

Academic and Student Affairs Committee
Marcum Conference Center
8:30 a.m. Thursday, June 22, 2023

5 min - Welcome, John Pascoe, Chair

[Approval of Minutes](#)

Q and A for Written Updates

[University Senate](#), Tracy Haynes, Chair, Senate Executive Committee

Undergraduate Students, ASG Sec for Academic Affairs, Spencer Mandzak

Graduate Students, GSA President Nanci Reyes-Guzman

90 min - Academic Affairs (AA) Update

Provost General Updates, to include:

Provost Mullenix with Vice President Shock - Academic Majors - 20 min

Humanities, Global Miami Plan, Advising, Boldly Creative - 40 min

[Research and Innovation](#) - VP Sue McDowell - 30 min

10 min – Break

40 Min - Enrollment Management and Student Success (EMSS) Update

VP Brent Shock Update - 10 min

[Enrollment Update](#) - AVP Bethany Perkins - 30 min

15 min - University Communications and Marketing (UCM) Update

[VP Jessica Rivinius Update](#) - 15 min

30 min - Student Life (SL) Update

VP Jayne Brownell Update - 10 min

[Mental Health Task Force](#) - 20 min

20 min - Executive Session

Matters Required to be Kept Confidential - Trade Secrets

Written reports

- AA - [Boldly Creative](#)

- AA- [MiamiRISE](#)

- UCM - [University Communications and Marketing Newsletter](#)

- SL - [Report of the Mental Health Task Force](#)

- SL - [Student Life AY2023 Report](#)

- EMSS - [EMSS Newsletter](#)

Dashboard Updates: Provost and VP Updates will include any applicable Dashboard highlights

**BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
Marcum Conference Center, Oxford, Ohio
Thursday, May 11, 2023**

Committee Chair John Pascoe called the meeting to order at 9:00 a.m., with sufficient members present to constitute a quorum. The meeting was held in the Marcum Conference Center on the Oxford campus. Roll was called; attending with Chair Pascoe were committee members; Trustees Deborah Feldman, Zachary Haines, Beth McNellie, and Mary Schell; and Student Trustee John Fazio. Also attending were; Trustees Steve Anderson, Sandra Collins, and Rod Robinson; and National Trustees Biff Bowman and Mark Sullivan. Committee members, Trustee Ryan Burgess and National Trustee Jeff Pegues were absent.

In addition to the Trustees, attending for all or part of the meeting were Provost Liz Mullenix; Senior Vice President David Creamer; Vice Presidents Cristina Alcalde, Jayne Brownell, Jessica Rivinius, David Seidl, Brent Shock, Amy Shoemaker, and Randi Thomas; along with Executive Fellow Stacey Lowery Bretz, and Ted Pickerill, Chief of Staff and Secretary to the Board of Trustees. Also present to present to the Committee were; Assistant Vice President and Director of Admission, Bethany Perkins; Director Liz Wardle, and Director Ellen Yeziarski; along with many others in attendance to assist or observe.

Public Business Session

Welcome and Approval of the Prior Meeting's Minutes

Trustee Pascoe welcomed everyone to the meeting, relaying:

To begin, I would first like to congratulate Nyah Smith and Jules Jefferson on their election as student body president and vice president. They have a tough act to follow in Amitoj and Khenadi, but I am sure they will excel, and we look forward to hearing from Nyah at tomorrow's full board meeting.

It has been several months since our last Committee meeting; and we all look forward to learning more about the activities and initiatives that have occurred in the interim.

Today will soon receive an update from Provost Mullenix and Vice President Shock on student demand for majors, and our ability to meet that demand. We will also hear Assistant Vice President and Director of Admission, Bethany Perkins, with our first enrollment update since the milestone May 1 date.

From Academic Affairs we will also consider several resolutions, including a new Bachelor's degree in Cybersecurity and Networking, four resolutions on TCPLs and one on tenure policy. We will also hear from the Directors of two Centers; Dr. Liz Wardle, Director of the Howe Center for Writing Excellence, and Dr. Ellen Yeziarski, Director of the Center for

Teaching Excellence. We are so grateful to Roger and Joyce Howe whose generosity has made the Howe Center for Writing Excellence possible. Through their support the Center has positively impacted so many students in helping them develop a clear and persuasive writing ability. We are honored to have the Howes joining us here today.

Vice President Rivinius will update us of some of their marketing methods and target audiences, and we will receive a Student Life update from Vice President Brownell.

We look forward to hearing these reports, presentations, and updates, and we welcome everyone to this meeting.

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 written reports from University Senate and Associated Student Government, there were no questions regarding those reports.

