive Committee continues to nurture several topics including: a) the Graduate School and the Graduate Council's (a council formally connected to university senate) work of constructing new practices and procedures for its operations with a commitment to negotiating carefully any changes with the senate regarding significant shifts in purpose/function. We expect to discuss a resolution on this matter in senate in October; b) the continuing situation with SB 135 and the implications for free speech on



campus, especially regarding the implementation of a reporting, investigating, and hearing system for student complaints. Members of Senate Executive Committee have been in consultation with COAD and legal counsel on next steps as they take shape; and c) the timely implications of important topics and actions related to campus mental health and remote proctoring. We expect that several of these issues may result in senate action in the coming months.

5. The current chair, chair-elect, and past chair are as a result of our positions members of the Ohio Faculty Council, the body representing the senate bodies of the 14, four-year state colleges and universities in Ohio. The Ohio Faculty Council (or OFC), chaired by Wright State's Laura Luehrmann, is recognized by the Chancellor and Ohio Board of Regents. Jen Green, currently our "past chair," attended all of the meetings last academic year and I have been attending since the turn of the calendar year, and our "chair-elect," Tracy Haynes, will be attending after the turn of this calendar year. The September 9, 2022, meeting featured guest speaker Mike Duffy from the Ohio Department of Higher Education, who discussed four issues including textbook affordability, direct admission programs, transcript withholding policies, and comeback programs. Many of the OFC members had significant insights and questions on these topics. Conversation in the open discussion/institutional reporting part of the meeting focused on familiar topics that Miami and all of the other state colleges/universities are dealing with currently including SB 135 and remote proctoring. In terms of information shared and the opportunity to hear perspectives from around the state, these meetings are important and valuable to Miami University Senate.
6. And last, let me again say how pleased we are to be working with interim Provost Liz Mullenix, who continues to be a critical, core member of senate leadership and has brought tremendous insight, assurance, and stability to our work in the opening weeks of the semester.
7. On behalf of university senate and senate executive committee, thank you for the opportunity to give a short update. I look forward to saying more about our progress as a university senate at your next meeting.



**BOARD OF TRUSTEES**  
**Minutes of the Board of Trustees Meeting**  
**Marcum Conference Center 180/6, Oxford, Ohio**  
**Friday, June 24, 2022**

The Secretary to the Board of Trustees confirms that as specified in the Regulations of the Board of Trustees of Miami University, in compliance with Section 121.22 of the Ohio Revised Code, due notice was given prior to holding this meeting of the Board of Trustees.

The meeting was called to order at 9:00 a.m. with Chair Mary Schell presiding. Roll was called with a majority of Trustees present, constituting a quorum. In addition to the Trustees, attending for all or part of the meeting were – President Gregory Crawford; Senior Vice President David Creamer; Vice Presidents Cristina Alcalde, Jayne Brownell, Brad Bundy, Ande Durojaiye, Jaime Hunt, David Seidl, Amy Shoemaker, Brent Shock, and Randi Thomas; Dean Liz Mullenix (interim Provost effective July 1, 2022); Director of Athletics David Sayler; Assistant to the President Dawn Tsirelis; Associate Vice President Dawn Fahner; Director of Executive Communications, Ashlea Jones; and Ted Pickerill, Executive Assistant to the President, and Secretary to the Board of Trustees; along with many others in attendance to assist or observe.

Roll call of Trustees:

Present:	S. Biff Bowman (National Trustee) Sandra D. Collins John Fazio (Student Trustee) Debbie Feldman	Zachary Haines John Pascoe Rod Robinson Mary Schell
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Absent: Trustee Ryan Burgess, Student Trustee Dawson Cosgrove, and National Trustees Dinish Paliwal, Jeff Pegues, and Mark Sullivan

**Public Study Session**

**Comments from the Public**

The Board received no requests for public comment.

**Intercollegiate Athletics Update – Athletic Director David Sayler**

Athletic Director David Sayler provided the Board with the annual update on Intercollegiate Athletics. He began by stating the mission of Miami Athletics – which is Graduating Champions – student athletes who excel in sports competition, in the classroom and in their community. Miami University is the only MAC member university to be awarded the Conference's Cartwright Award three consecutive times. The Cartwright Award recognizes the best overall athletic program in the conference – for athletics, academics and citizenship.

