

BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
Marcum Conference Center, Oxford, Ohio
Thursday, February 24, 2022, 8:00 a.m.

In the absence of Committee Chair John Pascoe, Committee member Trustee Mary Schell, served as Chair and called the meeting to order at 8:00 a.m., with a majority of members present constituting a quorum. The meeting was held in the Marcum Conference Center on the Oxford campus. Roll was called; attending with Trustee Schell were committee members; Trustees Ryan Burgess, Debbie Feldman, and Zachary Haines; and Student Trustees Amitoj Kaur, and Dawson Cosgrove. Also attending were; Trustees David Budig, and Sandra Collins. Committee members, Trustee John Pascoe and National Trustee Jeff Pegues, were absent.

In addition to the Trustees, attending for all or part of the meeting were Provost Osborne; Vice Presidents Jayne Brownell, Mike Crowder (interim), Ande Durojaiye, Jaime Hunt, David Seidl, and Brent Shock; along with Vice President and General Counsel Amy Shoemaker; Director of Executive Communications Ashlea Jones; and Ted Pickerill, Executive Assistant to the President and Secretary to the Board of Trustees. Assistant Vice President and Director of Admission Bethany Perkins was also attending to present to the Committee; along with many others in attendance to assist or observe.

Public Business Session

Welcome and Approval of the Prior Meeting's Minutes

Trustee Schell welcomed everyone to the meeting, relaying:

To begin, I would first like to offer our gratitude for all who planned and worked to make this semester a near-full return to the pre-Covid Miami experience. COVID remains with us, but in Butler County transmission has slowed, and working with local health officials, we hope that soon more of the COVID precautions can be relaxed. Thank you to our students and their families for your patience and your understanding, and to everyone who planned, worked and contributed to this remarkable effort.

I would next like to thank and recognize Student Trustee Amitoj Kaur and Trustee David Budig, who are attending their final Committee meeting today. We will miss your counsel, service and incredible support as members of this Board. Thank you so much for your service.

Later this morning we will hear more about Trustee Kaur's service as she and her fellow student trustee Dawson Cosgrove tell us about their experience as student trustees.

In addition to our regular reports, we'll also hear from Vice President for the Regional Campuses Ande Durojaiye, as he updates us on the regional campuses' efforts and initiatives.

Thank you.

Approval of the Prior Minutes

Following the Chair's remarks, Trustee Haines moved, Trustee Burgess seconded and by unanimous voice vote, with all voting in favor and none opposed, the minutes of the prior meeting were approved.

Reports

The Committee previously received a written report from University Senate, there were no questions regarding the report.

The report is included as Attachment A.

Academic Affairs Update

Provost Osborne began by addressing the changing demographics regarding high school graduates entering college, which are impacted by the generational size, those disenrolling from High School prior to graduation, those delaying matriculation, and those choosing not to enter college. The range of outcomes places the number of college-bound students near or below the level of the 2008 recession.

He pointed out however, that the impact/distribution is uneven, with two-year public institutions and four-year for-profit institutions seeing the greatest declines in enrollment. And, within the public and private four-year sector, the impact is less among the more competitive institutions, implying a minimal expected impact upon Miami University.

He then addressed the expected impact of the coming movement of Intel into Central Ohio. He drew upon the impact of new industry in South Carolina as an example, relaying that thousands of jobs were created, that the presence of the large, anchor industries also amplified job growth in other support industries, and increased the movement of families to the area. Regarding Ohio and Intel, he stated:

- Cincinnati and Columbus are two of the top three fastest growing cities in Ohio
- Large employers like Intel will amplify growth
- Good paying jobs and affluent families are likely to increase interest in Miami University
- Demographics are not destiny- increasing pipelines from secondary school to college, adult learners, increasing retention, graduate degrees all can more than offset projected declines

- Miami's reputation will be key to future success

Provost Osborne then updated the Committee on the Miami University Dolibois European Center (MUDEC) and Study Abroad. Some highlights of the programs' success during the pandemic include:

- Fall 2020: Miami was the only study abroad, U.S. program in Europe, with 30 students enrolled.
- Spring 2021: 80 students at MUDEC
- Fall 2021: full capacity with >100 students
- Winter term 2022: over 450 in winter term alone
- Over 1,200 applications for summer 2022

Pivoting into the future will see quality programs with budget sustainability, and DEI programming (Boldly Creative)

Global/international rankings:

- 2021 Excellence in Diversity & Inclusion in International Education Award for the Organizational/Institutional Champion category
- #26 in U.S. total # of students studying abroad, #1 Ohio school, #2 nationally in percentage of undergraduates studying abroad, #15 among doctoral institutions for leading study abroad

He explained that arranging homestays in Luxembourg for MUDEC students is challenging. While there has been some recent success, the lodging model is shifting to apartment-style accommodations.

The Provost next reviewed the Oxford campus retention and graduation rates. He explained to the Committee that the drop in retention seen from 2017 to 2018, from 91.9% to 89.3% was due in large measure to a change in the IPEDS reporting requirements, which changed to mandate that students shifting from Oxford to a regional campus, while still enrolled at Miami, could no longer be considered as retained from year to year. He then highlighted research success, with year-to-date levels of over \$20M, setting an all-time record at Miami. He then reviewed and highlighted several rankings, including the Farmer School of Business, the College of Engineering and Computing, and the College of Creative Arts.

He provided an overview and timeline for the upcoming accreditation review. He reviewed the promotion and tenure process and highlighted several examples of support for faculty:

- 2 bonuses
- 2% salary increment
- Professional Development funds to faculty and to departments
- \$1M to probationary faculty to support progress toward Promotion and Tenure
- Probationary research leaves, which are unusual at other institutions

- \$2.5M to support faculty research

College of Liberal Arts and Applied Science

Vice President and Dean of the Regional Campuses, Ande Durojaiye updated the Committee on initiatives at the Regional Campuses. He stated the Regional Campuses are striving to be known for:

Access

- Reducing barriers
- Improving affordability
- Expanding partnerships
- Fostering a sense of belonging

Completion

- Increasing flexibility
- Reducing time to degree
- Continuing to promote equity

Community Engagement

- Strengthening engagement among alumni in the region
- Partnering with industry to fill workforce needs
- Career connections

Efforts to excel in these areas include:

Access

- Early College Academy
- Student-centered transfer
- Partnering with our local communities

Completion

- Moon Shot for Equity
- Work+
- Continuing to promote equity

Community Engagement

- Improve post-graduation outcomes for students
- Enhance the upward economic and social mobility for the region

The Academic Affairs presentations are included as Attachment B

University Communications and Marketing (UCM) Update

Vice President Hunt began by stating the importance of defining the priorities for University Communication and Marketing to better allow appropriate focus of efforts. The priorities include; Brand and Image, Revenue Generation, and Influencing and

Engagement. Within Revenue Generation, and Influencing and Engagement, the primary audiences include:

Revenue Generation

- Top of Funnel
- Stealth Prospects
- Known Prospects
- Admitted Students
- Enrolled Students
- Parents and Family
- Guidance Counselors
- Transfer Prospects
- Alumni
- Donors and Friends of the University

Influencing and Engagement

- Legislators and Government Officials
- Policymakers
- Media
- Community and Beyond
- Alumni
- Parents and Family
- Corporate Partners
- Peer Institutions
- Alumni
- Donors and Friends of the University

She also highlighted the February 2022 release of Miami University on “The College Tour” on Amazon Prime. The video is leveraged both for recruitment and yield, and with the February release, Admission extended the application deadline for prospective students.

The UCM update is included as Attachment C.

Student Life Update

Vice President Brownell introduced the two Student Trustees Amitoj Kaur and Dawson Cosgrove who updated the Committee on their experience as student trustees.

Student Trustee Presentation

Dawson Cosgrove began by outlining his engagement as a student, which includes:

- Head Student Instructor of Economics Department
- Recruitment & Retention Committee for Multicultural Business Organization

- Member of the Commercial Banking Club
- Undergrad Assistant for ESP 103
- Member of the Business Economics Club

Amitoj Kaur, then outlined her engagement as a student, which includes:

- Co-Founder, Women of Kolour in Excellence (WOKE)
- President, Commuters of Miami
- Secretary, Armstrong Student Center Board
- Student Orientation Undergraduate Leader (SOUL)
- Member, Advancing Women in Entrepreneurship
- Small Business Owner

They then relayed how, over the past two years, they have been able to create relationships with the DEI Implementation Task Force, the DEI Student Advisory Board, the College of Creative Arts Advisory Board, ASG, student organizations and members of the PEC.

They then shared examples of student advocacy and some of their observations. Next they provided recommendations to enhance the student trustee experience, which include; formal mentorship, more definitions to the role, and orientation beginning with a causal introduction to the Board of Trustees.

They concluded by expressing their appreciation for and the value of their time on the Board of Trustees.

Vice President Brownell Update

Vice President Brownell updated the Committee on recent COVID cases among students and trends. She reported that with the return to campus recommendation that students test before departing for campus, only 81 students arrived needing testing on move in day (with only three testing positive, requiring isolation). Beyond the number of tests required, the program identified infected students before they left home and reduced the number of students requiring isolation at arrival. Before fraternity/sorority recruitment, at-home tests were provided, helping to eliminate any spike due to the increased social activity. Sororities also addressed the issue by taking most of their programming online/virtual for recruitment.

She reported that she is working with Butler County General Health District which is anticipating movement to a class B disease. When the disease class is lowered, she anticipates offering rather than requiring isolation housing. Also, the first step in relaxation of the masking mandate will likely continue to require masks in classrooms, while making them optional elsewhere indoors.

She provided an update on mental health, informing the Committee that the Chancellor had approved the mental health services fee. She also reported that on campus demand for services had now plateaued.

She reported that staffing has been a concern. Currently, staffing is 15% vacant, with 10 vacancies in residence hall staffing. The Director of Residence Life has been applying creative means to continue to ensure all residence halls are serviced.

Greek life is up in membership, with a record number of men and women seeking to join fraternities and sororities. The students seem to be craving connections and social interaction. More students are also attending art after dark, and other on campus activities.

The University is implementing the requirements of Collin's Law, and are planning to train all new students as part of orientation. Plans are also in place to reach all currently enrolled students across all Miami campuses. With increased awareness, the reporting of hazing is up, but the reports are predominately for lower-level offenses, with less potential for physical harm. Also, more direct reports are being received, rather than second-hand reports by friends and/or parents.

The Student Life update is included as Attachment D.

Enrollment Management and Student Success (EMSS) Update

Vice President Shock reported the following:

We have had an excellent start to the spring semester and I want to spend a few minutes highlighting some of our key successes for the Board.

First, our spring Career Fairs. This semester, for the first time, we are holding 13 boutique style career fairs throughout the semester. This replaces our one, large mega-fair. The strategy behind this is to offer smaller, industry-specific fairs that facilitate better interactions and provide students with more options. The first boutique fair kicked off last Tuesday and others will continue through April 12, 2022. We've had a record number of employers signup to participate in these fairs (nearly 340 - which is an increase of about 100 employers over prior years) and the fairs are in-person with several virtual options to meet the needs of our employers. As of today, we have completed the first 6 fairs with over 800 students in attendance. Employers are telling us that they really enjoy the smaller venue and like the quality of the conversations that they are having with our students. Students have more time with the employer. After the fairs conclude, we will perform an assessment on these fairs and decide if this is a model that we should continue in the future.

In a minute you will hear from Bethany Perkins on how our recruitment efforts for the Fall '22 class are progressing, but I thought I would take a moment to tell you how excited we are to once again be hosting large, on-campus yield events. For those of

you who are new to the Board, Make it Miami (MIM) days are 11 events. During MIM we roll out the red carpet for our accepted students in the hopes that their campus visit will answer their questions and persuade them to quite literally “Make it Miami.” Visitors have the opportunity to hear from President and Dr. Crawford, from our academic divisions, participate in tours on campus and hear from our students. Nationwide, the data shows that students who visit a campus are two-times as likely to enroll. Our internal data indicates that students who visit Miami are four times more likely to enroll. So I am pleased to report that after having gone two years without these events and having new staff who are responsible for planning, we are off to a great start. We have completed three days of Make it Miami events and we have hosted just over 2,000 students and parents on those days. I thought I would share some feedback that we received directly from some of our families:

“My son has been on campus three times....We STILL learned so much at Make It Miami because the conversations change for admitted students and their families. We were able to meet professors and talk to those who will guide my son on his best path. We are still undecided on where he will attend, but Miami is at the top of the list. Make It Miami is just another confirmed experience of how much MU values communication with families and future students. In all my years of the college search, I have never encountered a school, especially one this size, that prioritizes communication and the “college experience: like Miami of Ohio. In this time of pandemic/post pandemic malaise, they seem to understand what our students crave most is connecting in a real way with fellow students and Professors.”

“We have been so impressed with Miami’s engagement, both with parents and prospective students. We are out of state and until getting a letter in the mail, Miami University was never on our radar. With the ease of application, my son decided, “why not” and applied. He had some great schools to choose from and was torn as to what would be the right fit. After attending today’s Make It Miami event with his dad, his decision was made and they paid his deposit before leaving. We are excited for him to attend Miami University in the fall and can’t wait to see how he grows over the next four years!”

It takes the entire campus to pull these quality events off. Staff and faculty from every division are involved and I want to thank Provost Osborne and Vice President Brownell, Senior Vice President Creamer and all the faculty and staff who work to make these events successful. I want to thank Vice President Hunt and her team who shape the communications that become the face and the voice for the University while we work to recruit this class. Lastly, I want to express my deep gratitude to my colleagues in the Office of Admission, the Office of Student Financial Assistance, and the rest of the EMSS division who have brought us to where we are today. I’m deeply grateful. This concludes my report and I will be happy to entertain any questions.

Enrollment Update

Assistant Vice President and Director of Admission Bethany Perkins reported that the nation continues to see a record low number of schools requiring standardized tests; Miami is among those school not requiring a test for admission this fall.

She reported that Miami continues to see a record number of admissions to date. This year Miami increased the number of people reading applications, allowing for more rapid processing. Miami has also been reaching out to applicants with incomplete packages, which has increased the percent of completed applications significantly (approximately 1,500 more than last year).

Confirmations are also trending ahead of last year. To date Miami was received international student applications from 136 countries vs 120 last year, this increase is part of a strategy to reach applicants in a wider range of nations.

She also reported that transfers are up this year 345 vs. 262 to date last year. On campus yield events have begun again with increased options, including virtual aspects. Red Brick Roadshows will resume in March and April, which is later than in past years, so the focus will be on assisting the applicants in their final stages of decision-making to choose Miami.

The EMSS updates are included as Attachment E.

Written Updates, Attachment F

- AA - Graduate School Update
- UCM - UCM Newsletter
- SL - Student Life Newsletter
- SL - Leadership Initiatives (Wilks Leadership Institute)
- SL – Residence Life and Living Learning Communities
- FBS - Housing Occupancy Update
- EMSS - EMSS Newsletter

Adjournment of Meeting

With no other business to come before the Board, Trustee Haines then moved, Trustee Burgess seconded, and by unanimous voice vote, with all in favor and none opposed, the Board, adjourned at 11:00 a.m.



Theodore O. Pickerill II
Secretary to the Board of Trustees

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

James Bielo, Chair

Jennifer Green, Chair-elect

Dana Cox, Past-chair

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

February 25, 2022

To: Board of Trustees, Academic and Student Affairs Committee
 From: Jennifer Green, Chair, Executive Committee of University Senate
 RE: University Senate Report to Board of Trustees – December 10, 2021 Meeting

Executive Committee of University Senate membership:

- Jennifer Green, (Psychology), Chair
- Tom Poetter, (Educational Leadership), Chair-Elect
- James Bielo, (Anthropology), Past-Chair
- Rosemary Pennington, (Media, Journalism, & Film), At-Large member
- Madelyn Jett (Student Body President), undergraduate
- Abayaomi Abodunrin, graduate student
- Jason Osborne, Provost, Chair of University Senate
- Dana Cox, (Associate Provost), Secretary of University Senate
- Stacy Kawamura (Executive Assistant to the Provost), Recording Secretary

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on November 29, 2021.

- **New Business, Specials Reports and Updates delivered to University Senate:**
 - **January 24, 2022**
 - Academic Program Evaluation, Improvement, and Prioritization Update - Carolyn Haynes, Senior Associate Provost
 - Honors College Update - Rosemary Pennington, Professor and Honors College Advisory Committee
 - Faculty Research Grants - Rick Page, Special Assistant to the VP for Research and Innovation
 - RCM 3.0 – David Ellis, Associate VP for Budgeting & Analysis and Lindsay Carpenter, Associate VP for Budgets and Analytics
 - **February 7, 2022**
 - Benefits Committee Update – John Bowblis, Chair, Benefits Committee, Dawn Fahner, Associate VP for Human Resources, and Karen Wilson, Director of Benefits
 - Clinical Engineering, Master of Science in Clinical Engineering – Shashi Lalvani, Professor, Chemical, Paper and Biomedical Engineering and Lei Kerr, Professor, Chemical, Paper and Biomedical Engineering
 - Computer Science, Bachelor of Arts in Computer Science – Eric Bachmann, Chair and Professor, Computer Science and Software Engineering
- **Approved Minors, revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:**

○ **February 7, 2022**

- Departmental Name Change Memo – Teacher Education
- Revision of an Existing Major, CSE – Computer Science, Bachelor of Science in Computer Science
- Revision of an Existing Major, CSE – Software Engineering, Bachelor of Science in Software Engineering
- Revision of an Existing Major, ISA – Information and Cybersecurity Management, Bachelor of Science in Business
- Revision of an Existing Major, MUS – Music Performance, Bachelor of Music
- Revision of an Existing Major, NSG – Nursing, Master of Science in Nursing
- Revision of an Existing Major, SLM – Sport Management, Bachelor of Science in Sport Leadership and Management



Provost Update to ASA



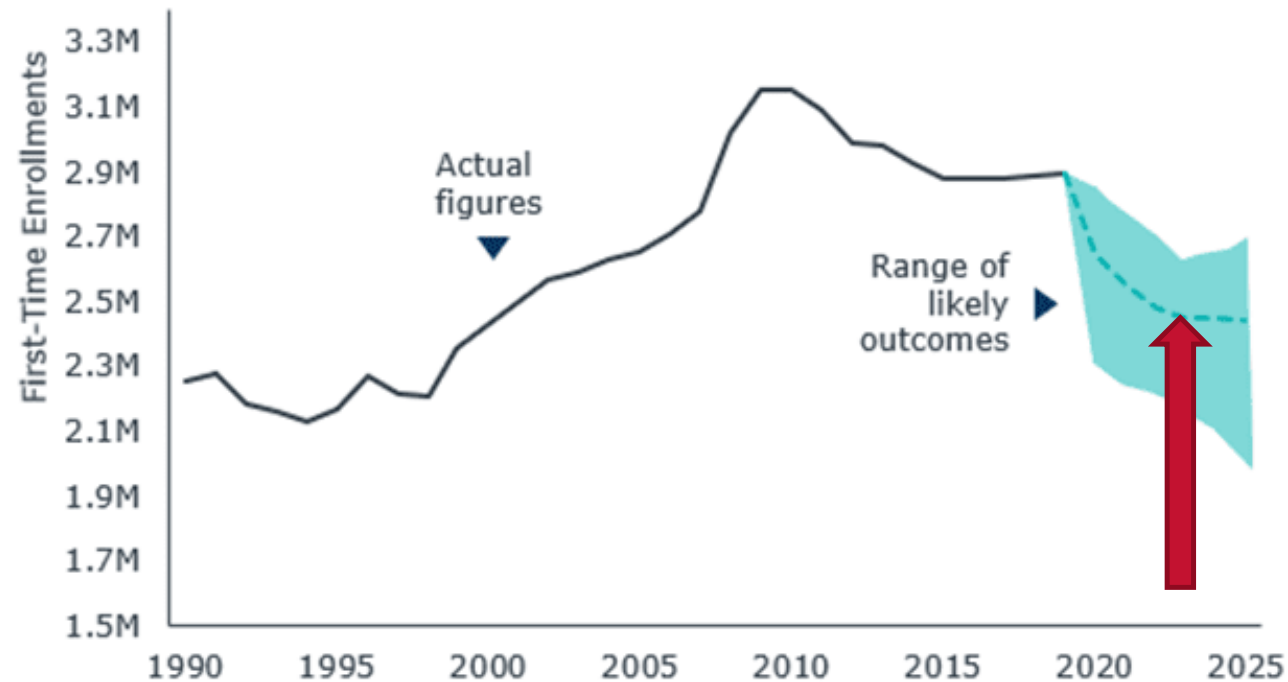
A South Carolina Population Story



Demographic cliff – EAB alarm sounded 2020

Projecting the Impact of Increased High School Dropouts and Delayed College Plans

Number of first-time enrollments at 2-year and 4-year institutions, 1990-2025¹



Estimated range of inputs informing outcome*:

- High school dropouts: 1.2M-2M
- Students delaying matriculation due to financial stress, preference for in-person instruction: 5-40%
- Long-term decline in attendance due to decreased consumer confidence: 1-3x 2008 recession impact

*Range of possibilities is not a statistical model.