Enrollment Management and Student Success

Academic Majors Update

Vice President Shock was joined by Provost Mullenix, and they updated the Committee on student demand for majors, and Miami's ability to meet student preferences for majors. They explained the difference between double-majors (meeting all requirements, including college core requirements, for both majors), co-majors (meeting all requirements for the primary major, and a list of courses for the secondary major (the college's core is not required)). Co-majors allow students a deeper dive into a second subject area than a minor in the subject provides. Co-majors are unique to Miami University.

They listed the current Top 10 majors, across all currently enrolled students, they are:

- Finance
- Marketing
- Psychology
- Biology
- Computer Science
- Kinesiology
- Nursing
- Political Science
- Primary Education PK-5
- Accountancy

The Top 10 majors for new students:

- Biology
- Undeclared Business
- Finance
- Psychology
- Marketing
- Business Economics
- Exploratory Studies
- Business Analytics
- Computer Science
- Nursing

The most popular secondary majors, for all currently enrolled students:

- Premedical Studies (co-major)
- Entrepreneurship (co-major)
- Environmental Science (co-major)
- Neuroscience (co-major)
- Sustainability (co-major)
- Fashion (co-major)
- Psychology
- Arts Management
- Art Therapy (co-major)
- Accountancy

The most popular secondary majors, for new students:

- Entrepreneurship (co-major)
- Premedical Studies (co-major)
- Undeclared Business
- Marketing
- Business Analytics
- Finance
- Biology
- Psychology
- Business – Economics
- Undeclared Arts and Science

They listed the programs created since 2020, and explained the Miami Academic Program Incubator (MAPI). MAPI focuses on student demand and career outcomes, and applies research from EAB, and Gray & Associates. It consists of experts from across campuses; registrar, budget office, academic affairs, UCM, libraries, etc. MAPI evaluates new programs,

and ensures the Miami portfolio is aligned with the University's mission, and uses resources efficiently.

Vice President Shock's Update

Vice President Shock updated the Committee on a recent Miami University-Columbus business leader reception, which brought together university leaders with business leaders to help promote partnerships, and internship opportunities. All companies represented at the reception are invited to the Fall 2023 Career Fair, and will receive priority invitations for engagement with the Center for Career Exploration and Success (CCES). He also reviewed job and internship posting opportunities available in *Handshake*, he informed the Committee that for any student without a job at graduation, CCES will make a one-on-one outreach to those students.

Enrollment Update

Assistant Vice President and Director of Admission, Bethany Perkins, provided the Committee with an enrollment update. She informed the Committee that there were over 36,000 applications for Fall 2023 admission. The Admission team had set a goal of reducing the admission percentage by 2% per year, and the goal was achieved while still increasing the overall total number of students admitted.

She reported there were nearly 4,100 confirmations, which were flat across domestic non-residents, and down slightly in Ohio and among international applicants. Within Ohio, the central (Columbus) region had the greatest decrease, from 743 to 675.

This year the Financial Aid Office received a significant increase in admitted students/parents seeking to negotiate for additional finance aid, requests were up 46% year over year.

She reviewed two primary reasons for admitted students not choosing to attend Miami, which were admission into their first-choice university, followed by receiving a better scholarship elsewhere. The primary universities they are choosing to attend include; Ohio State, and the University of Cincinnati, followed by Michigan, Indiana, Ohio, and Dayton.

She highlighted several anti-melt strategies in place, provided a recruitment update for the Fall 2024 cohort, and information on transfer applications.

Graduate School Dean, Mike Crowder, provided a graduate student enrollment update. He explained that there are two main types of graduate programs; Miami-funded, which are essential to the research and teaching mission, and the second type are professional, student-paying programs. A focus has been placed on increasing enrollment in the fee-paying programs, and the percent enrollment in this type of degree is up from approximately 42% to 54% of graduate students enrolled, and confirmations for Fall 2023 are currently up by nearly 100 students over last year.

Student Life

Vice President Brownell relayed the following:

This has been an amazing, energizing, and sometimes exhausting year in Student Life. Students are back and leaning into the full college experience after a few years of modification and disruption in their lives. Seniors stayed engaged until the very end, making up for lost time and wanting to get as much from their college experience as possible. First years are different from the ones that came before them pre-2019, but have embraced every opportunity. And sophomores and juniors seemed to find their groove this year, academically, socially, and in their engagement. As a whole, our current students are still a bit more interested in gathering in smaller groups than their predecessors, they are displaying fewer conduct issues and report lower levels of alcohol use, and are drawn to more community building programs than educational ones. But they are a bit more involved month by month, and I'll be curious to see how next year's class changes things again.