AD Sayler reviewed with the Board the five-year strategic goals for ICA, and shared

many highlights and points of pride from the past year. He concludes by showing two videos – one featuring student athletes in the Farmer School of Business, and the second a video produced by the Toronto Blue Jays honoring the courage of a Miami baseball player from Waterloo, Ontario, who is the first active NCAA Division-I baseball player to come out as bisexual. Now a Farmer School of Business Accounting major, he is a Blue Jays Baseball Academy Showcase Athlete alumnus. He decided to come out publicly - and participate in the Blue Jays video - to create awareness for others who are struggling with their sexuality and self-acceptance.

*AD Sayler's presentation is included as Attachment A.*

### **Public Business Session**

#### **Approval of Prior Meeting Minutes**

Trustee Robinson moved, Trustee Haines seconded, and by voice vote, the minutes of the prior meeting of the Board of Trustees were unanimously approved, with all voting in favor and none opposed.

#### **Consent Calendar**

Resolutions on the Consent Calendar, included:

- The award of emerita/emeriti status
- The award of tenure to newly hired Department Chairs
- Acceptance of the Low Enrollment and Duplicate Programs report

Trustee Haines moved, Trustee Robinson seconded, and by voice vote, the items on the Consent Calendar were unanimously approved, with all voting in favor and none opposed.

*The resolutions from the Consent Calendar are included as Attachment B.*

#### **Chair's Comments**

***Chair Mary Schell relayed the following information:***

Good morning and welcome to this meeting of the Miami University Board of Trustees. I would like to begin by recognizing our newest Miami leaders. On July 1, 2022, Dean Liz Mullenix will become interim Provost. We appreciate Liz's commitment to the University in taking on this responsibility. Also joining is our new Associate Vice President, Padma Patil, Director of Institutional Research. Welcome Liz, welcome Padma, we look forward to working with you.

It has only been six weeks since our last meeting. You may think there wouldn't be much to report. However, Miami never stops our pursuit of advancing and serving our students, faculty, staff and alumni, the State of Ohio, the nation, and the global community at large. So I'll share several highlights since May:

It is my privilege to report that our President, Greg Crawford, was recently elected as a 2021 National Academy of Inventors Fellow. Election to National Academy of Inventors (NAI) is the highest professional distinction accorded to academic inventors. The Fellows Program highlights inventors who have demonstrated a prolific spirit of innovation in creating or facilitating outstanding inventions that have made an impact on the quality of life, economic development, and welfare of society.

President Crawford holds 16 U.S. patents, and several international filings related to his research in advanced liquid crystalline and optical materials, among other areas. Greg you continue to lead and represent Miami in the very best light, and we are proud.

We have named our latest group of Presidential Fellows. The Fellows Program is an elite scholarship opportunity that provides the brightest and best scholars of the 21<sup>st</sup> century with an unprecedented college experience. This year, 19 incoming students are joining this premier program for top scholars. The students come from across the United States as well as Honduras and Ghana.

The Presidential Fellows Program offers scholars a four-year renewable merit award to cover tuition, fees, housing, and meals, as well as a \$5,000 academic stipend for activities such as study abroad, independent research, public service, and professional conferences.

As members of Miami's residential Honors College, Presidential Fellows also enjoy faculty mentorship throughout their Miami education so they can be competitive candidates for prestigious national and international fellowships and scholarships. More than 2,600 students applied for the program, and 67 competed for the award during the Presidential Fellows Showcase, which includes a faculty-led group problem-solving activity, a design-thinking academic exercise, and an individual interview.

Congratulations to this incredible group of students – we look forward to welcoming you in the Fall.

We have been designated as a Purple Star campus for our support of veterans, and military-affiliated students. We are among the first group of Ohio colleges and universities designated as Collegiate Purple Star campuses for their efforts to support students with military backgrounds.

The university adheres to the national Principles of Excellence program, meaning it provides up-front information to veterans and military-affiliated student, including:

- An educational plan and timeline
- The total cost of educational programming
- Allowing for absences due to service obligations for active-duty service members and reservists
- Assigns points of contact that provide ongoing academic and financial support

In addition to Miami Regionals' Center for Veterans Services, our One Stop has dedicated staff to support Military Affiliated Students and Families by:

- Developing mentoring programs
- Chairing university organizations
- Distributing graduation honor cords
- And participating in monthly online training and meetings with the Veterans Benefits Administration

Miami also gives priority registration to its veterans and military-affiliated students to allow them first choice in course selection.

Thank you to the many faculty and staff who support our many veteran and military-affiliated students.