The demographic cliff is uneven

Undergraduate enrollment saw declines across the board

Year-over-year enrollment declines by sector

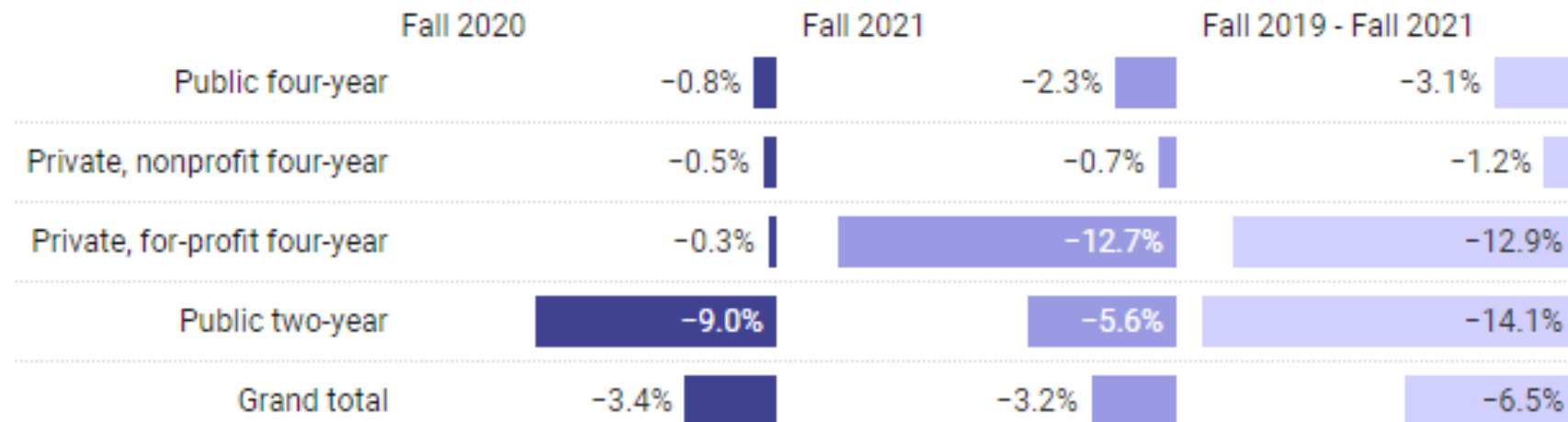


Chart: Natalie Schwartz/Higher Ed Dive • Source: National Student Clearinghouse Research Center • [Get the data](#) • Created with [Datawrapper](#)



Reputation matters- Miami had a record class while....

Less-selective colleges saw the greatest enrollment declines

Fall 2021 enrollment declines at four-year colleges by selectivity

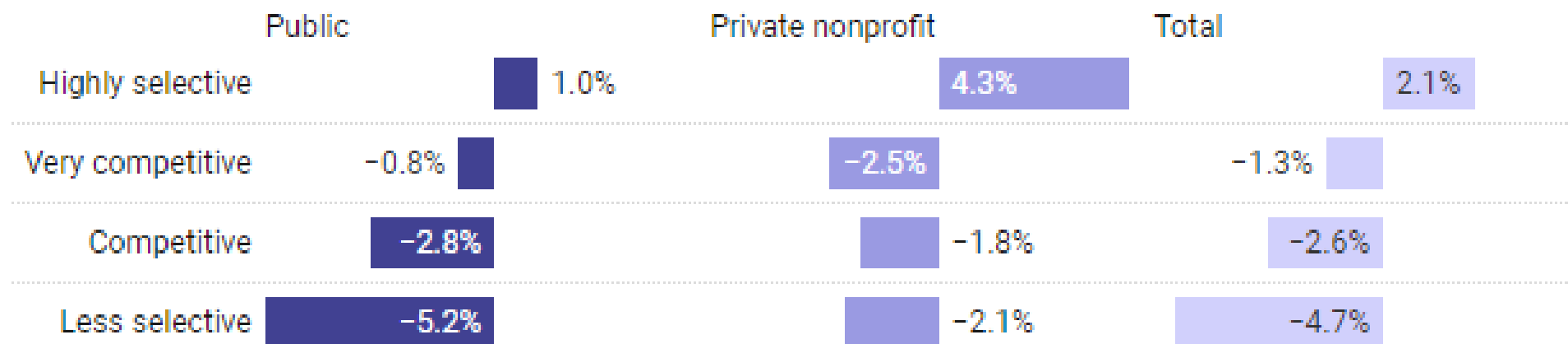
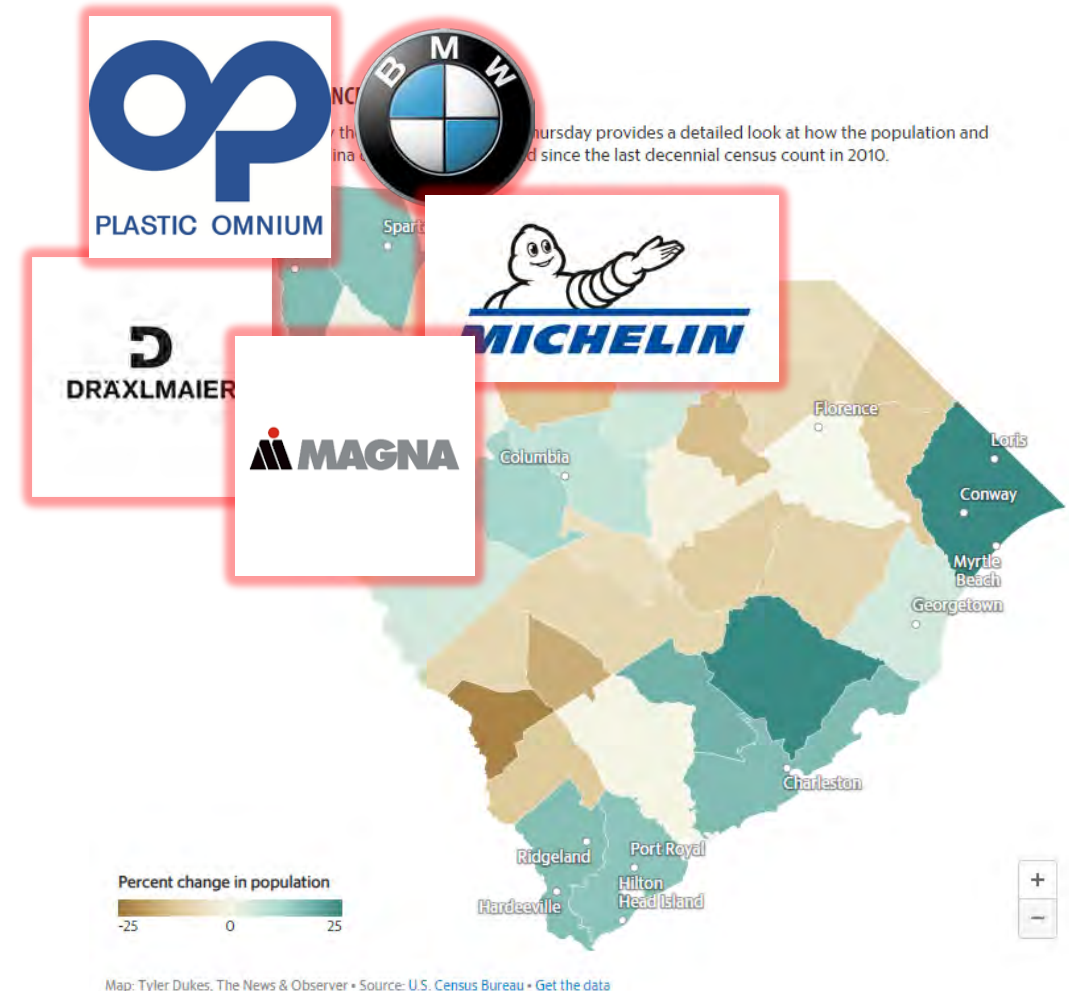


Chart: Natalie Schwartz/Higher Ed Dive • Source: National Student Clearinghouse Research Center • [Get the data](#) • Created with [Datawrapper](#)



Industrial corridors bring people

- 2019-20 \$773M invested in Spartanburg Co. generating 1,200 jobs
- 2021 \$792M already announced, 2776 jobs
- Large anchor industries amplify job growth in other support industries, bring families
- Clemson and USC seeing record applications, steady growth





Some demographics in SC

County	Seat	2000 Pop	2010 Pop	2020 Pop	delta
Greenville	Greenville	379,616	451,225	525,534	38.4%
Richland	Columbia	320,667	384,504	416,147	29.8%
Charleston	Charleston	309,969	350,209	408,235	31.7%
Horry	Conway	196,629	269,291	351,029	78.5%
Spartanburg	Spartanburg	253,431	284,307	327,997	29.4%
Lexington	Lexington	216,014	254,920	293,991	36.1%
York	York	164,614	229,073	282,090	71.4%
Berkeley	Moncks Corner	142,651	177,843	229,861	61.1%
Anderson	Anderson	165,740	187,126	203,718	22.9%
Beaufort	Beaufort	120,937	162,233	187,117	54.7%



Ohio and the demographic cliff

- Cincinnati and Columbus are two of the top three fastest growing cities in Ohio
- Large employers like Intel will amplify growth
- Good paying jobs and affluent families likely to increase interest in Miami
- Demographics are not destiny- increasing pipelines from secondary school to college, adult learners, increasing retention, graduate degrees all can more than offset projected declines
- Miami's reputation will be key to future success





Study Abroad Success during pandemic

- Fall 2020: Miami was only study abroad US program in Europe with 30 students
 - ❖ Spring 2021: 80 students at MUDEC
 - ❖ Fall 2021: full capacity with >100 students
 - ❖ Winter term 2022: over 450 in winter term alone
 - ❖ over 1,200 applications for summer 2022
- PIVOTING into the future:
 - ❖ Quality programs, budget sustainability for programs
 - ❖ DE&I programming (Boldly Creative)
- Global/international rankings
 - ❖ 2021 Excellence in Diversity & Inclusion in International Education Award for the Organizational/Institutional Champion category
 - ❖ #26 in US total # of students studying abroad, #1 Ohio school, #2 nationally in % of UG studying abroad, #15 doctoral institutions for leading study abroad.



MUDEC Housing

- Home stays continue challenging but the Executive Director has had recent success with recruiting new families
- Chaves apartments 11,
 - ❖ some with multiple beds
 - ❖ newly renovated





Gravity apartments, multi-use complex

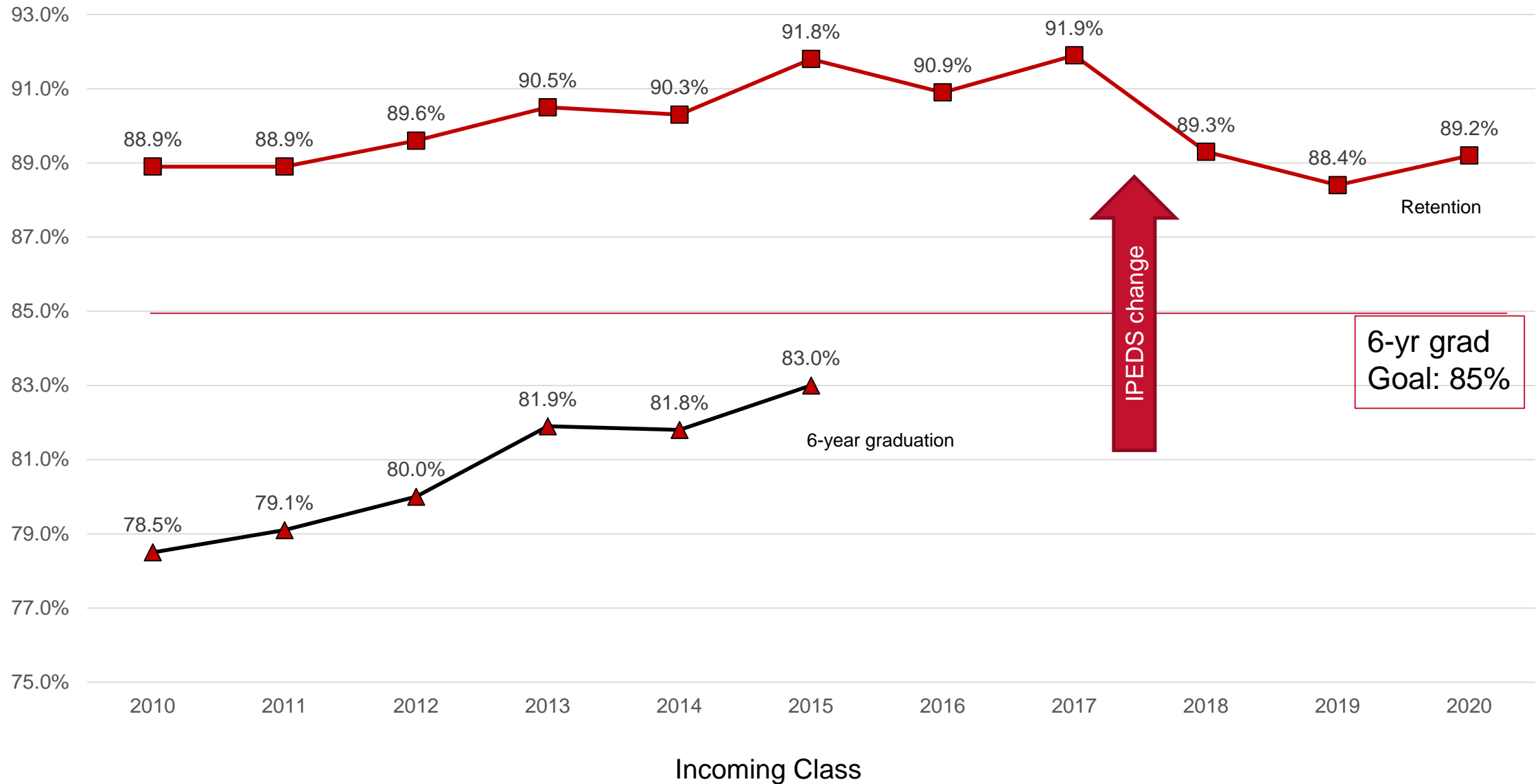
Floor #2, 6: 50 total apartments





Student Success, Rankings and Reputation Updates

Oxford retention and graduation rates



FY22 rankings updates- USNWR



- 6 yr graduation rate (17.6%): **83.0%** (4 yr avg of 81%)
- Retention rate (4.4%): 89.2% (new def- retention to campus)
- % classes < 20 (Oxford):

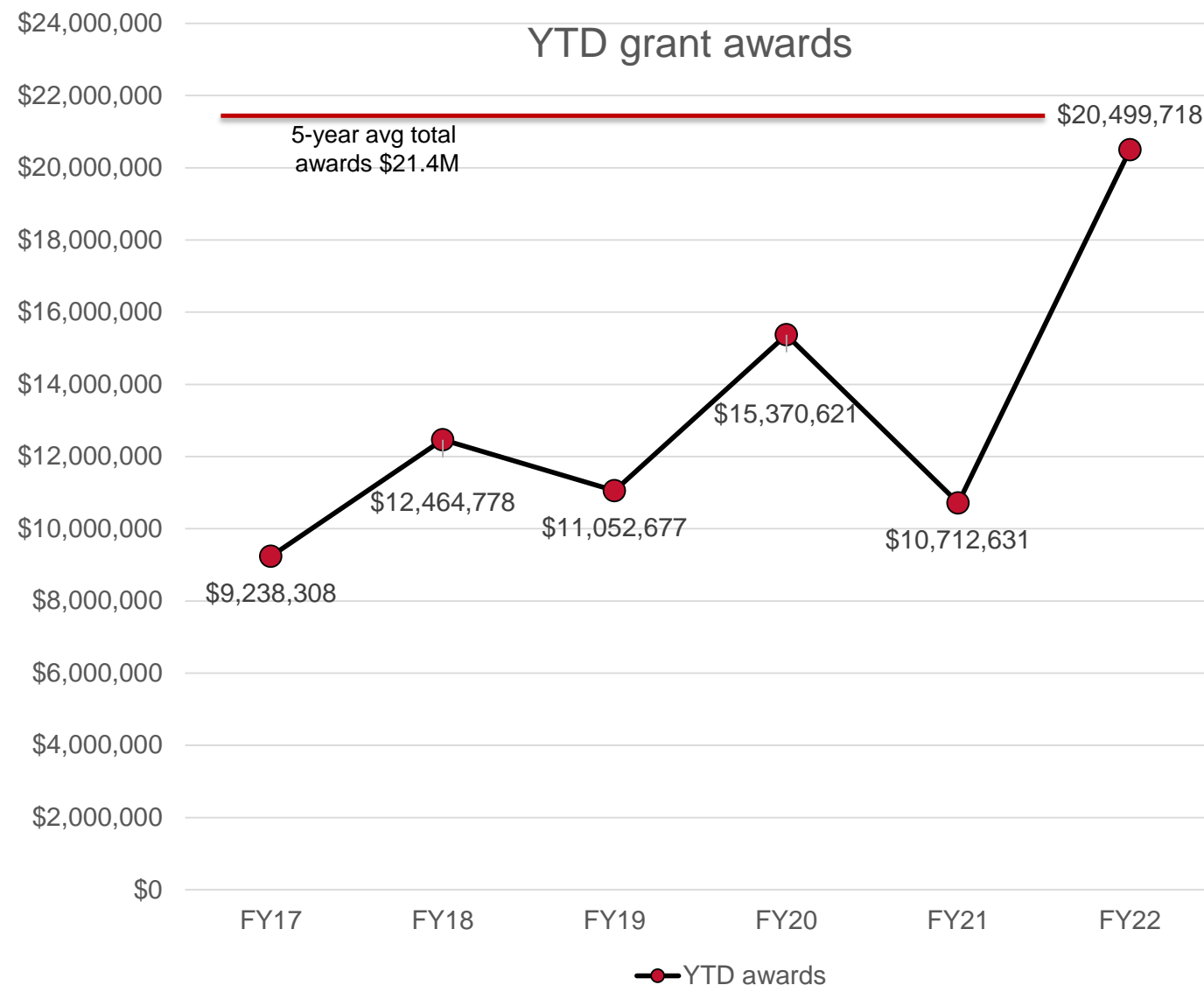
CDS Buckets	Fall 2019	Fall 2020	Fall 2021
2-9	4.7%	8.7%	5.3%
10-19	26.4%	25.4%	29.8%
2-19	31.1%	34.1%	35.1%