As you're well aware, however, everything is not always sunshine and rainbows for our students. Most will also struggle and face challenges, and I was asked to talk about student mental health today. We'll be presenting the work of the Mental Health Task Force during the June meeting, which will provide a macro view of emotional well-being, so today I'll focus on the micro level and what we've seen this year regarding individual students and their care. There are two different stories in our data, quantitative and qualitative. First, the quantitative story is primarily one of stabilization after a few years of increases in utilization of services. In the Student Counseling Service, our counseling numbers, as of the end of April, are amazingly consistent with last year, which you'll remember was a new high. We had a few less individual counseling sessions, but more group sessions, equaling out to 10,583 sessions through April of this year, so very stable. Use of the 24-hour HOPE line increased by 40% to 525 calls, and we are grateful we have that stopgap resource for students. By adding two counselors this year, we also made progress on our waitlist. We did not need to start a waitlist until mid-October in 2022 compared to mid-September in 2021, and fewer students were on the waitlist overall. In fact, in mid-April when that list was historically at its highest, there were only 12 students waiting for an appointment after their initial consultation. We are very excited about that.

Turning to the Dean of Students office, the number of Care reports submitted continued to grow this year, but at a slower rate. From 20/21 to 21/22, there was a 61% increase in reports. From last year to this year, as of the end of April, we also saw an increase but that growth slowed to 15%. We are likely to hit 800 reports at the end of this academic year for the first time. 70% of those cases are reports for concerns that are non-academic in nature. The good news is that far fewer of those reports included an element of suicidality than last year. We also saw a decrease in the number of medical leaves through the end of April. The total processed declined from 274 to 236, but if you look only at withdrawals for the current term, we saw a 15% decline, from 213 to 181. Title IX reports also declined by 25% this year, but it is hard to declare that as positive or negative. We know that far more people experience sexual assault than report it, so we can't conclude whether cases are down, which would be great, or whether reporting is down, which is not what we want.

Those are the quantitative details, but it is not a complete picture. Qualitatively, we are seeing different patterns than we saw in the past, which I've talked to you about a bit before. Overall, I'd say that the Miami student body is doing great. As I said, they are involved, engaged, and making the most of their college experience. They are excelling academically, passionate, making a difference in their community, and most are making good choices, as seen in our decreasing number of conduct and alcohol cases. But for those students in distress, their distress is deeper and more complex than what was typical in the past. While most of our appointment and case numbers have been stabilizing, the staff time required to support and care for a subset of that distressed population has taken significantly more time and attention. Our adoption of a case management approach a few years ago couldn't have come at a better time, since coordination is key. One student can impact everyone in their classroom which requires faculty consultation time. They are also often causing distress on their residence hall floor, which requires intervention by residence hall staff and support for roommates and floormates. Concern spills over into their student organizations requiring management by their advisors. Counselors may need to assist with arranging more long-term or specialized-care referrals, or hospital stays. Parents are involved and may also need support. These issues are often long term, requiring weeks or months of follow up attention. So, while I shared our quantitative data, there is a complex system of people wrapped around our students that takes far more time than noted in those numbers. I am so grateful for our team, and we are lucky to have such dedicated and talented staff managing these cases.

As we look to the future and what is next in terms of the student mental health fee, we have a few real challenges around staffing. Counseling staff is very much in demand, particularly with the rise of telecounseling services across the country, and it is getting harder to hire and retain staff. We gave a salary boost to our counseling staff last year, but national salaries are rising again and we are having a hard time staying competitive. We have a fantastic new role on deck this summer in SCS because of the student mental health fee. A care coordinator would work with our students who need more sustained or specialized care than we could provide on-campus. These are our most vulnerable students, so the care coordinator would sit with them to work through their options, their insurance, and their transportation, making sure they get connected to the care they need. They'd also pay attention to students on our waitlist, checking in to be sure their status hasn't changed and making sure they feel cared for between appointments. This would be a fantastic opportunity for a social worker or a newer counselor - but we've only had four applications in total with one meeting minimum qualifications, despite it being posted for a few months and our director reaching out to Miami and external networks. In addition, we have funding for a post-doc next year and can't find any. We are likely to have four counselors depart this summer, and the candidate pools are shallow. In the DOS area, we have funding for a GA next year, and that search failed. We also have funding for another person in the Miller Center; same story.

As our case numbers are stabilizing, we have to seriously consider how to use the next round of funding from the student mental health fee, and rather than grow our staff at the rate we planned to, it might be smarter to invest in our current staff to retain staff and stabilize that team. It's something we're discussing.