Miami's online Diversity, Equity, and Inclusion course earned bronze in the Online Series – Education and Discovery category, from the Telly Awards – the world's largest honor for video and television content and production across all screens. The microcredential course features instruction from faculty and staff and is a collaboration between the Office of the President, Office of Institutional Diversity and Inclusion, and Miami Online - Oxford's team of media professionals - who filmed and edited the course.

A terrific job to win the award.

Next, we have achieved our second STARS Gold rating in recognition of our sustainability achievements from the Association for the Advancement of Sustainability in Higher Education (AASHE). STARS, the Sustainability Tracking, Assessment & Rating System, measures and encourages sustainability in all aspects of higher education. Participants report progress in nearly 100 categories in five overall areas: academics; engagement; operations; planning and administration; and innovation and leadership.

Also since May, we received a final report, issued by our Public Health and Global Health Programs which showed 169 undergraduate and graduate students from several majors across campus were trained and served as contract tracers during the last two academic years. Together, they placed more than 83,000 phone calls and conducted more than 30,000 disease investigations and contract tracing interviews. Their service played a key role in enhancing public health safety across our campuses and the Butler County community during an extremely challenging time.

It is really energizing to feature so many different accomplishments in just the past six weeks.

As this academic year ends, we await the 2023 year and all the opportunities it brings for the University community to advance, achieve, and celebrate.

Thank you, that concludes my remarks. Love and Honor.

## **Reports, Ordinances and Resolutions**

### **Report of the Chair of University Senate Executive Committee,**

***Chair Schell welcomed Dr. Tom Poetter who relayed the following information:***

Thank you for the opportunity to meet with you today and to share how the work of university senate is shaping up for the Fall as we proceed through the Summer of 2022. And again, thank you for the welcome you extended at your May meeting.

As you know, university senate thrives when its numerous committees and councils meet and act. Senate actions being considered often move to committees for input and/or come directly to senate from committees for deliberation and potential actions. We work together as an executive team to populate the committees each spring and summer as members complete their committee assignments and other movement occurs. The senate gives permission each spring for the Secretary of Senate and the current chair, past chair, and chair-elect to complete this “assignment work” in the summer, and we will be finishing that work up in early July. This spring we had more expressed interest through our service survey for serving on senate committees by senate members and faculty/staff across campus than in any recent year and that has helped us strengthen each committee/council so far. This has been very encouraging to senate leadership.

The current co-chair, chair-elect, past chair, and senator at large of senate executive committee are as a result of our positions members of the Ohio Faculty Council, the body representing the senates of the 14, four-year state colleges and universities in Ohio. The Ohio Faculty Council (or OFC), chaired by Wright State’s Laura Luehrmann, is recognized by the Chancellor and Ohio Board of Regents. Jen Green attended all of the meetings last academic year and I have been attending since the turn of the calendar year. The May 2022 meeting featured guest Barbara Gelman-Danley, President of the Higher Learning Commission. She made several interesting points in the meeting, two of which may guide some senate deliberation/action this year. The first was her overall presentation of her annual paper on trends in higher education. I think revisiting several of her main points in that paper could mirror/enhance the learning we experienced during our own strategic planning processes before the pandemic including important points about the changing demographics of potential students in Ohio and beyond, which could impact not only how we recruit students but how we work with them once they join us on campus. Not all senators have access to this baseline of information about the barriers and possibilities for universities in the coming decades. This could be an important educational function of senate. And second is HLC’s commitment to encouraging more, and deeper interaction between university senates and boards of trustees. I am certainly open to more conversation about how we can share information and work together in the coming year and beyond. To that end, I would like to extend an invitation to Chair Schell and any interested members to attend a senate meeting this Fall at your convenience. I would be happy to plan that with you and include you substantively in the meeting.

Because of Dana Cox’s outstanding vision and leadership as senate chair in 2019-2020, we began holding our first senate retreats, which are unofficial/optional, usually ½ day working

meetings meant to build senators' capacity and knowledge for the work and to jump start initiatives of interest to the senate body/on campus. This year our Fall retreat will take place on Tuesday August 16 during start up week in the morning. Potential topics for sessions and presentation and discussion that day have been surfacing. So far we are considering topics for discussion such as: 1) revisiting with campus experts our campus safety plans, especially in light of recent catastrophic events in Buffalo and Uvalde; 2) anticipating campus participation in next year's theme on Indigeneity, including the faculty learning community on Indigeneity and the Curriculum being led by the Myaamia Center; 3) supporting the university graduate council as it creates and implements new bylaws for its work. There are many other possibilities for topics of conversation that will be surfacing in the next several weeks. One of the things we know from past retreats is that we must make a concerted effort to build capacity and know-how in university senate. As new members come in, they learn quickly that senate action includes becoming educated on and deliberating on important topics; working to shape potential resolutions that may become policy; encouraging conversations across campus among constituents as important topics/concerns emerge; and reporting findings and action to the wider university community. This web of action and contact constitutes the democratic impulse that university senate should and does embody in its work and organizational structures.