Research success FY22 year to date



MiamiRISE (#9, #10) improving support for faculty research and scholarship

- Four Rapid Investments in Pls, more to come
- Research Scientists
- # awards w/F&A



FSB Poets & Quants



Metric	2021	2022	Change
Overall ranking	38	31	+7
Overall among Publics	17	12	+5
Admissions	62	56	+6
Admissions among Publics	30	27	+3
Student Experience	22	12	+10
Student Experience among Publics	10	5	+5
Career Outcomes	28	29	-1
Career Outcomes among Publics	11	9	+2

Other rankings



CEC:

- [Intelligent.com](https://www.intelligent.com) – Software Engineering program was ranked #6 nationwide. WE moved up from #7 last year.
- [College Choice](https://collegechoice.com) – Software Engineering - #10 nationwide - unchanged from last year

CCA:

- Best varsity esports program (Bestcolleges.com, 2022)



Planning for HLC accreditation

HLC Timeline



2019-2020	<ul style="list-style-type: none"> • <i>Create and submit Quality Initiative Proposal (APEIP)</i>
2020-2021	<ul style="list-style-type: none"> • <i>Collect all reports and plans and evidence as needed,</i>
2021-2022	<ul style="list-style-type: none"> • <i>Continue working on Quality Initiative Project, (APEIP, Academic incubator, Dept Planning and Improvement plan). Revise Assessment committee to support HLC</i> • <i>Create an “audit” for all accreditation criteria, assumed practices and federal compliance requirements, and identify areas needing improvement. Begin taking action steps.</i>
2022-2023	<ul style="list-style-type: none"> • <i>Create preliminary outlines for narratives in Assurance Argument.</i> • <i>Create and submit Quality Initiative Report.</i> • <i>Continue to address areas needing improvement.</i>
2023-2024	<ul style="list-style-type: none"> • <i>Request additional information for and feedback on Assurance Argument.</i> • <i>Create draft of entire Assurance Argument, and begin collecting any remaining information for federal compliance report and multi-campus report.</i>
2024-2025	<ul style="list-style-type: none"> • <i>Finalize Assurance Argument, federal compliance report and multi-campus report.</i> • <i>Submit for review.</i> • <i>Plan HLC team visit.</i>

Some other housekeeping



- HLC accreditation update
- planning for next review



Promotion and tenure overview

Process



- Only 35% of US adult population completes a bachelor's degree
- Only 12% receive a graduate degree
- Only 1.7% receive a doctoral degree (avg 5 years)

Of those....

- Very few will get hired on tenure track at a highly ranked research university
- Fewer still create the research, teaching, service portfolio to undergo successful review after 6 years
- Internal and external reviewers, department, chair, college, dean, UPT, provost, president then Board of Trustees.
- For Promotion to Full, spend another 5-20 years building national/international reputation, then undergo same internal/external review process.
- And they did it during COVID.

Overview of P&T Class of 2022



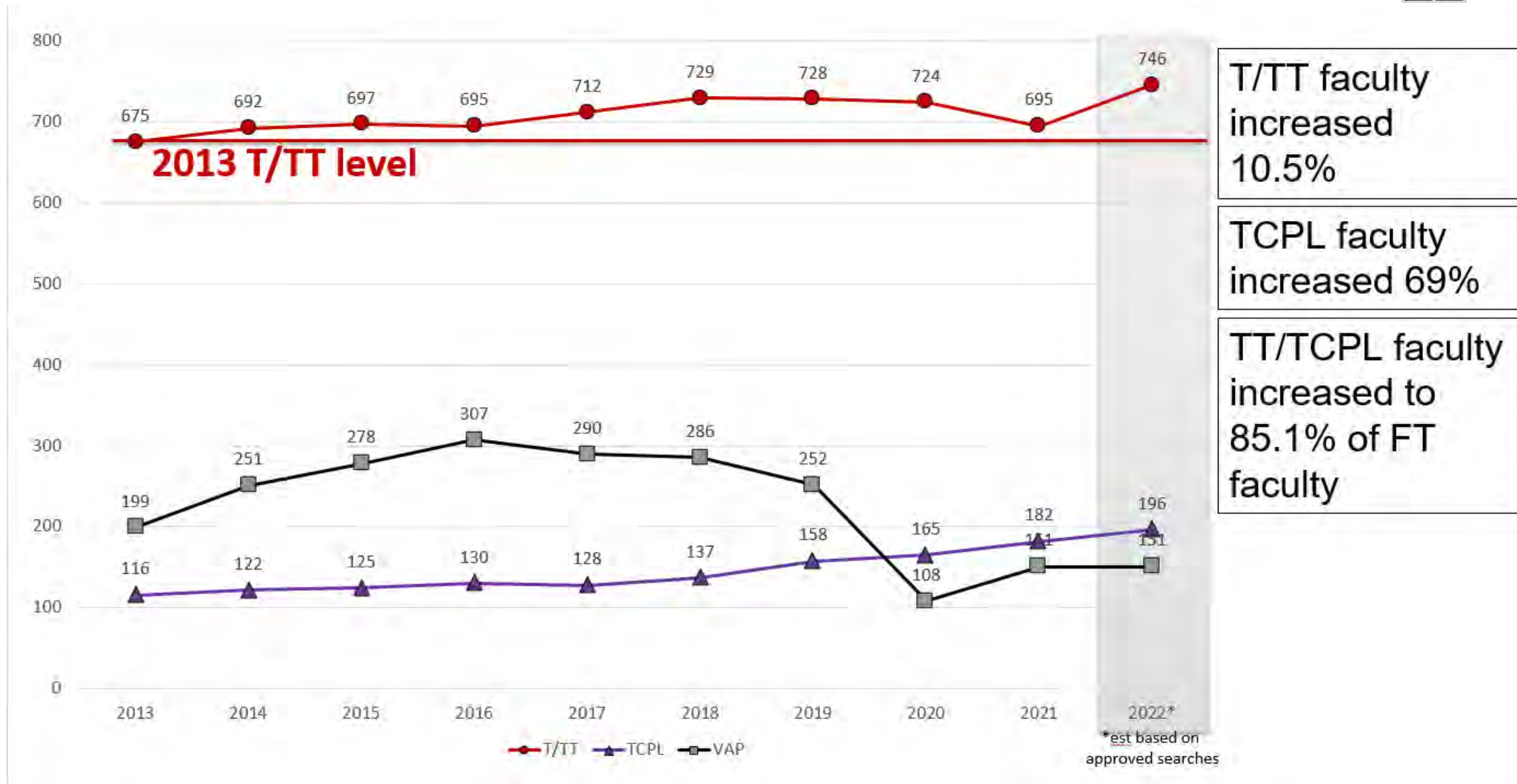
30 faculty seeking tenure

- 26 promotion to Associate with tenure
- 2 current Associate Professor sought tenure
- 2 Associate Professors sought promotion to Full Professor with tenure
- All 30 supported.

25 Associate Professors with tenure seeking promotion to Full Professor put forward

1 librarian promoted to Principal Librarian

Faculty composition Fall 2013-2021



Showing appreciation through the pandemic



- 2 bonuses
- 2% salary increment
- PD funds to faculty and to departments
- \$1M to probationary faculty to support progress toward P&T
- Probationary research leaves unusual at other institutions
- \$2.5M to support faculty research



Resolutions

Coming Up....



- Jason Lane → May
- June – draft of state low enrolled courses and programs update BOT is required to submit in Sept
- Boldly Creative and MiamiRISE updates
 - ❖ APEIP programs in “significant difficulties”
 - ❖ DPIP, courses of concern action



Questions?

MiamiRISE Original 30 Recommendations

Fall 2021 Progress Update

Status	Recommendation	Details
Done	1. Establish Honors College	Launched; exceeded inaugural class goals
Done/on-going	2. Establish cross-unit curricular collaborations	Miami Academic Program Incubator launched Sept 2021 with several jointly developed programs in the pipeline. New collaborative efforts by deans (offices relating to K-16 partnerships and service learning) showing promise in this area; many faculty have joint appointments.
Done/on-going	3. Cultivate cross-disciplinary research	Many interdisciplinary efforts coordinated; new guidelines for developing and reviewing cross-disciplinary research centers and institutes developed which will include ongoing review of centers and institutes with target outcomes.
In process	4. Position Miami as a teaching and learning national resource	Miami already has strong reputation due to Lilly Conference and related peer-reviewed journals. New efforts underway, such as group working on STEM Education grant projects and online writing credential for alumni and working professionals created by the Howe Center for Writing Excellence
Done	5. Develop a curricular “innovation lab” for experimentation	Miami Academic Program Incubator, Honors College both respond to this recommendation. New proposal for Miami Course Incubator underway.
Done/on-going	6. Renew partnership between academics and student life	Deep collaboration and renewed partnership forged to advance student success and create COVID response; thousands of faculty engage students in individual research mentoring, service learning, other engaged learning and mentoring opportunities; new faculty-in-residence in Honors College; SAHE programs need revision
Done/on-going	7. Redesign student advising system	Dean of Undergraduate Education leading effort; professional advising growing; new Boldly Creative Round 4 project funded to build infrastructure for diverse student success that will enhance total intake advising and student success efforts.
Done/on-going	8. Improve infrastructure supporting research and scholarship	VPRI office is now separate from Graduate School to build visibility and new mission; ongoing efforts to modernize support. More doctoral programs needed, non-terminal master's degrees should be considered for conversion to professional programs.
Done/on-going	9. Improve faculty culture for involvement in externally funded research/scholarship	VPRI office, deans working to realize increased success in this area; rapid investment grants \$1M, revise CFR to invest in faculty with expectation of external funding. All departments were required to have a differential work load policy in place that transparently specifies course release requirements with the goal of increasing research among tenure-track faculty. Work policies are a place of continued emphasis.
Done/on-going	10. Improve approach to how faculty resources are allocated to align with strategic initiatives	Reallocation of faculty lines and resources coordinated centrally by Office of Provost and in collaboration with deans; millions of \$\$ reallocated to strategic priorities. Academic Program Evaluation, Improvement and Prioritization(APEIP) project which was launched in 2020 and continues until 2025 advanced this goal.

Done/on-going	11. Enhance student retention strategies	EMSS, Student Life, AAO coordinating student success efforts through DUGE; new integrated model for professional advisors created along with new investments in professional advising; joined Moonshot for Equity EAB initiative in 2021; associate director for transfer hired; recent initiatives (affordable textbooks and OER programs, GradU8 program for Pell recipients, meta-majors on Regional campuses) are already showing positive outcomes. New Boldly Creative Round 4 project on student success was recently funded.
Done/on-going	12. Substantially increase endowment to support student scholarships	Advancement has student support as top priority; tens of millions \$\$ per year raised in this effort.
In process	13. Provide necessary resources to Miami Students studying abroad/away	MUDEC has significant scholarships, many divisions have study abroad scholarships, advancement working actively.
Done/on-going	14. Enhance relationship between City of Oxford and Miami U	Multiple initiatives are underway or ongoing, including community arts center, College@ Elm, CVG taking over Oxford airport, hotel plans, and town-gown coordination during pandemic
Done/on-going	15. Review recommendations from existing Sustainability Committee and align with plan	Awards garnered for campus sustainability; Second Nature's PCLC signed and initiative launched (climate action plan developed and resilience assessment underway); many LEED certified buildings; new Climate Solutions Hannon Foundation scholarship launched; achieved Gold STARS (Sustainability Tracking Assessment Rating System) rating
Done /altered	16. Reorganize academic structure	Created new Honors College; reorganized the locations of many departments into Corridors of Excellence to empower collaboration more effectively.
Done/impl ementing	17. Transform GMP	New liberal education (Miami Global Plan) approved in April 2021 and in process of implementation for Fall 2023
Done/impl ementing	18. Redesign curriculum review	APEIP and program review revisions are responsive to this recommendation.
Done/on-going	19. Conduct one-time comprehensive review of all undergraduate majors	APEIP project underway with departments now implementing curricular action plans and revised workload plans.
Done/on-going	20. Conduct one-time comprehensive review of graduate majors	APEIP incorporated academic degree programs and majors at the undergraduate and graduate level; process included analyzing cost of each program. Net cost of all graduate programs has not been addressed yet.
In process	21. Develop master plan for e-Learning	New "Residential +" vision for Oxford campus drafted; Deans Crowder and Durojaiye working on integrating the Regional and Oxford offices.
In process	22. Diversify revenue streams through professional graduate programs, workshops, etc.	Multiple degrees and credentials developed, more in process. Miami Online and Dean of Graduate School are working on this. Miami Academic Program Incubator will continue this effort.
Done/ implementi ng	23. Revise program review goals to align with strategic plan	Program review vision has been drafted and working through shared governance under leadership of Carolyn Haynes and Senate committee

In process	24. Form Strategic Planning Committee	Pandemic disrupted plans to establish this committee; considering the use of the University Assessment Council which oversees accreditation to undertake this role and to expand membership to include greater faculty representation.
Done/on-going	25. DE&I leadership committee	VP for D&I Alcalde leading this effort on executing on DE&I task force. CODI should serve in this leadership role. Multiple recent successes in national recognition.
Done	26. Align facility planning with strategic plan	This is already the process led by Physical Facilities and President office. Space Utilization Group working on developing new manual for planning and using academic space.
Done	27. Improve allocation of resources to align with strategic priorities	This is already the process led by Office of Provost.
Done/on-going	28. Strategic enrollment management plan	EMSS continues to evolve and successfully manage enrollment
Done/on-going	29. Market Miami Strengths	UCM leading this effort with significant success
Done/on-going	30. Enhance external visibility of research	UCM leading this effort with significant success



Vice President and Dean Ande Durojaiye

Board of Trustees

February 24, 2022

A photograph of a white spiral-bound notebook lying flat. The words "What if?" are written in the center of the page in a large, black, serif font. To the left of the notebook, a red pen with white horizontal stripes is positioned vertically. The notebook's spiral binding is visible on the left side. The background is a light gray surface, and a red textured object is partially visible on the right edge.

What if?

ACCESS

- Reducing barriers.
- Improving affordability.
- Expanding partnerships.
- Fostering a sense of belonging.



COMPLETION


- Increasing flexibility.
- Reducing time to degree.
- Continuing to promote equity.



COMMUNITY ENGAGEMENT

- Strengthening engagement among alumni in the region
- Partner with industry to fill workforce needs
- Career connections.





~~What if?~~
We will.

ACCESS

- Early College Academy
- Student-centered Transfer
- Partnering with our local communities





Alternatively, click [here](#) to view on your web browser.



COMPLETION

- Moon Shot for Equity
- Work+
- Continuing to promote equity.



WORK+



COMMUNITY ENGAGEMENT

- Improve post graduation outcomes for students
- Enhance the upward economic and social mobility for the region.





ONE MIAMI

MEANS MIAMI FOR ALL

Thank you.



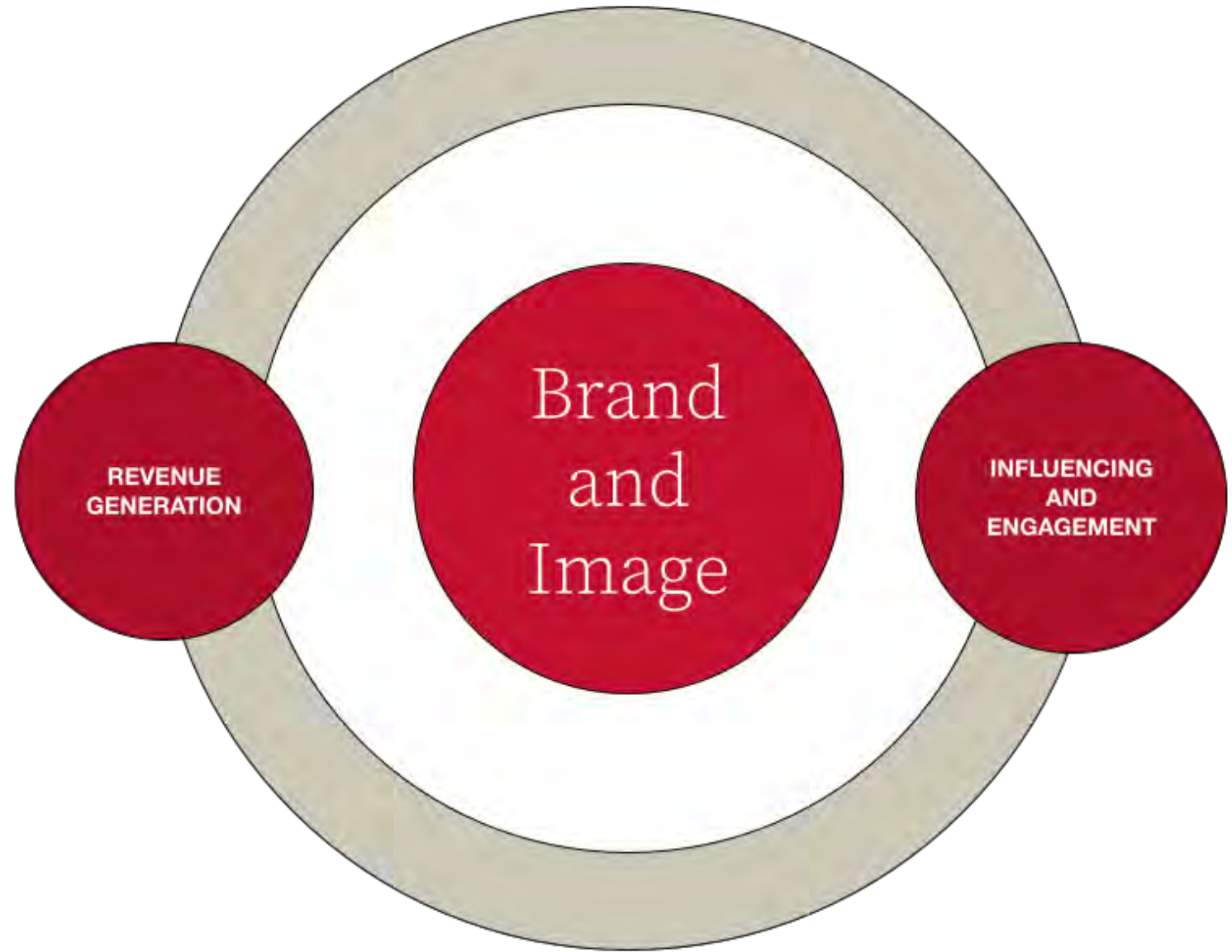


February 2022

University Communications and Marketing BOT Update

UCM Priorities

- Brand and reputation
- Revenue generation
- Influencing and engagement



UCM Primary Audiences

Revenue Generation

- Top of Funnel
- Stealth Prospects
- Known Prospects
- Admitted Students
- Enrolled Students
- Parents and Family
- Guidance Counselors
- Transfer Prospects
- Alumni
- Donors and Friends of the University

Influencing and Engagement

- Legislators and Government Officials
- Policymakers
- Media
- Community and Beyond
- Alumni
- Parents and Family
- Corporate Partners
- Peer Institutions
- Alumni
- Donors and Friends of the University





Influencing: Peer-to-Peer Campaign

Omni-channel campaign

- Postcards
- Emails
- Digital ads
- LinkedIn InMail
- Sponsored messages (Inside Higher Ed, Chronicle of Higher Ed)
- Media relations
- Accelerating Ahead
- Pre-roll



A better future depends on boldly creative thinking

A nation with a growing need for health care professionals and data scientists can rely on Miami University. With a Clinical Health Sciences and Wellness facility due to open in March 2023 and the Richard M. McVey Data Science Building set to debut in January 2024, Miami is committed to leading these emerging fields:

- Located in close proximity to other health, recreation, and intercollegiate athletic facilities, the new health sciences building creates a corridor that will naturally promote cross-divisional partnerships in order to advance holistic wellness efforts for campus and beyond.
- The design of the new data science building provides collaboration space where data scientists from statistics, computer science and software engineering, cyber security, and robotics can collaborate with each other and partner with external project sponsors.