What I hope you are hearing today is that we are facing a completely different landscape regarding student care than when I first arrived at Miami nine years ago, but we are on top of this! We are continually assessing who our current students are and what their needs are, adapting our services, and managing our staffing strategies to use our resources strategically.

University Communications and Marketing (UCM)

Vice President Jessica Rivinius informed the Committee of messaging and audiences, and described the general audience preferences and the social media platforms preferred by each:

- Prospective Students (TikTok and Instagram)
- Parents (Facebook)
- Faculty and Staff (LinkedIn and Twitter)
- Current Students (TikTok and Instagram)
- Miami Alumni (LinkedIn, Instagram, and Facebook)
- News Media (Twitter)

She then explained the audience personas which can be targeted via select platforms with tailored messaging. Some personas include; the proud Miami alumna and/or parent, the nostalgic grad or Miami student, the professional alumnus or team member, the authentic prospective or current student, and the curious team member or reporter.

She reviewed content of interest, demographics, and follower growth by platform, with every platform showing continuous growth for the past several years.

In crafting content, she explained the value of collaborating with interns. Gen Z persona guides the channel strategy and influences the way content is created. The student-generated, focused content performs higher than the average content. Also, Miami students can tell when content is created by a fellow student.

Vice President Rivinius then informed the Committee of proprietary information which helps guide the messaging process – Carnegie Darts. The Darts and undergraduate student personas apply demographics and psychographics to allow personalized outreach. This allows for communications which maintain the core message, but can adapt the images, tone, etc. of the communication for the target persona.

Academic Affairs

Provost Mullenix provided a general update and presented six resolutions for consideration by the Committee. The resolutions included:

- New Degree, BS in Cybersecurity and Networking
- TCPL increase of cap, CCA
- TCPL increase of cap, CEC
- TCPL Dossier and Evaluation Guidelines Changes
- TCPL Policy Changes

- Tenure Policy Changes

All six were considered in a single vote. Trustee McNellie moved, Trustee Schell seconded, and by unanimous voice vote, with all voting in favor and none opposed, the Committee recommended approval of the resolutions by the full Board of Trustees.

She then reviewed some hiring challenges faced by Academic Affairs, some of which include; available salary levels lower than in industry and at R1 universities, remote work preferences, the financial challenges faced by the local school district, and others.

Provost Mullenix then provided an overview of the Academic Prioritization, Evaluation, and Improvement Process (APEIP). The process uses qualitative data to identify programs for sunset, those with significant difficulty, those with minor difficulty, and those rated for continuous improvement. APEIP is now in year 2 of 3, and thus far 34 programs have been identified for elimination, and action plans created for programs with significant difficulties. In addition to APEIP and MAPI, HumanitiesWORKS has also been created, it is a task force to innovate the humanities at Miami. The taskforce will review curriculum and programs, recruitment/enrollment/internal partnerships, and career development initiatives.

The Howe Center for Writing Excellence

Director Liz Wardle presented on the Howe Center for Writing Excellence. She began by asking “*Why aren’t we doing a better job teaching students to write?*” and provided a history on the teaching of writing to students in higher education.

She explained that serious research is important and that we must change what we do. She stated faculty are the lynchpin, and they must accept responsibility. She listed points for teaching about and with writing, and she listed points of intervention:

- Train the faculty
- Support the students
- Train peer educators
- Create a culture of writing
- Research what we do
- Share the work beyond Miami

Since 2016, 89 workshops have been held for 3,260 teachers (over 850 unique attendees), and over 45 Advanced Writing courses from all divisions and disciplines have been approved.

Since 2018, over 13,000 writing center appointments have been held. 86% of the appointments were with undergraduate students, 13% with graduate students, and the remainder with faculty, staff, and alumni. In 2022-23, 2,083 consultations with students from all divisions were held, with 68% being face-to-face and 32% online.

Center for Teaching Excellence (CTE)

Director Ellen Yeziarski presented on the Center for teaching excellence. She began by featuring the Teacher Scholar website, and the resources available. She then informed the Committee of the mission and vision of CTE, and its two pillars; to build a scholarly teaching community, and to support instructor learning.

She then explained how CTE is embedded in the Miami and Higher Education communities. 46% of Miami faculty engaged with the Center in FY2023, up 41% over pre-pandemic levels, the goal for the Center is engagement with 50% of the faculty each year.

She discussed the Faculty Learning Community and the Lilly Conference. In 2022, 343 teacher-scholars from across the country came to Oxford for this evidence-based teaching and learning conference. She also informed the Committee of the Journal on Excellence in College Teaching, a peer-reviewed, online, scholarship of teaching and learning journal. The journal is published in-house by CTE staff.