And last, let me say how pleased we are to be working with interim Provost Liz Mullenix on next steps with university senate. We will be having a planning meeting with her in July for our retreat in August and for the academic year ahead. We have already appreciated her support and concern and expertise, and know that those gifts will benefit us all as we make our way forward during the next year.

On behalf of university senate and senate executive committee, thank you for the opportunity to greet you today and to give a short update. I look forward to saying more about our progress as a university senate at your September meeting.

### **President's Report**

President Crawford began by highlighting the ways that Miami University supports and places their faculty, staff, students, and alumni first. He then provided updates on four areas:

- Teaching What's New - New degree programs address emerging disciplines, transdisciplinary areas & student interests, positioning Miami for the future.
- Building for Collaboration - Investments in state-of-the-art new & renewed infrastructure will create transdisciplinary & collaborative spaces for learning & research.
- Enriching our Environment - Sculptures & art grace our campuses, enhancing beauty, honoring history, celebrating creativity, & declaring our identity and values. Artists are vital to community, where inspiration & imagination generate innovation through entrepreneurship & economic development.
- Partnering for Entrepreneurship - Collaboration with Oxford will boost entrepreneurship in Butler County, advance workforce skills & attract anchor companies. Partnerships will advance mission.
- Researching Without Borders - Cross-disciplinary research & scholarship teams will boost external funding & opportunities, enhancing the teacher-scholar model.

- Sustaining our Planet - Evidence-based investments in our energy ecosystem will reduce our carbon footprint on our journey to carbon neutrality.
- Lowering College Costs - New programs for high school students & free college part-time work options will make college more affordable for Ohioans.
- Equipping High-Tech Leaders - Our leading-edge curriculum and programs will empower Ohioans to work in recently announced high-tech, high-wage jobs coming to the state.

*President Crawford's presentation is included as Attachment C.*

## **Academic and Student Affairs Committee**

### **Report of the Committee Chair**

*Committee Chair John Pascoe relayed the following:*

The Academic and Student Affairs Committee met yesterday in Marcum Conference Center.

The Committee heard updates from Academic Affairs, the Vice President for Student Life, the Vice President for University Communications and Marketing, and the Vice President for Enrollment Management and Student Success. The Committee also received a written report from Amitoj Kaur, our former Student Trustee, and current Student Body President. These presentations and report will be available in the meeting's minutes.

The meeting began with interim Provost Mullenix providing an overview of her vision for the upcoming academic year. Her vision is energizing and will advance Miami University, the Committee looks forward to working with her during the upcoming year. The Committee also received the final version of the Low Enrollment report, and recommended acceptance by the Board, which was affirmed earlier in the meeting when it was approved with the Consent Calendar.

Miami has recently invested heavily in health-related programs, and it was wonderful to hear from Associate Dean and Nursing Department Chair Brooke Flinders on the success and future vision of our Nursing Program. In her presentation she also identified "bottlenecks," such as preceptors, within the required curriculum that can limit throughput per year.

Our Committee also heard from former Congressman, and current President and CEO, of the Ohio Business Round table, Pat Tiberi. Mr. Tiberi provided the Committee with an update on Ohio's economic outlook.

Vice President Jayne Brownell then provided an update on Student Life, and Vice President Hunt updated the Committee on implementation of UCM's vision to transform Miami University's approach to marketing and communications to position the university to thrive in an increasingly competitive landscape. She also informed the Committee of Miami's new brand concept – The Power of Will – which will launch by the Fall. Members of the Committee



expressed their support for the concept, calling it a very optimistic message.

Vice President Shock then provided an enrollment update on the incoming Fall cohort, and strategies for Fall 2023 – for first-time student, graduate student and transfer student admissions. He also discussed the holistic and contextual review EMSS is providing applicants in lieu of required test scores.

Finally, the Committee received several written update reports from UCM, Student Life, and EMSS. These reports are also included in the meeting's minutes.

Thank you, that concludes my report.

### **Finance and Audit Committee**

#### **Report of the Committee Chair**

##### ***Acting Committee Chair Biff Bowman relayed the following:***

The Finance and Audit Committee met yesterday at the Marcum Conference Center. The Committee considered five ordinances and two resolutions at the meeting. All of the items are recommended for approval later in this meeting.