With the construction of these new facilities, Miami University is investing in a new generation of academic excellence with a sharpened focus on innovation and creativity.

[See how we lead MiamiOH.edu/greatminds](#)

MIAMI UNIVERSITY
OFFICE OF THE PRESIDENT
501 E. High St.
Oxford, OH 45056

PHOTOGRAPHS BY UNIVERSITY COMMUNICATIONS AND MARKETING 2/24/22

Miami University | Equal Opportunity Institution and Employer

MIAMI UNIVERSITY

Est. 1809

Great Minds Choose Miami

At Miami University, boldly creative thinking generates remarkable results. When society needs fresh ideas that cross traditional academic boundaries, it turns to Miami. Miami empowers the great minds that change the world.

Anthony James
ASSOCIATE PROFESSOR, FAMILY SCIENCE AND SOCIAL WORK
COLLEGE OF EDUCATION, HEALTH, AND SOCIETY

Reconciling past injustices is a key ingredient to healing and progress in human relations. Anthony James, interim vice president of institutional diversity, co-lead a course where participants investigated two lynching incidents that occurred in Oxford, Ohio, in the late 1800s. Part of Miami's "Truth and Reconciliation Project," James' work confronts the legacy of slavery, lynching, and segregation.



The College Tour on Amazon Prime

- On-campus premier in November 2021
- Live on Amazon Prime in February 2022
- Leveraged for both recruitment and yield

<https://miamioh.edu/thecolleetour>

MIAMI UNIVERSITY

Miami University is on "The College Tour"!

The good news: You can watch Miami's 30-minute episode of "The College Tour," featuring student stories, on Amazon Prime starting February 8.

The best news: We're extending our deadline to February 15. You can watch the show and still have time to become a Miami RedHawk.

When you apply by the extended deadline, you'll receive full consideration for merit scholarships and we'll waive your application fee. (Choose "Miami Fee Waiver" when applying.)

[Apply now](#)

MIAMI UNIVERSITY

The College Tour at Miami University

Created by Emmy-nominated producers, The College Tour tells the stories of colleges and universities through the lens of their students. Miami's full 30-minute episode will stream on Amazon Prime beginning in February 2022. But you can view the full episode or choose from 10 individual segments below.



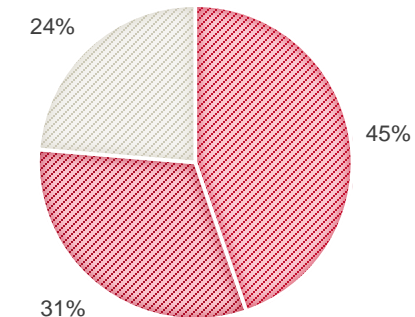
New Market Expansion Campaign

3E Perceptive Email	Open Rate	KPI	Click Rate
Outreach	34.89%	20%	.83%
Behavioral Based	53.27%	40%	1.99%
Triggers –Strong CTA's	29.65%	20%	.9%

3E Digital Advertising	Clicks	CTR	KPI
Google Ads	3,860	6.92%	5.00%
Facebook/Instagram	6,670	0.54%	0.40%
YouTube	19,120	0.99%	0.56%
Programmatic	3,410	0.10%	0.06%

CAMPAIGN ENGAGEMENT BY MARKET AMONG FALL '23

■ Footprint ■ Home Turf ■ Backyard



Over 2.1 Million Emails Delivered and Nearly All Campaign Metrics Are Exceeding KPI's



What questions may I answer?



Student Trustee Presentation

Today's Agenda: What have we been up to?



Involvement

- Head Student Instructor of Econ Dept.
- Recruitment & Retention Committee for Multicultural Business Organization
- Member of Commercial Banking Club
- Undergrad Assistant for ESP 103
- Member of Business Economics club



Involvement

- Co-Founder, Women of Colour in Excellence (WOKE)
- President, Commuters of Miami
- Secretary, Armstrong Student Center Board
- Student Orientation Undergraduate Leader
- Member, Advancing Women in Entrepreneurship
- Small Business Owner



Relationships and Committees

Over the past two years we have been able to create strong relationships, as a result we sit on the following committees:

- President Crawford's DEI Implementation Task Force
- Vice President Alcalde DEI Student Advisory Board
- Dean Mullenix's CCA Advisory Board

We also have built relationships with ASG/15 student organizations, and many members of the PEC.



Student Advocacy Stories

- Working with David Seidl to alleviate LGBTQIA student concerns.
- Getting updated data on commuter students with Vice President Shock
- Getting Menstrual Product Placement with Dean Conley.



Observations from our Terms

Gaps in Student Employment

Students are opting to work Uptown versus on Campus

Increase in Mental Health Awareness

Students are not spreading themselves thin as much

Need continued focused efforts on diversity, including efforts outside the student body.



Suggestions for Future Trustees

- Formal mentorship
- Introductions to the BoT should start off casual - improve the orientation process for the student trustees
- More Definition to the Student Trustee Role
 - Defined by Student Trustees
 - Take critical look at what worked this year and what did not and pass on knowledge.
 - Communication with certain student organizations
- Continuing to mold the current structure



Value of our time on the Board

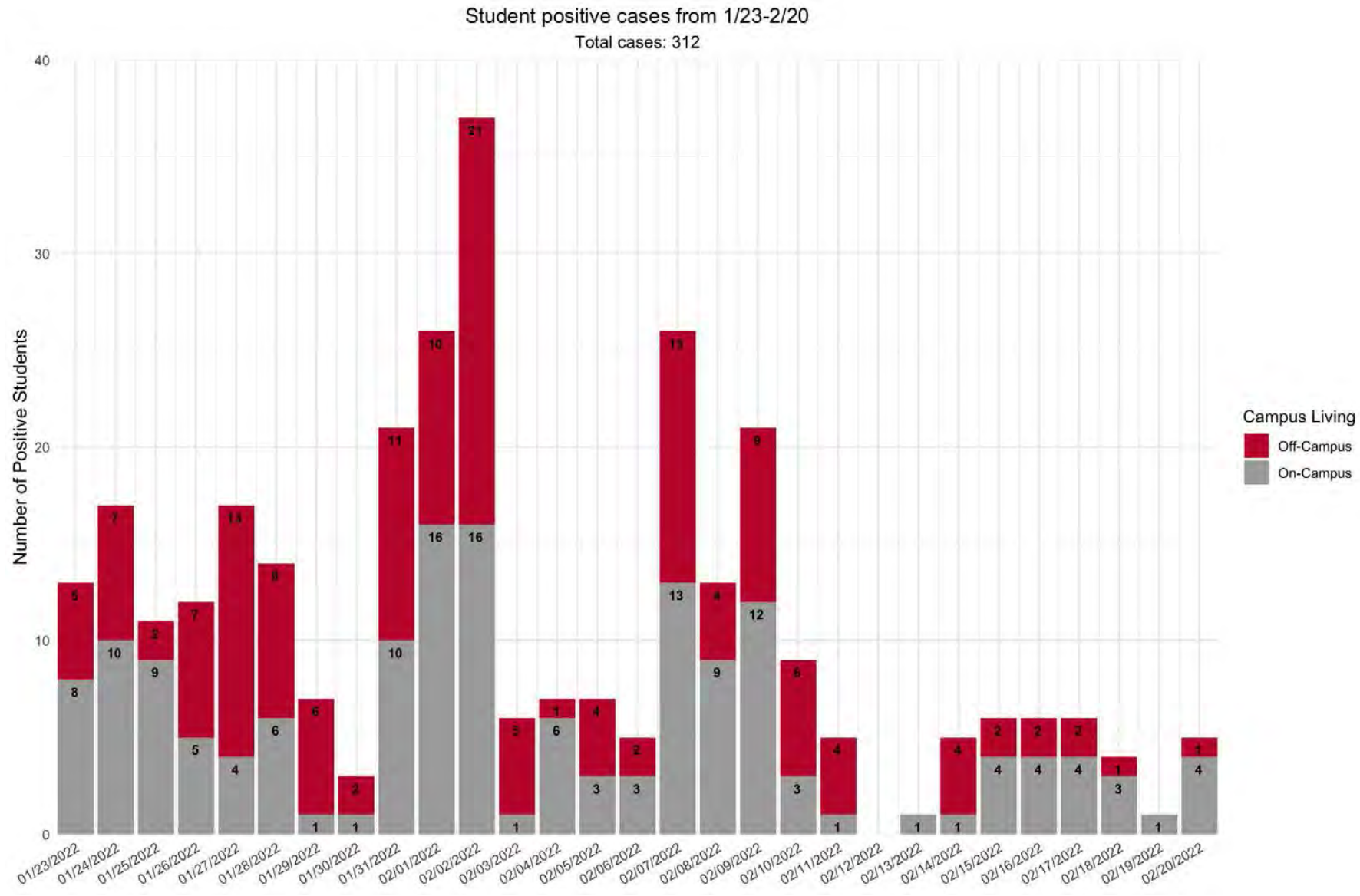
- The relationships established between us and admin/student orgs
- Development of institutional knowledge

Being on the BoT has given both of us unique opportunities and ways to grow:

- Understand what is required to be heard in different capacities



COVID-19 student case numbers Spring 2022





February 2022

Enrollment Update

Fall 2022 Applications

Residency

	2020	2021	2022	Δ 2021 to 2022
Non-Resident	15,304	16,176	15,674	-3.1%
Domestic Non-Resident	12,587	14,003	13,082	-6.6%
International	2,717	2,173	2,592	19.3%
Ohio Resident	12,396	14,232	14,937	5.0%
Grand Total	27,700	30,408	30,611	0.7%

Data as of February 10



Fall 2022 Applications

Academic Division

	2020	2021	2022	Δ 2021 to 2022
CAS	11,647	12,415	11,837	-4.7%
FSB	7,213	8,039	8,399	4.5%
CEC	3,769	4,136	4,246	2.7%
EHS	2,251	2,688	2,760	2.7%
CCA	1,517	1,667	1,750	5.0%
CLAAS	1,303	1,463	1,619	10.7%
Grand Total	27,700	30,408	30,611	0.7%

Data as of February 10



Common Application Updates

Total application volume through January 17 rose 19.8% from 2019–20 and 9.8% from 2020–21, indicating that applicants continue to apply to more schools on average.

URM applicants increased by 16% over 2019–20, while first-gen applicants increased by 20%.

Geographically, all regions saw application growth except the Northeast.

Nearly 60% of applications received through this point in the season went to private members.

Less selective members sustained modest increases in applications, whereas highly selective members experienced significant growth since 2019–20.



Fall 2022 Admits

Residency

	2020	2021	2022	Δ 2021 to 2022
Non-Resident	11,393	10,768	11,911	10.6%
Domestic Non-Resident	10,502	10,185	11,009	8.1%
International	891	583	902	54.7%
Ohio Resident	9,972	9,601	11,497	19.7%
Grand Total	21,365	20,369	23,408	14.9%

Data as of February 10



Fall 2022 Admits

Academic Division

	2020	2021	2022	Δ 2021 to 2022
CAS	9,710	9,148	10,469	14.4%
FSB	5,632	5,435	6,058	11.5%
CEC	2,816	2,629	2,987	13.6%
EHS	1,682	1,823	2,109	15.7%
CCA	1,094	988	1,252	26.7%
CLAAS	431	346	533	54.0%
Grand Total	21,365	20,369	23,408	14.9%

Data as of February 10



Fall 2022 Confirmations

Residency

	2020	2021	2022	Δ 2021 to 2022
Non-Resident	254	232	254	9.5%
Domestic Non-Resident	243	226	244	8.0%
International	11	6	10	66.7%
Ohio Resident	606	568	558	-1.8%
Grand Total	860	800	812	1.5%

Data as of February 10



Yield Strategy

- Exceptional Visit Opportunities
 - Make it Miami! Events
 - Red Brick Roadshows
 - Admitted Student Info Sessions and Tours
 - Divisional and Honors Visits
- Exceptional Communications
 - Family-inclusive emails
 - Strong print campaign
 - RedHawk Ready anti-melt campaign
 - Responsive, accessible channels



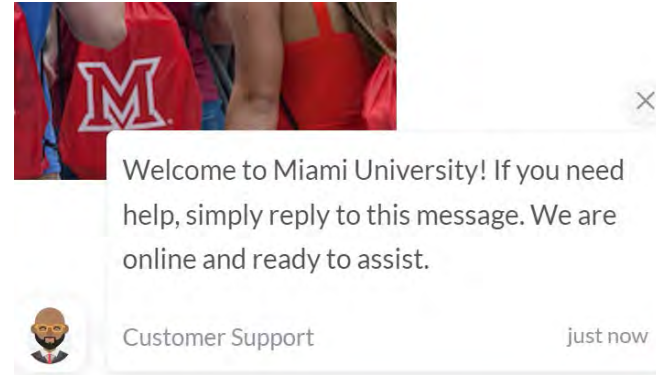
Visits and Events

- Capacity for 600 to 800 attendees at each Make it Miami event
- Registrations are down 8.6% vs. 2019-2020 with expectations that we will recover ground as COVID rates decline
- Red Brick Roadshows have been moved to March and April



Accessible, Responsive Support

- Call Center
- Live Chat Feature on Website
- Virtual and in-person Meetings
- 24-Hour Response Time
- Texting, Email, and Print Campaigns



CHAT WITH ADMISSIONS

1



Transfer Update

	2020	2021	2022	Δ 2021 to 2022
Non-Resident	97	149	220	47.7%
Domestic Non-Resident	71	80	92	15.0%
International	26	69	128	85.5%
Ohio Resident	125	113	125	10.6%
Grand Total	222	262	345	31.7%



Graduate Enrollment Update

	2020	2021	2022	Δ 2021 to 2022
Spring Confirmations	118	168	146	-13.1%
Traditional	96	142	72	-49.3%
Combined Bachelors-Masters	22	16	37	131.3%
Online	0	0	37	n/a
Summer Applications to Date	352	312	333	6.7%
Traditional	350	305	317	3.9%
Combined Bachelors-Masters	2	7	1	-85.7%
Online	0	0	15	n/a
Fall Applications to Date	1,686	1,727	2,054	18.9%
Traditional	1,615	1,662	1,919	15.5%
Combined Bachelors-Masters	71	65	93	43.1%
Online	0	0	42	n/a



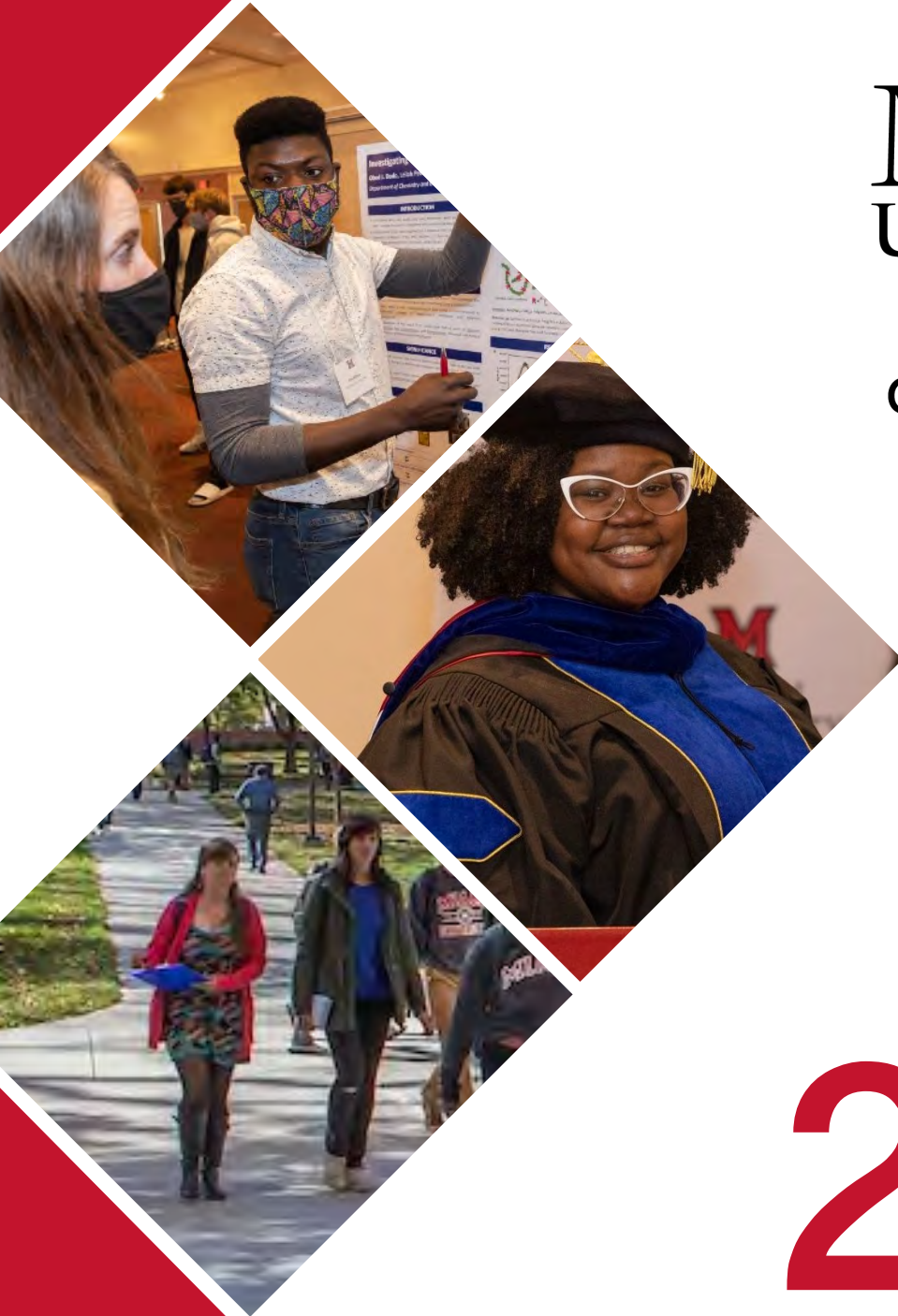
Questions





MIAMI
UNIVERSITY

GRADUATE SCHOOL



2021 Annual Report



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Connect With Us





Message from the Dean



Dr. Michael Crowder

Associate Provost &
Dean of the Graduate
School
crowdemw@miamioh.edu

Greetings Miami Graduate School alumni and friends! I am excited to share the Graduate School's first Annual Report with you. I hope this document provides a small glimpse into the exciting and impactful work our graduate students, faculty, and staff engaged in during 2021. From innovative and cutting-edge curricular opportunities, to research and scholarship that is advancing science and society, to our efforts to enhance diversity, equity, and inclusion- we are a community dedicated to making positive change. I hope you enjoy learning more about the Graduate School, and I encourage you to reach out to me with any feedback, ideas, or interest in getting more involved with graduate education at Miami.