Se concluded by informing the Committee of other initiatives and services of CTE, such as; book clubs, new faculty orientation, grants, and consulting.

Adjournment of Meeting

With no other business to come before the Board, Trustee Burgess then moved, Trustee Feldman seconded, and by unanimous voice vote, with all in favor and none opposed, the Board adjourned at 11:15 a.m.

Written Updates

- EMSS - EMSS Newsletter
- SL - Student Wellness
- SL - Student Engagement
- SL - Student Life Newsletter
- SL - Center for Student Diversity and Inclusion Report
- UCM - University Communications and Marketing Newsletter
- AA - MiamiRISE



Theodore O. Pickerill II
Secretary to the Board of Trustees

Report for BOT meeting on June 23, 2023:

1. The last official meeting of the 2022-23 Senate was May 1, 2023, but work has continued during the summer in order to be ready for the fall. One item of business for the summer is to ensure all senate committees/councils are ready to work in August. The committees and councils are important to the work of senate as they develop, deliberate, and review many of the policies and proposals that are presented to Senate. Before adjourning in the spring, Senate voted to give permission for the Secretary of Senate to work with the chair and chair-elect of Senate Executive Committee (SEC) to fill all faculty vacancies on committees and councils. A list of faculty members interested in each committee/council was compiled from the results of a survey that was sent to all members of the Faculty Assembly to allow faculty to indicate interest in the various committees and councils. Most of the vacancies on the committees and councils have already been filled. The remaining spots will be filled by the end of July with the exception of the Council on Diversity and Inclusion as this council is currently “on hold” as its charges are reviewed and refined to be distinct but complementary to that of the Office of Institutional Diversity and Inclusion.
2. Senate leaders from the 14, four-year Ohio universities and colleges form the Ohio Faculty Council (OFC). The OFC is currently chaired by Laura Luehrmann from Wright State and meets every other month to discuss pertinent topics relevant to higher education. I began attending the OFC meetings in January with Tom Poetter. Since the last Senate Report, the Ohio Faculty Council met on May 12 and June 9. I attended both of these meetings. Chancellor Randy Gardner from the Ohio Department of Higher Education attended the meeting on May 12, and answered questions most of which revolved around SB 83 and HB 151. The Chancellor listened to the concerns regarding this bill and was “hopeful that regardless of legislative outcome, that there are still ways the spirit of shared values/responsibilities can be sustained and grown because without faculty we don’t have universities and can’t serve students”. Potential amendments to SB 83 and HB 151 were discussed at the June 9, meeting along with plans for a special joint meeting in September with the Ohio Faculty Senate to discuss mental health concerns in higher education.
3. Members of the SEC are also working during the summer to plan the Annual Fall Senate Retreat. The retreat is scheduled for August 23. The retreat is an optional meeting of the Senate and provides an opportunity for informal conversations about current topics pertinent to Miami. The first part of the retreat will be an introduction to Senate and Robert's rules which is geared toward new senators but is a good review for all senators. Additionally, discussions of how senators can communicate with constituents, how they can participate during a Senate meeting, and the purpose and procedures during executive session of Senate are being planned. Outside of senate procedure, a discussion and potential revisions of the policy on academic freedom in being planned.

4. I am looking forward to leading the SEC during the next academic year. Provost Mullenix and I have regular meetings scheduled and will be working together to ensure shared governance continues and Senate is as effective and organized as possible. Initial goals for the fall include reviewing current senate policies and practices and suggesting revisions where appropriate as well as working with an Ad Hoc Committee led by Associate Provost and Dean for Undergraduate Education, Amy Bergerson, and University Registrar, Amanda Euen, to examine the current midterm grade reporting system and how it can be improved for an increase in student success.
5. Thank you for the opportunity to speak to you today and update you on current goals of Senate.



Supporting Miami University Research, Scholarship, Creative Endeavors, and Outreach

Office of Research and Innovation

Board of Trustees

July 22, 2023

Sue McDowell, Vice President for Research and Innovation



Office of Research and Innovation (ORI) Mission

To serve teacher-scholars, staff, student collaborators,
and all who are committed to research, scholarship,
artistry, and outreach

as this commitment is integral to Miami's legacy of
providing a rigorous academic experience

Top Strategic Priorities

MiamiRISE

Recommendations for Research & Scholarship

Invest

#8-Improve infrastructure to support research & scholarship

#9-Improve faculty culture for involvement in externally funded research

Innovate

#3-Cultivate cross-disciplinary research

Implement

#30-Enhance external visibility of research

#8- Invest - Improve infrastructure to support research & scholarship



F&A (facilities and administrative costs – overhead on awards)
E&G (education and general – operating budget)