All of the tuition and fee recommendations that are proposed for Ohio residents conform to the legislative restrictions passed in June 2021. While increases in tuition are being proposed for the new enrollment cohorts, it is important to mention that the majority of Oxford's undergraduate students will not experience any increase in tuition. Over 72 percent of the current Oxford undergraduate students will not see an increase in tuition because of the Miami Tuition Promise program. While Ohio residents enrolling for the first time this fall will see a 4.6% increase in their tuition before consideration of their Miami scholarship, the average tuition paid by a first-time Ohio resident on the Oxford Campus will actually be slightly less than the average tuition paid by Ohio residents in the fall of 2006 or in other words, 16 years without an increase in tuition after taking into consideration their Miami scholarship. And due to the Miami tuition promise program, they also have the assurance that their tuition will not increase for their last three years as an undergraduate student at Miami.

In addition to the 4.6% increase for incoming Ohio undergraduate students, non-resident, first-time students will see their tuition increase by 3.0% over the previous year which will also remain unchanged for four years. Continuing students on the Regional Campuses, not covered by the tuition promise, will have their tuition increase by 2.0%, and traditional graduate students on all campuses will experience a 4.6% increase. For all first-time students, about 0.5% of their tuition will be used to fund improved mental health services. This \$50 per semester fee was approved by Trustees in February and is dedicated to providing improved mental health services for students.

At the February meeting, the Trustees also approved an increase in the Farmer School of Business program fee. This fee is included in the Miscellaneous Fee ordinance that the Trustees

will act on later but it has not been approved by Ohio's Chancellor and will not go into effect unless it is approved before bills are issued in early July.

In addition to the four tuition and miscellaneous fee ordinances, the Finance and Audit Committee considered an ordinance to adopt a new budget. The proposed budget requires increased use of position vacancy and a draw on prior reserves to balance the budget. However, this approach to balancing the budget is not sustainable over time. For this reason, the Committee directed Dr. Creamer at its May meeting to provide the Committee with a plan at its September meeting for growing revenue or reducing spending to correct this situation by the fiscal year 2026 budget.

In addition to the ordinances considered by the Committee, the Committee considered two resolutions at yesterday's meeting. Both of these resolutions are related to the recent capital appropriation that awarded \$22.3 million for the renovation of Bachelor Hall. The first resolution authorizes up to \$2.4 million in pre-construction costs for the project. The second resolution approves the request for the Bachelor Hall project to be locally administered by the University. While these resolutions will permit the Bachelor Hall project to progress towards implementation, the project cannot proceed to the construction phase without the final approval of the Trustees and a second capital bill appropriation in 2024.

Again, all of the ordinances and resolutions from yesterday are recommended for approval by the Trustees.

The Committee also received a report from Wednesday's Investment Subcommittee meeting. The Investment Subcommittee received several updates from Strategic Investment Group and the administration. The reports included investment performance updates for April and May and a performance forecast for the first part of June, a cashflow update, an in-depth review of hedge fund structure and performance, the results of the recent bond refunding, and an overview of the University/Foundation governance structure for the investment of the endowment.

The review of investment performance was mixed as the absolute performance is forecast to be negative for this fiscal year following a very strong investment return last year. The good news from this discussion is that the relative performance continues to be strong or about 2.0% above the investment benchmark. Unfortunately, the forecast decline in market valuations for the fiscal year is expected to require a draw against the investment fluctuation fund by \$30 to \$50 million. Such fluctuations are inevitable which is why the investment fluctuation pool was created. This fund allows returns to be optimized over time through volatile but higher returning investments while not disrupting the annual budget in a manner that could hinder the mission of the University.

The final agenda topic from yesterday was the Committee's review of its charter. Following discussion at both the May and June meetings, the Committee determined that changes are not needed in the charter at this time.

Madam Chairperson, that concludes the report for the Finance and Audit Committee.

## **Ordinances and Resolutions**

*The Finance and Audit Committee ordinances and resolutions are included as Attachment D.*

### **Ordinances**

#### **Tuition and Miscellaneous Fees**

Three Tuition Ordinances and one Miscellaneous Fee Ordinance were presented. The Chair proposed that the four be considered in a single vote. Hearing no objections the following ordinances were considered in a single vote:

- Oxford Undergraduate Tuition
- Regional Campus Undergraduate Tuition
- Graduate Tuition
- Miscellaneous Fees

The Finance and Audit Committee recommended approval and Senior Vice President Creamer spoke in support of the ordinances. He explained that the proposed increases are within legislative caps and that because of the Miami Promise, which holds a student's tuition and fees level through four years at Miami, the majority of Miami students will see no increase in their tuition and fees, because the increased rates apply to entering students.