About the Graduate School

The Graduate School at Miami University offers a full selection of master's, specialist, doctoral, and certificate programs spanning a wide range of disciplines. Serving as a platform for discovery, creativity, innovation, and collaboration, the Graduate School is comprised of an ambitious body of faculty and graduate student scholars committed to producing new knowledge and promoting best practices.

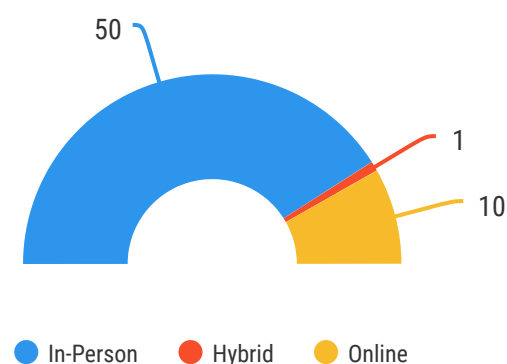


The Graduate School offers a variety of master's, educational specialist, and doctoral programs. In addition, there are 20 graduate certificate programs being offered.



The graduate programs at Miami University are also diverse in modality, including in-person, hybrid, and online formats.

Degrees Offered by Modality



➤ Graduate School Staff



Dr. Michael Crowder, Associate Provost and Dean of the Graduate School, crowdemw@MiamiOH.edu

Chief administrative officer for the Graduate School. Chair of Graduate Council and member of the Council of Academic Deans. Responsible for budget management and policy development and implementation. Serves as resource and advocate for all students, faculty, and staff members involved with graduate education.



Dr. Rose Marie Ward, Associate Dean of the Graduate School, wardrm1@MiamiOH.edu

Leads DE&I efforts in the Graduate School. Serves as a representative on the Chancellor's Council on Graduate Studies (CCGS). Assists with development and revision of new and existing graduate programs. Completes reporting requirements for the Graduate School.



Dr. Amity Noltemeyer, Associate Dean of the Graduate School, anoltemeyer@MiamiOH.edu

Oversees scholarships and awards, working with Graduate School Financial Committees. Handles communications to all Graduate School constituents, organizes professional development opportunities for graduate students, and assists Graduate Council.



Penny Mannix, Assistant to the Dean and Manager of Graduate Student Services, mannixpk@MiamiOH.edu

Assists with day-to-day operations of the graduate school. Processes graduate students' theses and dissertations. Provides counsel to students on the full range of policies and procedures for graduate students. Responsible for graduate student orientation and commencement planning. Processes awards and scholarships for graduate students.



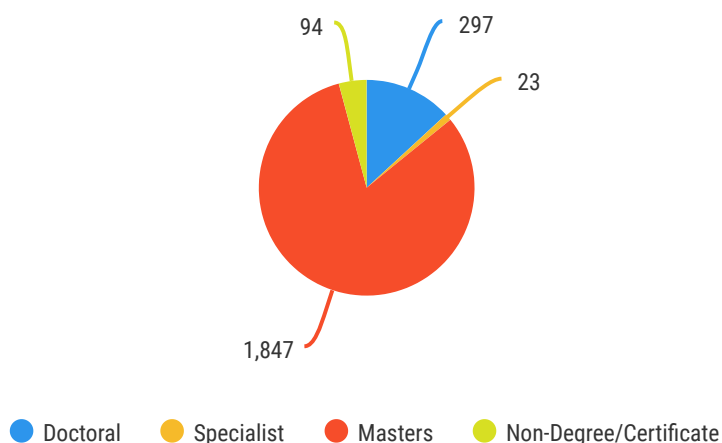
Christie Keller, Program Associate, kellermh@MiamiOH.edu

The Graduate School's first point of contact for visitors to the office or telephone. Processes questions about Domestic Grant-in-Aid (GIA) awards, change of major requests, and credit transfer approval and also maintains the graduate faculty level standing records

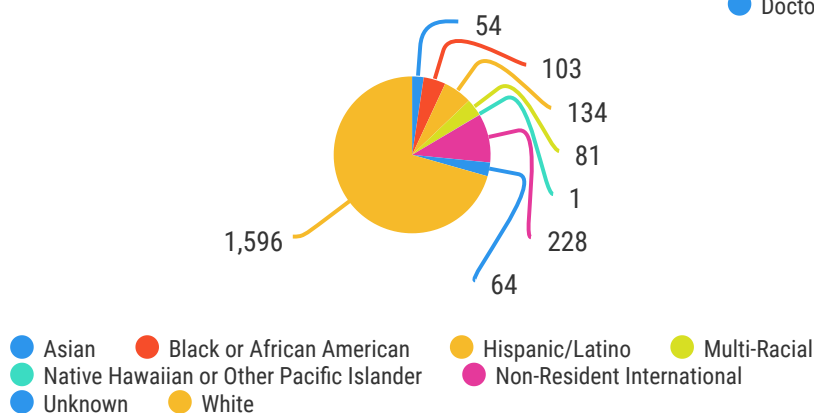
Graduate Students At-A-Glance

These figures
provide a snapshot
of our graduate
student population in
Fall 2021.

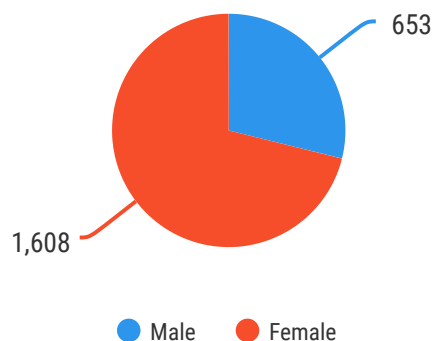
Enrollment by Degree Type



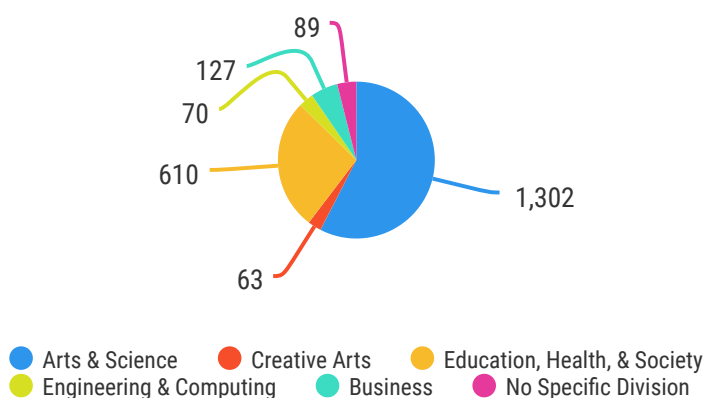
Race/Ethnicity



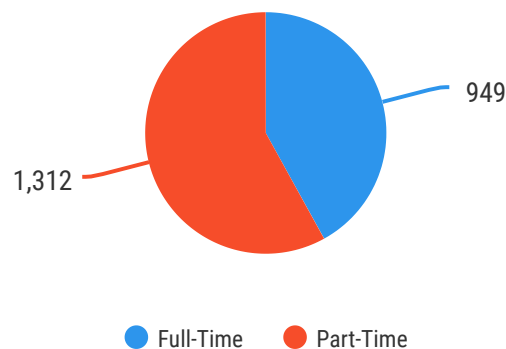
Gender



Division



Student Status



➤ Research, Scholarship & Artistry

Graduate students at Miami University have the opportunity to showcase their research skills in several events, including:

3MT

The Three Minute Thesis (3MT®) is an exercise that develops academic, presentation, and research communication skills and supports the development of research students' capacity to effectively explain their research in three minutes in a language appropriate to an intelligent but non-specialist audience. The 3MT® is sponsored by the Dr. Gerald H. Sanders Fund, which was created in honor of Dr. Gerald Sanders, the former Chair of the Department of Communications at Miami University. Dr. Gurong Jiang (MA '90) and his wife Honyan Tiang sponsored the fund based on the impact that Dr. Sanders made on Dr. Jiang when he was a student here.

2021 3MT® Competition Winners were:

First Place: Caroline Reges, Biology

Second Place: Obed Dodo, Chemistry & Biochemistry

Third Place: Charles Xie, Chemistry & Biochemistry

People's Choice: Anindita Laz Banti, Architecture and Interior Design

RedHawk Talks

RedHawk Talks is a unique opportunity for graduate students at Miami University to develop and refine a concise and compelling transforming (TED-Style) talk about their research or passion in their field of study. The 12 graduate students selected for the program work with trained professionals from Articulation Inc., who provide individual and group coaching over several months on how to deliver a precise and influential talk. At the end of the program, participants deliver a 3-5 minute Ted-like talk (see 2019 RedHawk Talks [here](#)). This is a great opportunity for graduate students to enhance their communication skills and develop a video that can be shared with prospective employers and graduate programs.

The RedHawk Talks did not occur in 2021. However, 12 graduate students have been selected to participate in the 2022 program! The program will begin on February 22, 2022 and the final RedHawk Talks event will occur on April 13, 2022.



Miami University Graduate School / 2021 Annual Report / Research, scholarship, & artistry

Graduate Research Forum

The Graduate Research Forum (GRF) provides an opportunity for Miami graduate students from all departments to share their scholarly work with the university community. The 13th annual GRF took place on November 5, 2021. Over 99 graduate students participated in in-person and online synchronous poster presentations, oral presentations, and art presentations. Presentations were evaluated by alumni and faculty judges, and these top presenters received awards:

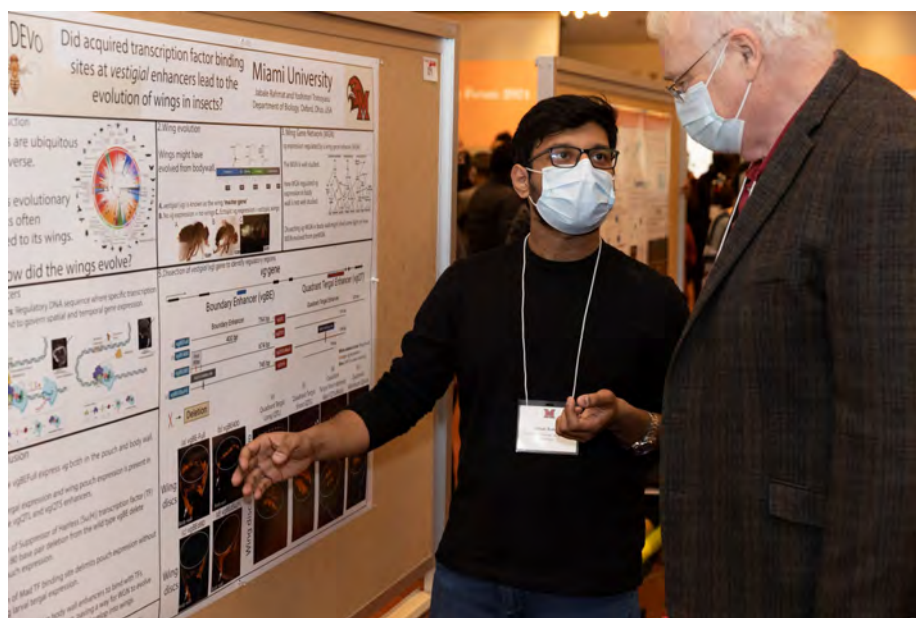
Top oral presentations:

- Sam Purkiss (Miami '20), master's degree student in History, for his presentation "Clara Bow and the Ideal Celebrity Body: Gender, Labor and Film in the Construction of 'It.'"
- Katherine Stahlhut, doctoral student in Ecology, Evolution and Environmental Biology (EEEB), for her presentation "Linking plant functional traits to mycorrhizal mutualisms."
- Marta Fioretti, master's degree student in French, for her presentation "Foreign Language Teaching Methods – Insights from the Field."

Top poster presentations:

- Noel Skocko, master's degree student in Geology, for "Young Volcanic Clusters in the Michoacán-Guanajuato Volcanic Field, México."
- Ellen Tieke (Miami '20), master's degree student in Cellular and Molecular Biology (CMSB), for "Can a computer program really predict gene regulatory regions?"
- Oscar Sandoval, doctoral student in psychology, for "Potential anti-depressant effects of psilocybin and norbaeocystin."

Awards were funded by the James Paxton MBA 2007 Fund, the Patricia Lang Fund, and the Graduate School.



Graduate Research Forum

We would like to extend a special thank you to our alumni and faculty Graduate Research Forum judges, who volunteered their time and talents to provide feedback to our graduate student presenters:

Janelle Allen, MS Biology - Neuroscience	Jennifer Lorenzetti, MS College Student Personnel
Jess Allman, MEd Transformative Education	Katy Mezher, Faculty Judge
Samantha Bettinger, MS Health Promotion	Tatjana Miljkovic, Faculty Judge
Vincent Billock, MS Physics	Eric Nofzinger, BS Chemistry & Psychology
Daryl Denham, MBA Finance	Kristin Osborne, MA History
Rey Ducay, MS Physics	Shalendra Porwal, MBA Business Analysis and Finance
Tadd Franke, MS Mathematics	Matt Redder, MBA Marketing
Tyler Gilligan, MA Political Science	Maureen Reese, MS College Administration
Anna Goldhahn, PhD Psychology	Biff Rocha, MA Speech Communication
Nageswara Goteti, MBA Finance	David Simmons, MA American History
Darla Hall, MS Family & Child Studies	Perry Stein, MS Statistics
Mike Huber, MS Chemistry	Ken Switzer, MEd
Kathryn LaFever, Communication Studies	Buffy Turton, PhD Student Affairs
Phillip Long, MBA Finance	



Graduate Summer Research Fellowship

The Miami University Graduate Summer Research Fellowship provides financial support for full-time graduate students to engage in meaningful scholarly activities during a 6-week summer period. The fellowship is intended for students who have no additional means of summer support during the six-week summer period (e.g., grant-funded assistantship; external, paid internships; teaching assignments, etc.).

"I completed research for my MFA thesis. I visited the Amazon rainforest to see how industrial soybean production contributes to deforestation. I herded cattle with the Maasai of Kenya, chasing away lions with a stick. I visited agroforestry projects in Nicaragua. It was a busy summer, and I have a lot of material to write about."
- Kelsey, Creative Writing MFA Candidate

"This was a busy summer full of challenging lab work...I learned how to run column chemistry on basalts and trachytes from my research site, to isolate isotopes of Sr, Nd, Pb, Os, and Hf. The abundance ratios of these isotopes can tell us a detailed understanding of the magmatic processes for volcanic systems...I also began to learn how to use the mass spectrometer machines associated with analyzing the isotopes we isolated from my samples....The work I accomplished over the summer has provided me with a solid data set to present initial findings later this year at the American Geophysical Union's annual conference."
-Alex, graduate student in Geology.

Just over 100 students received a Graduate Summer Research Fellowship in 2021. Students reported conducting literature reviews, completing IRB applications, participating in internships, making progress on their thesis or dissertation, traveling to data collection sites, presenting at national conferences, writing journal manuscripts, mentoring undergraduate students, and submitting conference presentation proposals. Furthermore, many students commented that the financial support they received was instrumental to their being able to fully immerse themselves in their research in these ways.

➤ Graduate Awards

The Graduate School provides financial assistance to current students through a variety of awards, many of which are made possible through generous alumni support. These include:

Dissertation Scholarships

Seven students received Dissertation Scholarships in Spring 2021 and 8 students received them in Fall 2021. These scholarships provide a stipend and tuition waiver for select students engaging in full-time study related to their dissertation.

IGIA

The International Grant-in-Aid (IGIA) award is intended to attract diverse international students to Miami's graduate programs, through a 100% tuition waiver. Fourteen students received the IGIA in 2021.



GSA

In 2021, 17 students from 9 different programs earned a Graduate Student Achievement (GSA) Award. This award recognizes a significant achievement in a research or creative activity. Achievements in 2021 included peer-reviewed publications, externally funded grants, and prestigious fellowships.

GIA

The Grant-in-Aid (GIA) award provides a 100% tuition waiver to high performing students demonstrating financial need. In 2021, 24 graduate students received tuition waivers for 40 semesters.

GSSA

The Graduate School Scholar Assistantship (GSSA) is an assistantship used to attract and matriculate highly capable graduate student researchers. Nine students received the GSSA in 2021.

➤ Graduate Awards

Distinguished Teaching Award

The Distinguished Teaching Award for Excellence in Graduate Instruction and Mentoring is given to faculty who demonstrate outstanding impact on graduate students and graduate education. The 2021 recipients were Drs. Elizabeth Hoover and Aaron Luebbe.

DEP and McNair Programs

The Diversity Enhancement Pathway (DEP) and McNair Graduate Assistantship Program aim to attract and retain diverse domestic students to Miami with a funded stipend and tuition waiver. In 2021, 31 semester assistantships were awarded to new students through these programs, and 31 semester assistantships were also awarded to returning graduate students.



Marjorie Post Farrington Award

One student was selected to receive the Marjorie Post Farrington Award in 2021. This \$1,000 scholarship is awarded to a full-time graduate student based primarily on merit and secondarily on financial need.

Thesis/Dissertation Support

This award funds expenses associated with a student's research for the master's thesis or the doctoral dissertation. In November 2021, the Graduate School received \$9,417 in requests, and funded \$4,300.

Aanchtaakia Fellowship

This graduate fellowship through the Myaamia Center is designed for tribal scholars motivated to make positive change in tribal communities and to share their research or interests on Miami University's campus. The first fellow started in 2021.



Program and Curriculum Enhancement

The Graduate School strives to offer timely, relevant, and impactful curricular offerings. There were many curricular revisions, new programs, and planning for program proposals in 2021.