Sue McDowell, PhD
(Vice President)
New position (E&G)



Rick Page, PhD
(Associate Vice President)
New position (E&G)



Judy Eaton
(Budget Coordinator)
Created from splitting vacant line (E&G)



Jens Mueller, PhD
(Director Research Computing Support)

Research & Sponsored Programs



Anne Schauer, MA, CRA
(Director)



Amy Hurley Cooper, M.Ed.
(Associate Director Proposal Development)



CaTia Daniels
(Proposal & Contract Specialist)



Vanessa Gordon
(Pre-Award Grant Administrator)
Created from splitting vacant line (E&G)

Research Ethics & Integrity



Jen Sutton
(Director)



Julie Robinson
(Assistant Director) New position (F&A)

Assistant Director – vacant
Lab Safety Officer - New position (E&G)
Export Control - Consultant (F&A)

Data and Planning



Tim Kuykendoll
(Analyst) New position (E&G)
16/137 < 1.0 FTE

Veterinary Services



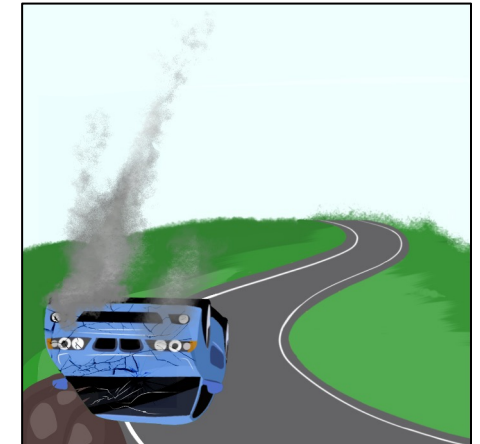
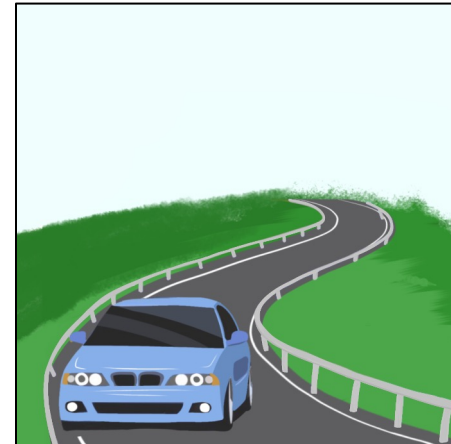
Joe Matu, DVM (Attending Veterinarian)
(College of Arts and Science + F&A)
< 1.0 FTE



Providing guardrails to keep research and sponsored projects moving

Infrastructure for:

- **FY23 Grant Proposals Submitted** (through May):
 - \$91.9M (5 year average: \$82.8M)
- **FY23 Funded Awards** (through May):
 - \$34.6M (5 year average: \$25.7M)
- **Total Award Dollars** (FY23 plus open from previous FYs):
 - \$124M
- **Human Subjects Protocol Reviews** (FY23):
 - 470 (~180 student-led)
- **Current Animal Researchers:**
 - ~170 faculty, staff, and students
- **Current Controlled Substance Licenses:**
 - 6 Ohio Board of Pharmacy, 5 Drug Enforcement Agency
- **Intellectual Property (IP) FY23 Activity:**
 - 13 material transfer agreements, 25 IP disclosures



Modernizing Management of:

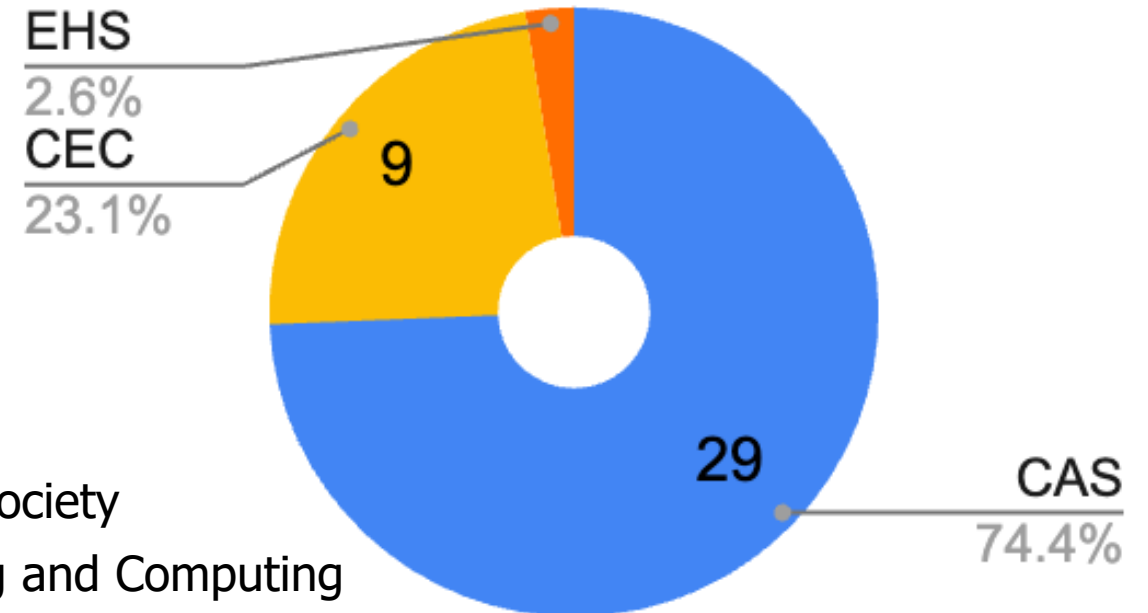
- Export Control
- Responsible Conduct of Research
- Biosafety
- Lab Safety