Trustee Robinson then moved, Trustee Pascoe seconded, and by roll call vote, the ordinance was unanimously approved, with six voting in favor and none opposed.

#### **Budget Ordinance**

The Finance and Audit Committee recommended approval of the Fiscal Year 2023 budget ordinance and Senior Vice President Creamer spoke in support of the ordinance.

Trustee Haines then moved, Trustee Robinson seconded, and by roll call vote, the ordinance was unanimously approved, with six voting in favor and none opposed.

### **Resolutions**

#### **Local Administration**

The Finance and Audit Committee recommended approval and Senior Vice President Creamer spoke in support of the resolution. He explained that approximately ten years ago the State provided a method to locally administer state-funded capital projects. This resolution authorizes university officials to take the necessary steps to locally administer the Bachelor Hall renovation project.

Trustee Collins then moved, Trustee Pascoe seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

### **Bachelor Hall Renovation – Preconstruction Phase**

The Finance and Audit Committee recommended approval and Senior Vice President Creamer spoke in support of the resolution. He explained that the resolution was to begin the preconstruction phase and that he will return for permission to begin construction when ready.

Trustee Feldman then moved, Trustee Haines seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

*The Finance and Audit Committee Ordinance and Resolutions are included as Attachment D*

### **Student Trustee Reports**

Being Student Trustee Fazio's first meeting a report was not provided. Trustee Cosgrove was absent, but had provided a written report.

*Student Trustee Dawson Cosgrove's written report is included as Attachment E.*

### **Other Business**

*The Other Business Resolutions are included as Attachment F.*

### **Changes to the Foundation Code of Regulations**

To facilitate the change from having the Sr. Vice President for Advancement hold both the senior advancement role, and the position of President of the Foundation, to having separate individuals hold the two positions (the Vice President for Advancement, and the President of the Foundation), several changes in the Foundation Code of Regulations were required.

A resolution to amend the Foundation Code was presented to the Board, and Trustee Haines moved, Trustee Robinson seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

### **Free Speech**

Recent Ohio law addresses the matter of free speech on Ohio's public university campuses. Miami University has always been a campus where freedom of speech is respected and preserved. The proposed resolution was not a change or reduction in those values, but was intended to ensure the new, specific State requirements are met.

Ohio Revised Code section 3345.0215 codifies the public policy of the State of Ohio concerning campus free speech, and requires the Board to adopt a policy affirming several

principles of campus free speech. The resolution was presented to the Board, and Trustee Haines moved, Trustee Pascoe seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

### **Reappointment of National Trustee Sullivan to a Second Term**

The Board Regulations of Miami University allows for National Trustees to be appointed to two, three-year terms, and to serve for a maximum of six years. As his initial three-year term comes to a close, National Trustee Mark Sullivan has agreed to be considered for reappointment to a second, three-year term.

A resolution to reappoint National Trustee Sullivan to a second, three-year term was presented to the Board, and Trustee Robinson moved, Trustee Pascoe seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

*The Other Business Resolutions are included as Attachment F.*

### **Executive Session**

Following a motion by Trustee Pascoe, a second by Trustee Robinson and unanimous roll call vote, with six voting in favor and none opposed, the Board convened to Executive Session for the following: to consult with counsel; review pending litigation; for matters required to be kept confidential, trade secrets; for preparations for negotiating with public employees; and for personnel matters, the employment of public employees; as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

### **Return to Public Session**

#### **Other Business**

#### **Resolution authorizing the Board Chair to Negotiate a Contract Extension for President Crawford**

Chair Schell stated the Board is deeply impressed and highly satisfied with President Crawford's record and service, and a resolution was presented delegating to the Board Chair the authority to negotiate a contract extension with President Crawford.

Trustee Haines then moved, Trustee Feldman seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

*The resolution is included as Attachment G.*

### **Written Reports**

- Advancement Update
- Office of Institutional Diversity and Inclusion Update

*The written reports are included as Attachment H.*

### **Adjournment of Meeting**

With no other business to come before the Board, Trustee Robinson then moved, Trustee Pascoe seconded, and by unanimous voice vote, with all voting in favor and none opposed, the Board, adjourned at 1:30 p.m.



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