New Programs

In 2021, seven new programs were approved. These programs establish and extend our reach in health sciences, sport, and business. The programs were:

- Master of Entrepreneurship and Emerging Technology
- Master of Esports Management
- Master of Science in Kinesiology, Nutrition, and Health
- Master of Science in Sport Leadership
- Master of Medical Science - Physician Associate
- Master of Science in Nursing
- Doctor of Nursing Practice
- Sport Analytics Graduate Certificate



Coming Soon Programs

The following programs are working their way through the program approval process:

- Master of Medical Science - Biomedical Science
- Master of Sport Analytics
- Master of Athletic Training

Diversity, Equity & Inclusion (DEI)

The Graduate School is committed to fostering an inclusive, diverse, and equitable community. Opportunities for professional and personal learning related to DEI in 2021 include:

Faculty Learning Community (FLC)

- Four graduate education FLCs focused on DEI themes:
- 1) Mentoring Graduate Students (Rick Page and Rose Marie Ward)
- 2) DEI FLC #1 (Kristen Budd and Rose Marie Ward)
- 3) DEI FLC #2 (Kristen Budd and Rose Marie Ward)
- 4) Supporting Graduate Student Writing (Partnership with HCWE, Ann Updike, Mandy Olejnik, and Rose Marie Ward)

Cross-Cultural Mentoring Program

- In Fall 2021, 31 doctoral students (representing all doctoral programs) were matched with 33 faculty/staff mentors (from 5 academic divisions)
- In addition to frequent mentee/mentor meetings, group events included monthly gatherings, writing days, pottery, cookies and chat

Book Club

- A total of 39 participants engaged in two DEI-focused book clubs:
- 1) How to Be an Antiracist (19 participants - graduates, staff, faculty)
- 2) Mediocre: The Dangerous Legacy of White Male America (20 participants)



➤ Graduate Student Development Series

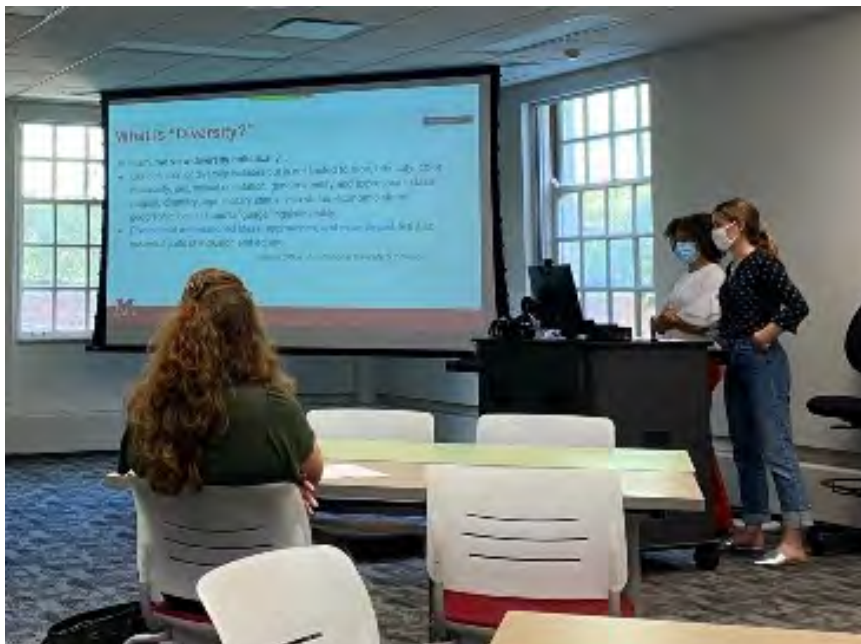
The Graduate Student Development Series offers graduate students the opportunity to learn strategies for personal and professional growth through one-hour sessions facilitated by Miami University faculty and/or staff.

Spring 2021

- 10 sessions were offered
- Students participated remotely
- Topics included : the art of revision, ensuring disability access and inclusion in the classroom, job search during COVID-19, implicit bias, how to document your teaching (for those interested in becoming a professor), and others!

Fall 2021

- 11 sessions were offered
- Students participated remotely and in-person
- Topics included : job search/connecting with potential employers, writing diversity statements for job applications, mental health in graduate school, synthesis for literature reviews, strategies to negotiate dialogue across difference, and others!
- Four students received a "Commitment to Professional Development" recognition for attending 8 or more sessions during the semester.





Graduate Student Organizations

The Graduate School supports four graduate student organizations. Our graduate students are highly involved in events and activities through these organizations.

Graduate Student Association (GSA)

President: Carrie Ann Sharitt, Biology
Highlights: Monthly meetings, new policies suggested, hosted coffee and donuts

Graduate Students of Color Association (GSCA)

President: Ahjah Johnson, Student Affairs in Higher Education
Highlights: Hosted several events including an annual GSCA Meet & Greet, a hiking trip, a visit to the Oxford Farmer's and a virtual discussion.

Graduate Student Pride Association (GSPA)

President: Sean Monroe, Psychology
Highlights: Hosted monthly meetings on a range of topics, monthly meetings between GSPA and other LGBTQIA+ organizations in Oxford, establishing LGBTQIA+ mentorship opportunities.

International Graduate Student Association (IGSA)

President: Nelchi Prashali, Biology
Highlights: Held first ever meeting, formed Executive Committee, hosted social gathering, hosted a table at the Graduate Research Forum, planned additional events.



Communication & Outreach

In 2021, we increased efforts to (a) communicate with internal and external constituents, and (b) highlight student and faculty successes. This first annual report is one component of those efforts, and others are highlighted here.



Social Media

We continued to enhance our social media presence on Instagram, Facebook, Twitter, and YouTube. We also added a LinkedIn presence. Follow us by clicking the icons to the left!

follow us



Newsletters

We continued weekly graduate education newsletters for graduate faculty/staff. New features include a weekly graduate policy quiz, embedded form to share feedback/ideas with the graduate school, and use of email analytics to inform the content and timing of the newsletter. In Fall 2021, we also started using monthly graduate student newsletters.



Faculty Shout-Outs

We started a "faculty shout-out" program to recognize faculty and staff demonstrating excellence in graduate education. In fall 2021, we recognized 6 faculty nominated by graduate students in 6 different programs.



Graduate Student of the Week

We continued our "Graduate Student of the Week" program, aimed at recognizing excellence in graduate students. In 2021, 32 students from 20 different graduate programs were recognized.

Graduate Student of the Week

These are examples of the graduate students recognized for their excellence in the 2021 Graduate Student of the Week initiative:

Graduate Student of the Week

LAUREN BRASSFIELD (SHE/THEY) November 8, 2021



3rd year Ph.D. student in Student Affairs in Higher Education

Area of Interest: Black Women staff members coping & healing while working at PWIs; Staff of Color Wellness and institutional support; Critiquing the "self-care" industry


She is the Co-Principal Investigator (with Dr. Katherine S. Cho) for a \$1,250 grant awarded by the ACPA Foundation (American College Personnel Association) for the project, entitled, "At the Margins - Staff Racialized Experiences in COVID-19," to explore the experiences of campus staff who identify as a person of color during the pandemic.

Favorite thing about being a grad student at Miami University:

1. "The opportunity to co-create, implement, and analyze an entire study with my advisor, Dr. Katherine S. Cho this year."
2. "The connections that I have made with faculty and peers. The genuine care and awareness that I have experienced has truly been a strong source of motivation." - Lauren Brassfield

Graduate Student of the Week

GUL MUHAMMAD RIND November 29, 2021



4th year Ph.D. student in Educational Leadership

Area of Interest: Education Policy and Leadership, Access and Equity in Education, Privatization and Public-Private Partnerships in Education

Received funding for a competitive external research grant titled, "Evaluation of Public Private Partnerships in Education in Sindh Pakistan," which was awarded by Pakistan Institute of Development Economics

Favorite thing about being a grad student at Miami University:

"Miami faculty and management are highly supportive and caring toward graduate students in terms of financial assistantship, academic mentorship, and beyond, which help to pursue academic and life goals." - Gul Rind

Graduate Student of the Week

OBED J. DODO October 25, 2021



Nominated by: Dr. Konkolewicz

4th year Ph.D. Candidate in Chemistry and Biochemistry

Area of Interest: Structure-Property relationships in dynamic polymer materials enhanced with carbon nanotubes

"Obed has shown exceptional collaborative skills and he is consistently working with grad students in our group, maintaining key equipment and aiding other grad students with their projects." - Dr. Konkolewicz

Favorite thing about being a grad student at Miami University:

"Faculty research and great mentorship. I am thrilled by the quality of research activities as well as mentoring both between faculty to students and student to student, making Miami a great environment to master research and learn leadership." - Obed J. Dodo

Graduate Student of the Week

NANCI REYES GUZMÁN November 1, 2021



Nominated by: Wilnelly Ventura-Valentin

2nd year Ph.D. student in Geology

Area of Interest: Volcanology (reconstruction of volcanic history, impact of volcanic eruptions on human settlements), petrology, geochemistry, and field geology.

"Nanci is a hard working student that published a paper her first year at Miami. She is actively trying to help new international students with the transition of moving out of their home country and making them feel welcomed." - Wilnelly Ventura-Valentin

Favorite thing about being a grad student at Miami University: "My favorite thing is to have access to good quality research, and facilities to improve my career as a scientist. Also, I like to have the time to hangout with my friends around the beautiful campus and city of Oxford." - Nanci Reyes Guzmán

Graduate Student of the Week

MIRANDA CORPORA November 22, 2021



2nd year Doctoral student in Social Gerontology

Area of Interest: End-of-life preferences, person-centered care, and intersectionality theory

She solo-authored manuscript entitled "The privilege of a good death: An intersectional perspective on dying a good death in America" was recently accepted for publication in The Gerontologist, a premier journal in gerontology and an official journal of the Gerontological Society of America.

Favorite thing about being a grad student at Miami University:

"Learning from my fellow graduate students who have different experiences and research interests than I do." - Miranda Corpora

Graduate Student of the Week

TRISTEN HALL October 18, 2021



Nominated by: Elisa Abes

3rd year Ph.D. student in Student Affairs in Higher Education

Area of Interest: Multicultural Centers, relationality between students of color, and horizontal oppression

"Tristen is an associate editor with the Journal of Critical Scholarship in Higher Education and Student Affairs." - Elisa Abes

Favorite thing about being a grad student at Miami University: "The faculty support. One piece of advice I have for other graduate students is to be vocal with your ideas and feedback! Faculty have been extremely helpful with getting projects off the ground or helping me advocate for change, but I had to take the leap to share what I was thinking." - Tristen Hall



Faculty/Staff Shout-Out

These are some of the graduate faculty/staff who were nominated and recognized for their excellence in graduate education through out Faculty/Staff Shout-Out initiative:



FACULTY SHOUT-OUT

**Assistant Professor,
Student Affairs in
Higher Education**

Research Area of Interest
Institutional harm, dysfunction, and transformation regarding the experiences and navigations of students, staff, faculty, and administrations within colleges and universities

Favorite thing about being an educator at Miami University
"Rehumanizing academia with students and colleagues." - Dr. Katherine S. Cho

Dr. Cho is one of the main reasons that I decided to stay in our program. Her care and resourcefulness are inspiring. - Lauren Brassfield

Dr. Katherine S. Cho
Nominated by:
Lauren Brassfield



FACULTY SHOUT-OUT

**Associate Professor of
Creative Writing in the
English Department**

Research Area of Interest
She writes about the past with a critical perspective, looking for what is left out of the popular stories told about the past and why. She also writes creative nonfiction, mostly personal essays, about things like economic precarity, place, loss, girlhood, trauma, and class.

Favorite thing about being an educator at Miami University
"I love witnessing students' emotional and intellectual changes, their processes of self-discovery, and how their attentiveness to these things subsequently builds compelling stories, essays, and poems. I love how students create their community. I appreciate how they challenge me to continue to consider, evaluate, and evolve in my teaching." - Dr. TaraShea Nesbit

Dr. TaraShea Nesbit
Nominated by:
Kara Anand-Gall



FACULTY SHOUT-OUT

**Professor in
Psychology**

Research Area of Interest
Decision making

Favorite thing about being an educator at Miami University
"The ability to integrate across both undergraduate/graduate and teaching/research dimensions with high-caliber, motivated students"

"Dr. Johnson is a positive and supportive advisor and fosters an inclusive/safe environment for graduate students to voice their questions and opinions" - Elizabeth Pettit

Joe Johnson
Nominated by:
Elizabeth Pettit



FACULTY SHOUT-OUT

**Assistant Professor in
the Department of Art**

Research Area of Interest
participatory action research and design justice methodologies to explore and interact with the historic and entangled challenges associated with civic engagement in the United States.

Favorite thing about being an educator at Miami University
The opportunity to engage in interdisciplinary, collaborative, and reflective work with colleagues and students. Particularly, I have found a wealth of meaningful experiences working with scholars across the University on projects related to the Freedom Summer Training Program of 1964

"The environment in his classroom allows students to explore concepts in innovative ways that deepen learning, enable self-reflection & personal growth." - Constance Ordeman

Zack Tucker
Nominated by:
Constance Ordeman



FACULTY SHOUT-OUT

**Associate Professor of
Gerontology**

Research Area of Interest
Preference-Based, Person-Centered Care for Individuals Receiving Long-Term Services and Supports

Favorite thing about being an educator at Miami University
That I get to do work that makes a difference in the lives of older adults and the people who care for them while at the same time training the next generation of passionate students. We will be in good hands as we grow older because of our student's commitment to the field of gerontology.

"Katy is an amazing professor, mentor, and supervisor! This past year has been tough on all of us and Katy's positive energy has made it easier." - Megan Kelley

Katy Abbott
Nominated by:
Megan Kelley



FACULTY SHOUT-OUT

**Chemistry Graduate
Director/Associate
Professor**

Research Area of Interest
Organic Materials Chemistry

Favorite thing about being an educator at Miami University
"The opportunity to interact directly with talented graduate and undergraduate researcher and help set them up for the next stage of their careers" - Dominik Konkolewicz

"Dr. Konkolewicz is consistently pushing boundaries and making waves both as an innovative teacher and evidently an excellent researcher." - Obed J. Dodo

Dominik Konkolewicz
Nominated by:
Obed J. Dodo

➤ Commencement

"The Miami University Commencement Ceremony is a beloved tradition — a culminating celebration of the accomplishments of our graduates and those who were with them along the way...we look forward to coming together, not only to recognize the hard work, dedication, and commitment that leads up to this day; but also to reflect on the special journey — the Miami Experience — unique to each graduate, yet also shared by all Miamians."
-Miami website

In 2021, the Graduate School celebrated the accomplishments of 905 students who met the requirements for their graduate degree:

- January 2021: 22 graduates
- May 2021: 413 graduates
- August 2021: 243 graduates
- December 2021: 229 graduates

In addition to participating in the December and May commencement ceremonies, the Graduate School also hosted a Doctoral Hooding Ceremony in August, during which 35 doctoral graduates were hooded.

Congratulations to all of the 2021 graduates!





Goals for the Future

As we look forward into 2022, the Graduate School will be prioritizing several goals, including:

- Continue efforts to propose and implement new degree programs in high need/demand areas, and revise existing programs to be more marketable and impactful.
- Increase financial support to further strengthen graduate education.
- Enhance recruitment and retention of diverse and under-represented populations.
- Improve the reputation of our graduate programs by improving program quality and metrics as well as effectively sharing and marketing successes.
- Engage more alumni in sharing their time and talents with our graduate students and graduate school community.



➤ How Can I Get Involved or Help?

We would love for your involvement in graduate education at Miami University. Please consider the following opportunities:

1. **Email ideas, feedback, questions, or updates** to us at gradschool@miamioh.edu. We would love to hear from you!
2. Alumni- **Please join [Miami Alumni Connect](#)**, a career and mentoring platform that helps students succeed during and after their Miami experience. Click [here](#) to learn how to register. Once registered, click on “GROUPS” in the top bar and join the new group “Graduate School.”
3. **Follow us on social media** to keep up-to-date on Graduate School news. See [page 15](#) for links to our social media accounts.
4. **Make a financial contribution** to support graduate education and graduate students at Miami. Make a gift [here](#) or contact Assistant Vice President of Development Evan C. Lichteec at Lichteec@MiamiOH.edu.
5. **Volunteer as a judge at our 2022 Graduate Research Forum** (see some of the volunteers from the 2021 event in image to the right). Interested? Email us at gradschool@miamioh.edu
6. If you are in a position to **hire a graduate student or Graduate School alum**, please let us know so we can be of assistance.





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NEWS AND UPDATES



University Communications and Marketing

FEBRUARY 2022

ONGOING PROJECTS



▲ Accepted students receive a colorful mailer urging them to share the good news.



▲ Jonathan Levy speaks on sustainability in his "Accelerating Ahead" session.

FIRST-YEAR APPLICATIONS REACH RECORD HIGH

New UCM initiatives supported a record high in first-year undergraduate applications received by the Feb. 1 final application deadline. As of Feb. 1, 30,328 students had applied, which surpassed the previous record of 30,215 on this date in 2021. Without neglecting Ohio residents, new initiatives focused on out-of-state students, including digital outreach in 12 targeted states that demonstrate market favorability for students to enroll at Ohio public institutions. Other new efforts included social and digital advertising campaigns for U.S. high schools with a high percentage of international students and highly resourced private high schools across the country.

BRAND ROLLS OUT WITH TRAINING

In mid-December, UCM guided communicators from around the university through four training sessions aimed at educating campus partners about Miami's brand standards. More than 260 people participated in at least one session and learned about topics such as inclusive branding, logo usage, editorial style, and how to work with approved freelance vendors.

The most popular session was a tutorial on how to use Canva, a web-based graphic design platform that allows non-designers to create professional layouts using UCM-created templates. More than 100 templates have been created in Canva and 365 Miami staff members have a license to use the software.

ACCELERATING AHEAD: MIAMI'S FOCUS ON THE FUTURE | PEER TO PEER CAMPAIGN

Miami launched "Accelerating Ahead: Miami's Focus on the Future" in September. The nine-session, TED Talk style virtual conference highlights Miami's faculty experts and thought leaders, who have engineered success amid the pandemic, made new discoveries, and leveraged significant partnerships. The conference has helped to position Miami as a model for university achievement, innovation, and student success.

This valuable content is also being aimed outward at Miami's peers in higher education. Postcards, digital ads, and sponsored posts on social media platforms invite C-level administrators at other

universities to watch. The goal of the campaign is to encourage ad recipients to consider Miami University positively when they're voting on national rankings.

MEDIA TRAINING FOR FACULTY

Each semester UCM's news and media relations team offers workshops to prepare Miami faculty members to effectively communicate their research findings and expertise with the news media. More than 100 faculty members have participated in the workshop, which addresses topics such as understanding the media, news cycle, and other vehicles for research communication; identifying the news hook in research; interviewing with the news media; and becoming a trusted source for journalists.

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

November 16, 2021 - January 31, 2022

SOCIAL MEDIA

26.7M

Total social media impressions on the university's primary accounts

1.1M 8.6M
 14.7M 2.2M

749.5K

Total social media engagements

20.9K 154.8K
 436.4K 137.2K

442K

Total social media followers

56.3K 75.1K
 100.3K 210.2K

WEBSITE

1.2M

Unique website visitors

6.7M

Website page views

CONVERSION TRACKING

36.3K

App Gen to Apply

4.3K

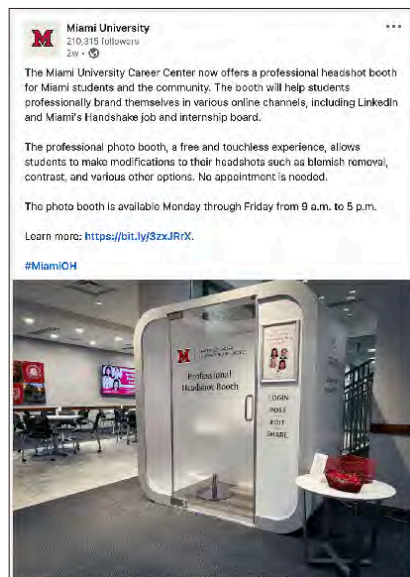
Common App apply clicks

3.1K

Request for Information form submissions

Social Media top highlights

November 16, 2021 - January 31, 2022



News by the Numbers

November 16, 2021 - January 31, 2022

17

News media pitches

283.4M

News reach

3.1K

News mentions

\$7.8M

PR value

101

National news media mentions

659

Personalized student stories

445

Press releases sent via Merit about students recognized for academic achievement

227K

Merit-generated impressions on social media

Division of Student Life

NEWS AND UPDATES | February 2022

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

The Division of Student Life supports students through many of the transitions they encounter as they move into, through, and beyond their Miami experience. This report highlights a few of the programs, resources, and services offered to help students successfully navigate these transitions.

Education on Disability Access

Building on the success of the Miami Bound pre-semester program *Mastering Disability Access*, the **Miller Center for Student Disability Services** is working to strengthen partnerships with some of Miami's feeder schools to educate prospective students on transitioning to college and highlighting student success programs. Miller Center staff are scheduled to present at an upcoming event hosted by one of Miami's largest feeder schools, New Trier High School in Chicago.