#9-Improve faculty culture for involvement in externally funded research

Strategic Initiative Fund (SIF) Awards

- Matching dollars on funded grants
- Fund equipment and personnel
- Awarded to funded grants
~\$214,000

of SIF Applications per Division



EHS – Education, Health & Society

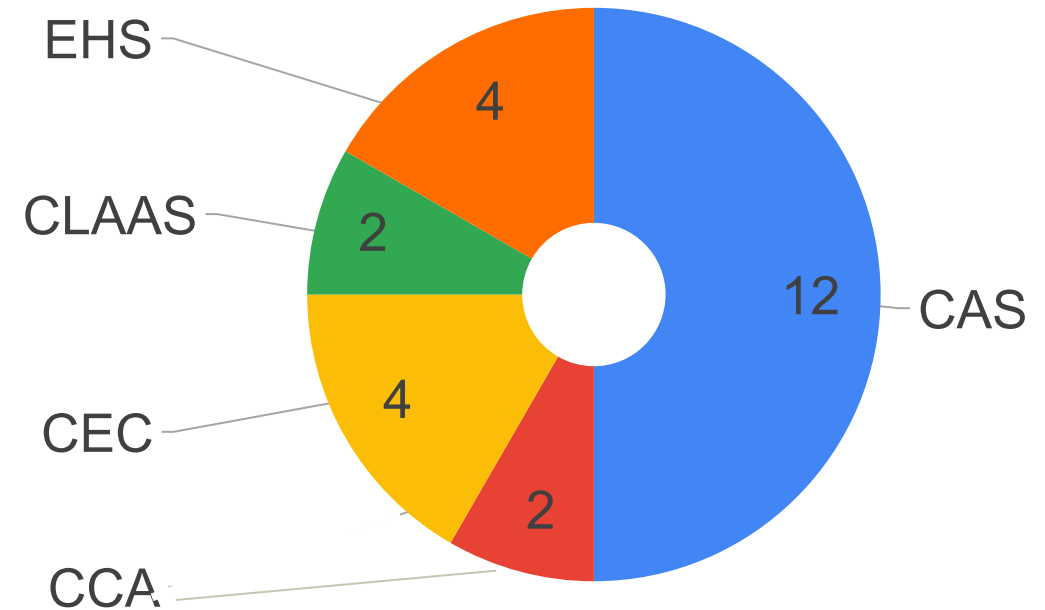
CEC – College of Engineering and Computing