Student Organization and Fraternity and Sorority Life Update

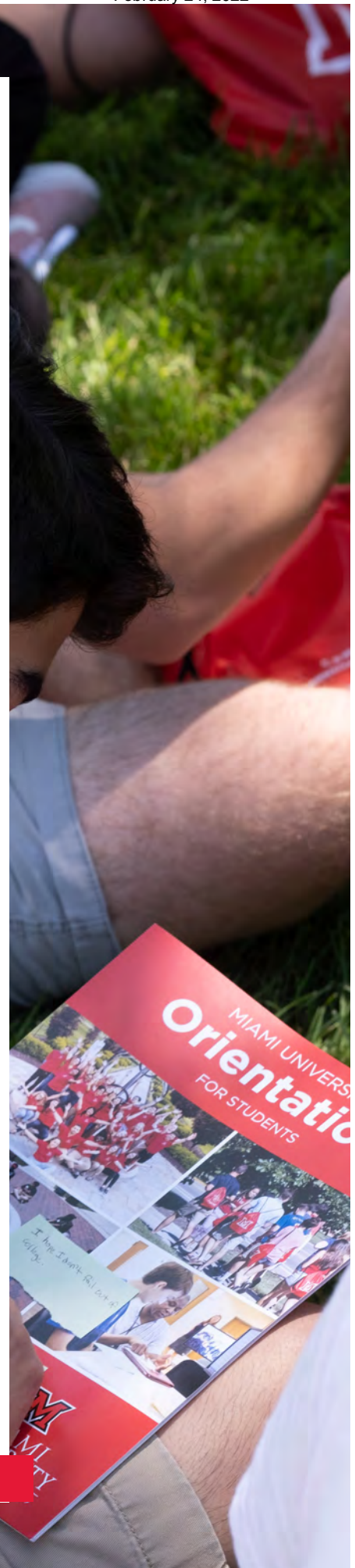
Student organizations, including fraternity and sorority organizations, are experiencing an increase in membership and student participation this academic year. Since summer 2021, 14,649 students have joined organizations through the Hub. Organization activities have increased as well. Student organizations hosted twice as many events (2,788) during the fall 2021 semester than they did over the entire academic year in 2020-21 (1,350). Miami Activities and Programming (MAP) hosted 55 events and collaborated with 33 departments to serve 34,305 participants this fall. That number is up from even pre-pandemic levels; they served 24,137 students in fall 2019. Panhellenic sorority recruitment ended this spring with 982 women joining chapters, an increase of 7.5% over last year. Fraternity recruitment ended with 600 men accepting invitations to join, up 9% over the 2021 recruitment season. The increase in participation, events, and involvement points to a student body largely ready to move on from the COVID-19 pandemic, build connections, and make the most of their time at Miami.

Wellness Navigator Tool

The Division of Student Life aims to help students learn effective self-advocacy and help seeking skills. However, many students aren't sure how to identify the campus resources that might be helpful to them. This spring, a workgroup of Student Life staff members is developing a web-based navigation tool to help students identify wellness-related services, programs, resources, and engagement opportunities on campus that match their specific interests and needs. The tool will focus on student mental health resources in the first stage, and will eventually expand to include other areas of wellness.

Mental Health First Aid Course

The **Student Counseling Service** continues to expand Mental Health First Aid (MHFA) training this spring. MHFA training is a certification course that teaches participants how to identify, understand, and respond to signs of mental health and substance use challenges among adults. The training provides the skills needed to connect with and provide initial help and support to someone who may be developing a mental health or substance use problem or experiencing a crisis. Participants must complete a 2-hour, self-paced online course prior to attending a 6-hour in-person, instructor-led training to obtain certification in Mental Health First Aid.



The Division of Student Life: Learning. Growth. Success.

STUDENT LIFE REPORT

Orientation

Recognizing that the transition to college takes place over time, **Orientation and Transition Programs** has designed an orientation process that guides students and their family members through the transition to college in the spring and summer before entering Miami and throughout their first fall semester. After two summers of a largely virtual program, orientation will return with new in-person experiences this summer that incorporate some of the more successful elements of the virtual experience.

Orientation Process Timeline

MARCH

Incoming students begin to receive the Hawk Herald newsletter. The newsletter covers common transition topics, resources, reminders, and checklist items. Students will continue to receive the newsletter throughout their first year at Miami.

EARLY MAY

Students complete a short series of online modules to prepare them for orientation. Content includes preparing for academic advising and registration and learning about expectations for students, including information about Collin's Law, Ohio's anti-hazing statute.

JUNE

Students and families attend one of 18 in-person fall semester orientation sessions. Orientation focuses on building belonging and community and creating an understanding of academic and student life. Students also register for classes during orientation.

EARLY JULY

Additional online content becomes available to help students plan for life at Miami. Content includes reminders about campus resources, checklist items, and the required AlcoholEdu, Sexual Assault Prevention for Undergraduates, and Diversity, Equity, and Inclusion modules.

JULY / AUGUST

A transition-focused webinar series will help students and families learn more about specific topics in greater depth, and provide opportunities for communities and affinity groups to connect with one another before the start of the semester.

MID AUGUST

Students can sign up to arrive on campus early for a pre-semester Miami Bound program. Programs include a variety of in-person workshops, events, and retreats. Experiences may be multi-day programs on a specific topic or shorter one day programs to help students build connections.

AUGUST - EARLY OCTOBER

Welcome Weekend and First 50 Days is a robust series of events and programs welcoming new students to Miami. Welcome Weekend refers specifically to the four days before classes begin as students prepare to begin the semester.

AUGUST - DECEMBER

The majority of Miami students are enrolled in a first-year experience course focused on five main areas of student transition: academic success, belonging, academic planning, student life experience, and career development.

Miami Bound Programs

Miami Bound programs will continue to play an important role in the orientation process. While in recent years, these optional programs have been spread throughout the summer, all of the pre-semester programs will occur the week before classes begin, August 14-18, 2022. Similar to summer 2021, Student Life and other campus partners will offer multiple Miami Bound programs for the class of 2026.



The **Center for Student Engagement, Activities, and Leadership** held *Miami Bound: Involve* to prepare students for involvement in student organizations. Thirty students attended the three-day program in 2021.



Approximately 190 students participated in the *MADE@Miami* program in 2021. Led by the **Center for Student Diversity and Inclusion**, the program focuses on diversity, inclusion, and student success.



Miami Tribe Relations held a one-day program in 2021 with incoming Myaamia students to help them get to know each other, introduce Myaamia language and culture, and ensure students are prepared for the first week of classes.

STUDENT LIFE REPORT

Academic Transition

In efforts to help students transition back to a predominantly in-person educational experience and to promote retention and persistence, the **Rinella Learning Center** partnered with Enrollment Management and Student Success (EMSS) and Academic Affairs to pilot “Sprints in Reserve” and a Winter Thrive program during fall and winter terms.

Sprints in Reserve

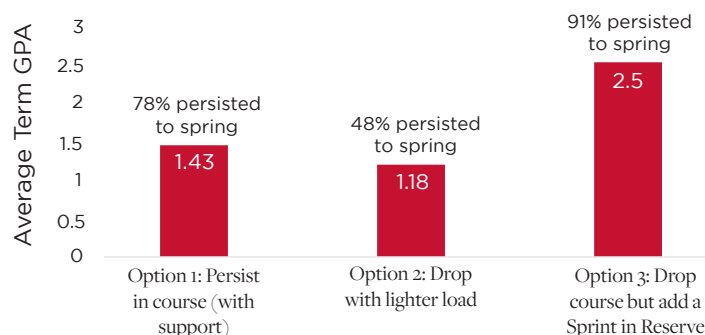
The new Sprints in Reserve initiative provided sprint courses with a delayed registration process for students who experienced significant academic difficulty at the beginning of fall semester. Faculty, advisors, and academic support staff identified students with concerning performances. These students were asked to meet with their instructor and/or a divisional advisor to discuss progress in the course and explore options for successful completion of the semester. Students were presented with three options:

- Option 1: Persist in the course and pursue academic support through Rinella or drop-in support, office hours, etc. (n=24).
- Option 2: Drop the course and take a lighter load (still full-time) (n=35).
- Option 3: Drop the course and register for a Sprints in Reserve course (n=81).

Winter Thrive

Winter Thrive targeted first-year students completing the fall semester with a term GPA between a 2.0 and 2.2. Students were invited to take an intensive 3-week course during Winter Term. The course focused on improved study strategies and specialized academic advising and planning. 14 students took and successfully completed the course with an A or B and were awarded a book grant for completing the course. The **Rinella Learning Center** will continue to engage with participants throughout spring semester and will monitor their academic progress, retention, and persistence. Due to the success of the initiative, Winter Thrive will return in 2023; Rinella Learning Center and EMSS staff are also working on the development of a Summer Thrive program.

Outcomes for Each Option



Due to the success of the initiative, Sprints in Reserve will be redeployed in spring 2022 with an expansion of courses offered.

Targeted Transition Efforts

Commuter Preview Day

The Commuter Center, under the **Armstrong Student Center**, presents a preview day for new commuters every August. The event includes opportunities to learn about the commuter student experience, parking passes, and navigating campus, meal plans, managing group projects with residential students, and other similar topics. Students also have a chance to get to know each other over lunch. The Commuter Center strategic plan involves developing a staffing model and training to provide individual outreach to every new commuter student.



Niche Programming

In fall 2021, the **Office of Residence Life** created 13 innovative niche events designed specifically for students who are at-risk for not returning to or graduating from Miami. These populations include students of color, transfer students, out-of-state students, and first generation students. Events were organized in geographical areas to assist students in identifying others nearby who share an identity with them. Attendance averaged around 19 students per event. These programs were held within the first six weeks of the semester. Event examples include:

- Plant Your Roots (first generation students)
- Students of Color Cookout (students of color)
- Pizza on the Quad (out-of-state students)
- To Think in Such a Place (transfer students)

STUDENT LIFE REPORT

Transition Beyond the First Year

Adulting and Moving Off Campus

The **Office of Residence Life** coordinates active and passive programming to help students transition to moving and living off campus.

Lease-opoly bulletin boards. Most students move off campus before they graduate from Miami. To prepare them for this step, each residence hall posted a bulletin board to provide students with tools to help them make informed decisions about signing a lease.

Life hacks for living off campus. Students in Flower Hall learned about doing simple repairs, maintenance, resetting a fuse (and figuring out why a fuse was tripped in the first place), unclogging a drain, and more.

Bagels and Budgets. Students learned about personal budgeting, living on a budget, reducing debt and managing costs related to food, transportation, housing, and clothing.



Ohio College2Careers Partnership

Miami recently renewed its partnership with the Ohio College2Careers initiative. The program embeds a vocational rehabilitation counselor in the **Miller Center for Student Disability Services** and also partners with the Center for Career Exploration and Success. The counselor connects disabled students with career, internship, and assistive technology resources for their time at Miami and beyond. Over 175 students with disabilities have expressed interest in the program for this academic year.

Parent Webinars and Video Series

Each year, **Parent and Family Programs** hosts 15-20 webinars on topics related to students' transition and success at Miami. Colleagues from across campus are invited to present overviews on various topics during the time of year when the topic is most applicable to a family member supporting their student. Most sessions target family members of first-year students, while others are specifically for families of upperclass students. Topics include *Making the Most of Your Meal Plan*, *Residence Hall Move-In*, *Education Abroad 101*, and *Preparing for May Commencement at Miami*. Recordings are posted online for later viewing access.

New in fall 2021, Parent and Family Programs released four short videos, each recapping a common transition issue faced by first-year college students (living with others, academic transition, getting involved, and homesickness). These topics were covered during family orientation in the summer, but were reviewed in more depth mid-fall semester, when they were more immediately helpful for families.

Virtual 21st Birthday Card

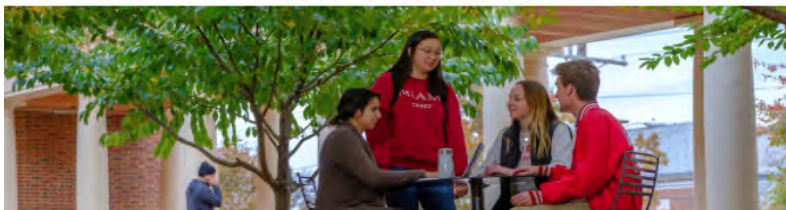
The 21st birthday card program aims to educate parents about the risks associated with celebration rituals and offers suggestions on how to intervene to make the celebration safer. In 2021, **Parent and Family Programs** moved the program from a mailed postcard format to a digital video message and email, sent to parents the month prior to the student's 21st birthday. The video features student leaders, community members, and Miami staff arriving and preparing for a celebratory photo. A voiceover by the director of **Student Wellness** describes the risks around celebrations, suggests conversations to have with their student, and thanks them for their partnership.

This type of program is backed by research showing that clearly communicated parental expectations and related consequences do have an impact on students' decisions surrounding alcohol use.



The Miami Family: Partnerships to Support Student Success

LIVING WITH OTHERS



STUDENT LIFE REPORT

2021 Transition Survey Data

The Division of Student Life's annual transition survey gathers feedback from new first-year and transfer students regarding their overall transition experience. Fall 2021 was the sixth year since 2015 for this initiative. The survey did not run in fall 2020 due to the pandemic.

Response

Survey dates: Sept. 13 - Oct. 1, 2021 (weeks 4-6 of fall semester)
Response rate: 17.3% (n=808)

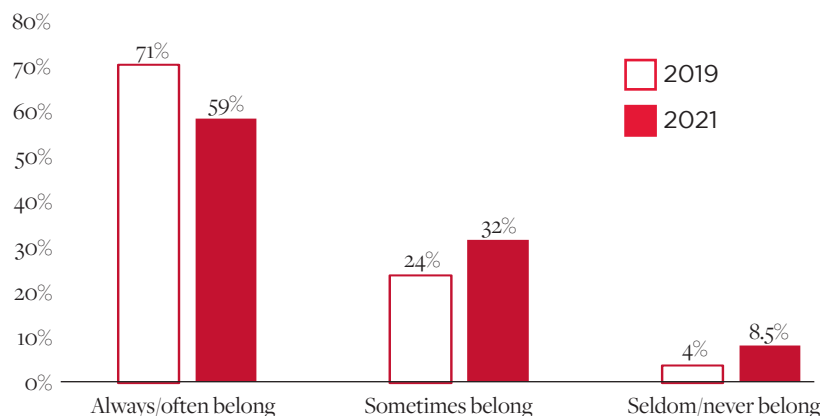
Highlights

Students are finding it easier to adjust to Miami academically (76%) than socially (61%). This has been consistent over the years.

Student responses were generally optimistic. They feel they will be successful here (86%), have made friends (80%), and will eventually become graduates (90%).

Compared to 2019, fewer first-year students reported feeling like they always or often belonged at Miami in 2021; more felt like they sometimes or seldom/never belonged.

Reported Belonging (First-Year Students) in 2019 vs. 2021



Possible explanations for this shift in how students experience belonging might include:

- **Survey timing.** Previously, the earliest students could complete the survey was at the end of week 4. This year, the survey was available five days earlier. This subtle shift may have impacted their sense of belonging as some students responded nearly a week earlier than previous years.
- **Online orientation.** New students completed their orientation online in 2021. Most did not have an in-person opportunity over the summer to make connections with campus and other students prior to classes beginning in August.
- **COVID-19 pandemic.** The pandemic almost certainly played a role as well; refer to the right column for details.

Impact of COVID-19 on Transition

The COVID-19 global pandemic has impacted how students transition to college. On this year's survey, we added two questions to assess the perceived impact of the pandemic on students' social and academic transitions.

- 34% strongly or moderately agreed that COVID-19 has impacted their social transition.
- 33% indicated that COVID-19 had impacted their academic transition.

Respondents identified masks as having the largest impact on both their social and academic transition to Miami. The second largest area of concern was similar for both their academic and social transition in that students felt "out of practice" or that they weren't "prepared" for college due to the disruption in their pre-college educational and social settings.

Impact on Practice

Outreach. The final question on the transition survey asks if a staff member can review students' responses to connect them with campus resources. Of the 424 students (60%) who gave permission, 27% were identified by Student Life staff as warranting a direct outreach from a staff member. In addition to direct outreach, 1,431 resource emails were sent to students based on their responses.

Social media campaign. Finding a social network appears to be the key for students developing a sense of belonging. Using data from the transition survey, Student Life ran a social media campaign in October and November to address concerns and challenges first-year students have experienced. They asked upper class students to share their experiences and advice for overcoming homesickness and loneliness, as well as study tips that have worked for them.

FYE courses. For fall 2022, we will explore adding content to the first-year experience courses to address building relationships and navigating conflict.

Leadership and Service Initiatives

Division of Student Life | Board of Trustees Report

February 2022

The Harry T. Wilks Institute for Leadership and Service in the newly formed Center for Student Engagement, Activities and Leadership is Miami's hub for leadership education, civic engagement, and service learning. Through collaboration with community partners, student leaders, faculty, and staff, the Wilks Institute develops engaged leaders focused on ethical leadership and advancing community priorities. Over the past two years, we have evaluated our offerings and developed meaningful experiences to provide Miami students with leadership opportunities that will prepare them as community leaders beyond their time at the university.

Our New Approach to Leadership

The core purpose of the Wilks Institute for Leadership and Service has always been to *inspire action*. Through the creation of our practiced principles, the Wilks Institute has adopted a new approach to leadership that focuses on social responsibility and creating sustainable futures. Guided by the belief that leadership and service are reciprocal processes, our programs encourage students to make connections within their communities and with each other. Many of our student-centered leadership opportunities prioritize the needs of the Oxford and Butler County communities. We currently maintain 21 sustainable partnerships with local nonprofits and civic agencies. These partners serve as co-educators in preparing students for lives as impactful leaders and active community members.

The Wilks Institute has crafted four practiced principles to guide and ground our work:

- Leadership and Service
- Community Engaged Learning
- Critical Reflection
- Civic Responsibility

Perlmutter Leadership Conference



The Wilks Institute's annual leadership conference provides an opportunity for students to engage with local community leaders and explore their own leadership skills through the lens of their CliftonStrengths. In November 2021, 80 Miami students attended the conference and networked with community leaders from Miami, members of Oxford's local government, and non-profit community partners. Students explored their CliftonStrength profile, engaged in small group discussions with peers and local leaders, and identified self-directed

strategies for cultivating their strengths by leading in communities.

Leadership and Service Certificate

In the Fall 2021 semester, the Wilks Institute launched a reimagined version of our signature co-curricular certificate program, adding a focus on service and socially responsible leadership. This new Leadership and Service Certificate (LSC) challenges students to examine leadership from diverse perspectives and encourages critical reflection into their own leadership skills, values, and beliefs. The LSC is self-paced and designed to allow students to explore areas of leadership that are unique to them.

Using the 17 UN Sustainable Development Goals, adopted by the United Nations in 2015, as a guiding thematic sequence, Miami students enrolled in the LSC attend educational programs with partners across campus and in the Oxford community. These programs focus on ethical leadership development that advance community priorities. In its first semester, 43 students participated in LSC programming.

Catalyst

The Wilks Institute is partnering with the renowned collegiate leadership development program LeaderShape and sponsoring *Catalyst* for Miami students on March 12, 2022. *Catalyst* focuses on self discovery while uniting students around goals for action on campus and in the community. The Wilks Institute is providing this program for student leaders from across Miami. By bringing student leaders from various campus involvements together for *Catalyst*, the Wilks Institute is hosting a unified conversation about bettering themselves and their communities.

Catalyst will bring together student leaders from across Miami including:

- Wilks Institute Fellows
- Fraternity and Sorority Life executive councils
- Miami Activities and Programming (MAP)
- Student Engagement and Leadership (SEAL) Ambassadors
- Associated Student Government
- National Residence Hall Honorary
- Student interns with the Center for Student Diversity and Inclusion

Continued Commitment to Community

Civic Engagement

The Wilks Institute carries on the legacy of Freedom Summer by registering voters, providing students with information and resources, removing barriers to voting, and providing students spaces to learn. Through the leadership of our Wilks Fellows, student voting on campus increased significantly in last year's presidential election, rising to 70.5% in 2020 from a rate of 60.1% in 2016. This exceeds the 2020 national average of campus voting rates (66%). Miami also received a Gold Seal Campus Award from the All In Campus Democracy Challenge due to the high voter turnout.

Scholar Leader Living Learning Community

The Scholar Leader Living Learning Community is a prestigious program for upper class students focused on leadership, scholarship, and service. For the 2021-22 academic year, 63 students were invited to reside in Stoddard and Elliott Halls and engage for an academic year full of educational programming, student-owned leadership development experiences, and many opportunities to volunteer with and engage in the Oxford and Butler County communities.

Through these experiences, Scholar Leaders are able to understand and articulate their core leadership values and unique leadership skills and have developed a strong group of peers who act as partners in leadership at Miami.

Service Learning

The Wilks Institute provides support for academic service learning through professional development opportunities, curriculum review, course designation, and mini grants. Service learning provides Miami students with real world skills and enhances their learning while contributing to the local community.

Impact of Service on our Community:

Scholar Leaders contributed the equivalent of \$7,100 into the City of Oxford and Butler County through 312.5 hours of service in fall 2021.

Service Learning faculty from 7 departments provided community engaged learning experiences for approximately 300 students in fall 2021.

Harry T. Wilks Fellowship

A hallmark of the Wilks Institute is that every program we design and the experiences we host are influenced and led by students. In fall 2021, the Wilks Institute transformed our student employment experience and created the Harry T. Wilks Fellowship.



Wilks Fellows are a cohort of exceptional student leaders with strong connections to leadership and community engagement. The Fellows program provides students with opportunities to lead and learn, with a variety of professional development opportunities and an atmosphere built for collaboration across differences.

Wilks Fellows support a number of initiatives including:

- Civic engagement and voter registration.
- Community partnership development.
- Volunteer coordination.
- Training and leadership development.
- Interfaith community engagement.

The Wilks Fellows are asked to challenge perceptions and assumptions of leadership and service by creating opportunities for critical reflection and education that prompt interpersonal and intrapersonal growth. Their programs and experiences address the interconnected challenges of leadership, community, and civic engagement through values, self-awareness, and dialogue.

Each experience and program facilitated by the Harry T. Wilks Institute for Leadership and Service is designed to foster a sense of community and commitment to ethical leadership. Participants develop as individuals while learning the importance of community engagement and service to others. They take these experiences into all aspects of their lives post graduation, committed to being engaged leaders in their communities.

Office of Residence Life

Division of Student Life | Board of Trustees Report

February 2022

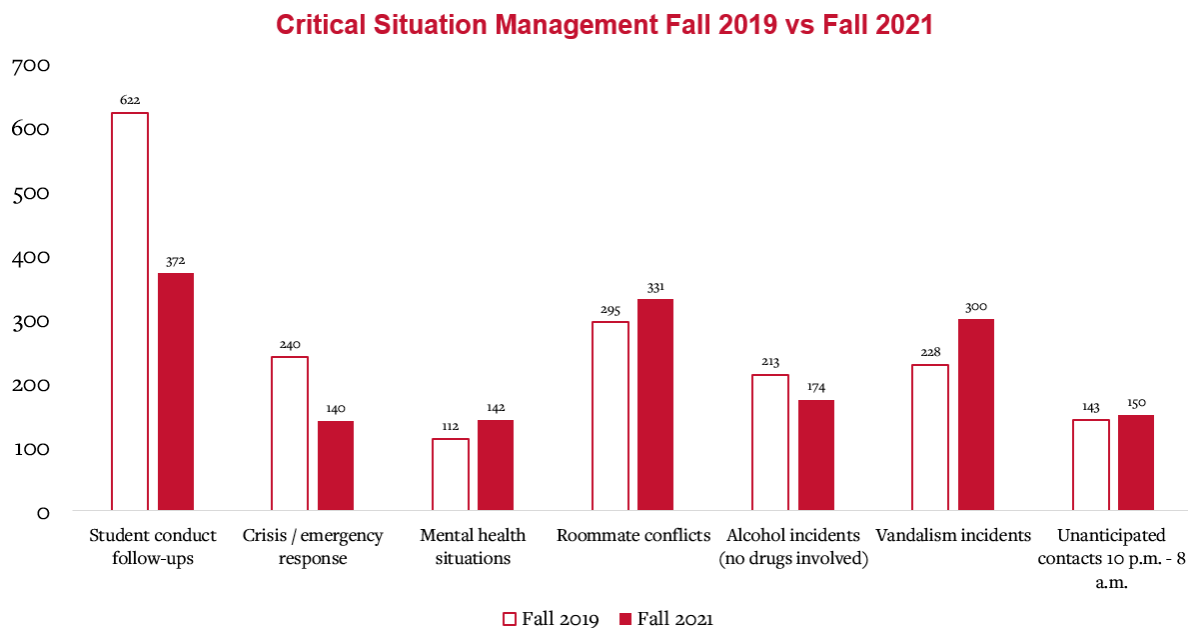
Introduction

Throughout the COVID-19 pandemic, the Office of Residence Life has shifted many practices to achieve the goals associated with the five core functions to: (1) provide safe and healthy homes, (2) assist in increasing persistence and retention, (3) promote inclusive and diverse communities, (4) extend the learning environment beyond the classroom, and (5) ease students' transition to adulthood.

While the inability to gather and interact in traditional ways made facilitating community development more difficult, residential students have continued to report a high satisfaction rate. At least 90% of surveyed students reported that they feel safe living on campus and are having a positive experience in fall 2021.

This consistently high performance can be at least partly attributed to a consistent student to staff ratio in the residence halls and apartments. The presence of friendly, helpful, informed professional and paraprofessional staff members continues to be our greatest asset. The in-hall staff and supporting administration provide residents with a support system that facilitates positive relationships with peers, quickly connects them to resources, and invites participation in engaging learning opportunities.

Residence Life by the Numbers - 2021- 2022



Fall 2021 Critical Situation Management

Despite having nearly 10% fewer residents living on campus in fall 2021 (7,449) compared to fall 2019 (8,268), residence life staff recorded increases in several categories of critical situation management this year. There were more mental health situations (e.g. suicide ideations and extreme mental duress), more roommate conflicts, more vandalism incidents, and more late night unanticipated contacts. These increases in challenging situations are similar to what residential students are experiencing across the country.

Roommate Conflicts. Roommate conflicts are typically more common among first-year students because many are living with a non-family member for the first time. Last year (2020-21), many first-year students did not have a roommate due to the pandemic. Not only are first-year students getting used to living with others this year, second-year students are as well.

Vandalism. Destructive Tik-Tok challenges, the desire to be famous on websites like Barstool, and general immaturity may explain the increases in residence hall vandalism. We have partnered with MUPD and students when possible to identify culprits of the destruction. In some instances (e.g. urinating on an RA's door, expending a fire extinguisher, repeated negative community behavior), we have administratively relocated students to another community.

Mental Health. While the causes of the increase in mental health situations is unclear, it's likely that the COVID-19 pandemic has played a role in the increase in anxiety, depression, and other mood disorders. Additionally, transitioning to a fully in-person experience after 18 months of virtual learning has been challenging for some students. There has also been an increase in help-seeking behavior. Students and their support systems are better at asking for help when they need it. These same factors have likely impacted the number of roommate conflicts.

To respond to the increase in number and intensity of mental health incidents, we must think about our work differently. Changes may include adjustments to staffing structure, staff educational requirements, training experiences, and programming expectations.

Staffing Challenges

Like many colleagues across campus, the Office of Residence Life has been impacted by staff turnover and vacancies. Vacancies may be a component of natural attrition, the COVID-19 pandemic, or a result of the "Great Resignation." We currently have seven vacant Resident Director positions. Through creativity and agility, we've been able to create new staff and student roles to serve as a stop-gap measure during our season of staffing transition. We've hired two Community Managers and five Student Community Manager positions. These positions provide us with much needed coverage for our communities.

Community Managers are full-time live-in positions, similar to Resident Directors. The position does not require a master's degree, however, and does not include a teaching component. Unlike the Resident Director and Area Coordinator positions, the Community Manager position is a one year, non-renewable position.

Student Community Managers mirror the Graduate Assistant position. These undergraduate students work part-time in conjunction with a full-time staff member to assist in the oversight of a residential facility. To be eligible for this position, students must have completed at least one year as a Resident Assistant. The Student Community Manager position serves as a capstone experience for senior RAs, many of whom are planning for a career in higher education.

Interest in RA position

It has also been challenging to recruit and retain Resident Assistant staff. In a recent survey, students who did not want to apply to be an RA stated that it was too much responsibility and that other students would perceive them negatively. We've adjusted our practice from recruiting RAs twice a year to a continuous recruitment process. This allows us to quickly replace RA vacancies when they occur. We also regularly gather feedback from RAs about their experience and make adjustments to the role when appropriate.

Commitment to Diversity and Inclusion

We cannot provide safe and healthy homes when students do not feel free to be themselves and accepted for who they are where they live. We enact several strategies to ensure our continued attention and commitment to creating and fostering inclusive environments.

Diversity and inclusion committee. This departmental committee coordinates assessment and provides educational and social experiences for staff. They develop training experiences, conduct climate surveys, and provide affinity spaces for members of the organization who hold underrepresented identities. These activities help build an environment where individuals have resources and support to help them successfully engage with and serve our diverse community.

Diversity education. In our most recent residential survey, students recognized our efforts around diversity education. Nearly 90% agreed or strongly agreed that RAs provide opportunities to learn about others' social identity and enhance their knowledge or awareness of diversity. The goal of residential education is not to tell students what to think, but to expose them to a variety of perspectives and invite them to come to their own conclusions.

Gender inclusive housing. Our approach to gender inclusive housing is constantly evolving as we learn more about an ever-growing population of students from whom traditional housing practices do not work. In partnership with the Campus Services Center, the Center for Student Diversity and Inclusion, and the Physical Facilities Department, we've increased options in our gender inclusive housing program to accommodate more student needs each year.



Bias Incidents

Even with our sustained commitment to diversity and inclusion, our community still experiences bias incidents. Sometimes these incidents are caused by ignorance and other times by hate. In partnership with the Office of Equity and Equal Opportunity and the Office of the Dean of Students, we respond to reported incidents of intolerance or bias by communicating our sorrow that the situation occurred, acknowledging pain and negative impact, offering an opportunity to speak with someone in person, and providing campus resources for support. When possible and desired, we provide an opportunity to students who have created harm and students who have been affected to participate in a restorative justice process with the Office of Community Standards. This process is not a conduct hearing and does not impose a sanction from the university. Restorative justice is a structured conversation that examines the impact of an incident and determines what can be done to repair harm while holding the person who caused it accountable for their actions.

Living Learning Communities

A hallmark of the residential experience at Miami is participation in a Living Learning Community, Academic Neighborhood, or Affinity Community. These experiences complement Miami's academic mission. Our goal is to further support students in their success at Miami.

LLC Highlight: Outdoor Pursuits

The Outdoor Pursuits Living Learning Community, sponsored by the Outdoor Pursuit Center, is ideal for students who have a passion for the outdoors and a sense of adventure. Students take a required 2-credit hour course (EDL 290R: Outdoor Leadership) and participate in activities such as an adventure race, belay training and test with the climbing wall, and a fall overnight weekend camping trip. The required course challenges students to critically examine concepts of leadership and to practice these concepts in new outdoor activities.

"The combination of the time spent in class, participating in outdoor pursuit activities, and living in Porter with a community of amazing like-minded individuals, has changed me as a person and shaped the foundation for my entire college career. The amount of useful information I learned during EDL290R, such as the outdoor leadership stool, leave no trace, risk management, diversity in the outdoors, and so much more, will not only benefit me and my future endeavors, but also give me tools to have a positive impact on the world around me."

- Brody Kent, Class of 2025

New Living Learning Communities for 2022-2023 Academic Year

AWESoM: Advancing Women in Engineering and Software at Miami. AWESoM aims to connect with faculty and build a strong community of women in engineering and computing.

SEEC: Socially Engaged Engineering and Computing. SEEC aims to get students involved in College of Engineering and Computing initiatives. Students will also take a required course, CEC 222: Socio Environmental Responsibility in Engineering and Computing.

MIAMI UNIVERSITY CAMPUS SERVICES

Campus Services Center

2021-2022 Occupancy Report Spring Semester

2/4/2022

Building Name	Standard Capacity	Residents	Occupancy %	Vacancies or (Beyond Standard)	Doubles Sold as Singles
Anderson	217	199	91.7%	17	1
Beechwoods	266	257	96.6%	9	
Bishop	94	88	93.6%	2	4
Brandon	144	138	95.8%	6	
Clawson	120	111	92.5%	9	
Collins	145	136	93.8%	8	1
Dennison	271	262	96.7%	7	2
<i>Dodds (Offline for Renovation)</i>	0	0	0.0%	0	
Dorsey	212	201	94.8%	9	2
Elliott	35	31	88.6%	4	
Emerson	337	295	87.5%	41	1
Etheridge	237	227	95.8%	8	2
Flower	266	256	96.2%	10	
Hahne	366	344	94.0%	21	1
Hamilton	181	172	95.0%	8	1
Havighurst	332	298	89.8%	33	1
Hepburn	267	250	93.6%	14	3
Heritage Commons					
Blanchard House	72	67	93.1%	5	
Fisher	72	69	95.8%	3	
Logan	70	65	92.9%	5	
Pines Lodge	72	69	95.8%	3	
Reid	72	72	100.0%	0	
Tallawanda	72	72	100.0%	0	
Hillcrest	270	258	95.6%	10	2
MacCracken	175	157	89.7%	16	2
Maplestreet Station	91	86	94.5%	5	
McBride	142	138	97.2%	4	
McFarland	143	129	90.2%	14	
McKee	79	59	74.7%	20	
<i>Miami Inn (Quarantine/Isolation)</i>	0	0	0.0%	0	
Minnich	253	243	96.0%	9	1
Morris	371	348	93.8%	22	1
Ogden	172	150	87.2%	21	1
Peabody	153	128	83.7%	24	1
Porter	183	181	98.9%	1	1
Presidents/Marcum	348	316	90.8%	29	3
Richard	212	200	94.3%	12	
Scott	253	235	92.9%	16	2
Stanton	203	187	92.1%	14	2
Stoddard	45	41	91.1%	2	2
Stonebridge	265	252	95.1%	13	
Symmes	197	185	93.9%	12	
Tappan	300	281	93.7%	15	4
Thomson	204	173	84.8%	31	
<i>Wells (Quarantine/Isolation)</i>	0	0	0.0%	0	
Withrow	281	262	93.2%	17	2
8260	7688	93.1%	529	43	

Grand Totals	8260	7688	93.1%	529	43
<i>Spring 2020 Comparison</i>	<i>8577</i>	<i>7960</i>	<i>92.8%</i>	<i>521</i>	<i>96</i>

	SP20	SP22
New Students Spring		
First Year	31	31
Transfer & Exchange	71	76
Regional Relocation	13	10
Returning Upper-class	55	78
170	195	
Students Who Left Housing		
First Year*	170	162
Upper-class*	308	277
478	439	
<small>*Graduates, Withdrawals, Suspensions, Study Abroad, Student Teaching, Job Co-op, Contract Releases</small>		

Spring History (in housing)		
	New	Left Us
2008-2009	243	410
2009-2010	243	454
2010-2011	249	470
2011-2012	221	469
2012-2013	248	452
2013-2014	254	387
2014-2015	274	399
2015-2016	299	388
2016-2017	248	337
2017-2018	200	390
2018-2019	168	426
2019-2020	170	478
2020-2021	-	-
2021-2022	195	439



ENROLLMENT MANAGEMENT AND STUDENT SUCCESS

February 2022 Board of Trustees Report

OFFICE OF THE BURSAR

The Office of the Bursar successfully upgraded 125 eMarket sites at year-end. The new technology delivers a streamlined and efficient access point for accepting payments benefitting both end users and staff. These efficiencies were recognized by updated reporting at the department level as well as time savings with reconciliation of fee collection. The sites work as online fee collection points for club member dues, fundraisers for student organizations, study abroad program fee collection, as well as departmental payments and collections for the benefits department, the police department and the Library, among others. To date, since the conversion began in the late Fall, we have collected over \$750,000.

CENTER FOR CAREER EXPLORATION & SUCCESS

As reported during the 2021 December News to Share, CCES is offering 13 industry-specific career and internship fairs during the 2022 Spring Term in lieu of one large event. The rationale for the change to help students more easily identify employers of interest and for employers to better pinpoint candidates with interest and skills related to their opportunities. With smaller events, employers will also be able to spend more time communicating details about their opportunities with students. In turn, students will have the chance to network in a more relaxed environment. This revised strategy is yielding more opportunities than ever for students. Over the past two spring terms, an average of 235 employers participated. To-date, we have 310 registered for our slate of in-person and virtual career fairs (a 30% increase and counting).

OFFICE OF STUDENT FINANCIAL ASSISTANCE

The Higher Education Emergency Relief Fund III (HEERF III) is authorized by the American Rescue Plan (ARP), signed into law on March 11, 2021, provided over \$18.4 million in student grant support to Miami University to serve students and ensure learning continues during the COVID-19 pandemic. This is in addition to the funds provided to the University that were used to offset added costs for public health strategies, cleaning, distance learning, testing and contact tracing, and lost revenue in auxiliary enterprises.

The Office of Student Financial Assistance has disbursed over \$16.4 million in ARP funding to students since August 2021 and is continuing to make payments to students based on financial need and emergency fund requests. Over 70% of students opted to apply the grant to their Bursar account to help cover fees and prevent class cancellation.

ARP funds are in addition to funds authorized by the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA), and the Coronavirus Aid, Recovery, and Economic Security (CARES) Act. Since April 2020, emergency grant funds available to Miami students total over \$31.4 million.

OFFICE OF THE REGISTRAR

In December 2021, 909 degrees and 23 certificates were awarded as follows:

7	222	606	51
Doctoral	Master	Bachelor	Associate

In January 2022, 118 degrees and 4 certificates were awarded as follows:

3	22	76	13
Doctoral	Master	Bachelor	Associate

OFFICE OF THE VICE PRESIDENT

Enrollment Management and Student Success offices have been participating in individual DEI events as well as a department-wide events. In January and February, four sessions were offered surrounding Gentelligence. Dr. Megan Gerhardt, Professor of Business Leadership Co-Director & Director of Leadership Development, will present information from her book, Gentelligence: The Revolutionary Approach to Leading an Intergenerational Workforce. Her research suggests that Gentelligence is a powerful workplace strategy that helps us understand and appreciate intergenerational diversity.

STUDENT SUCCESS CENTER

Miami's desire to retain students is a primary goal of the Student Success Center. Our goal is to collaborate with campus partners to outreach to every student, multiple times if necessary, that are under-enrolled or not enrolled. The outreaches include personal calls, emails, and text messages. In addition, we had a personal email come from the Dean of each college to students that were not enrolled to work with their advisor to build a schedule. The office assisted students one on one with holds that were impeding their registration. We will continue to be proactive and relentless with innovative outreaches to make sure all of our students know that they are supported holistically at Miami!