CAS – College of Arts and Science

#9-Improve faculty culture for involvement in externally funded research

Research-Scholarship-Artistry (RSA) Grants

- 88 applications
- 4 reviews/application
- ~\$20k each
- committed \$333,846



EHS – Education, Health & Society

CEC – College of Engineering and Computing

CAS – College of Arts and Science

CLAAS – College of Liberal Arts and Science

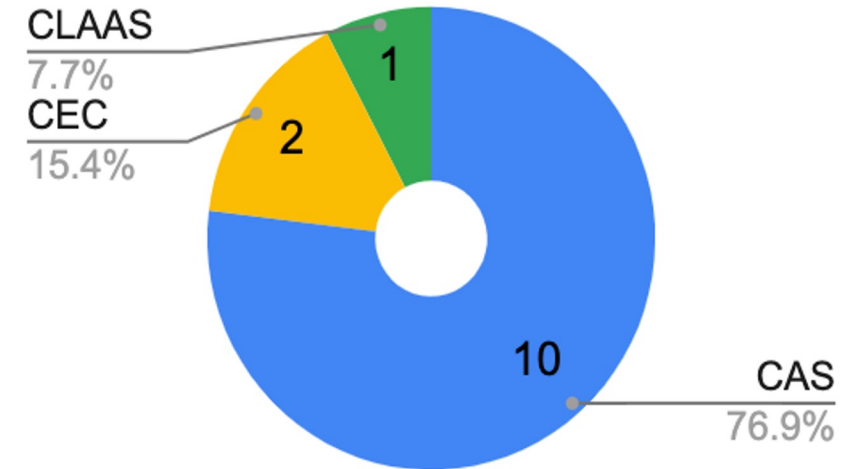
CCA – College of Creative Arts

#9-Improve faculty culture for involvement in externally funded research

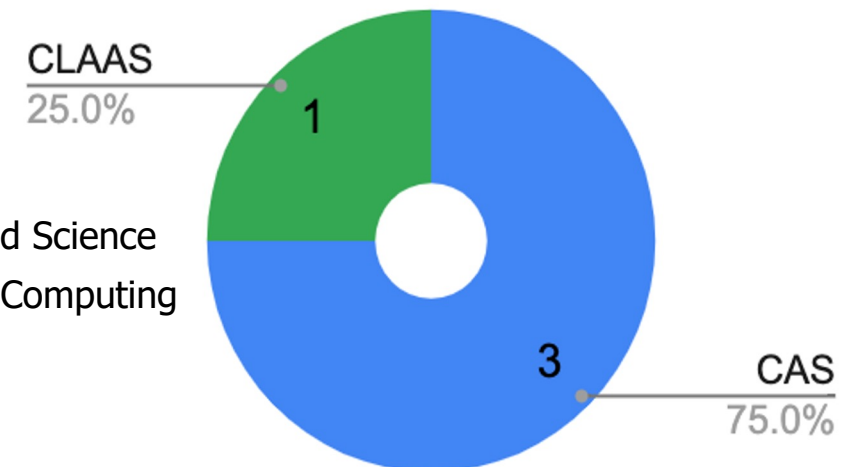
Senior Research Staff (SRS) Grants

- Establish
 - postdoctoral positions
 - research engineer positions
 - research scientist positions
- Average Award:
 - ~\$140,000

SRS Applications



SRS Awards



CLAAS – College of Liberal Arts and Science
CEC – College of Engineering and Computing
CAS – College of Arts and Science

#9-Improve faculty culture for involvement in externally funded research

Research Instrumentation Opportunity (RIO)

- CHIPS and Science Act made these funds available

Awards were made in spring, 2023:

- 6 awards
- Average match: ~\$30k
- Average instrument cost: \$60k

#9-Improve faculty culture for involvement in externally funded research

RAPID Awards

- ~\$100K per award
- High level of accountability
- 4 Awards since November 2021

Yield:

Proposals	Awards
2 NIH R21s	Awaiting scores
1 NIH R01	\$1.4M (ROI >300% on facilities and administrative recovery alone)
2 Upcoming NIH R01s	TBD
2 Spring and Summer 2023 NIH R01s	TBD

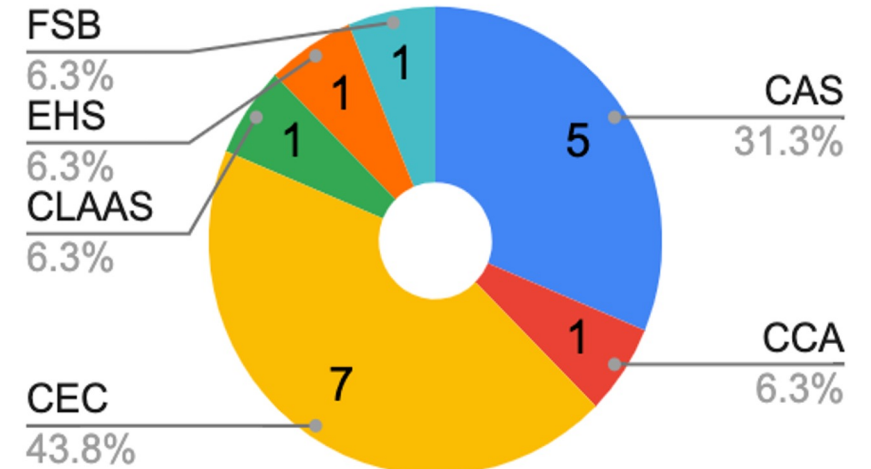
#3-Cultivate cross-disciplinary research

Advanced Research Teams (ART) Grants

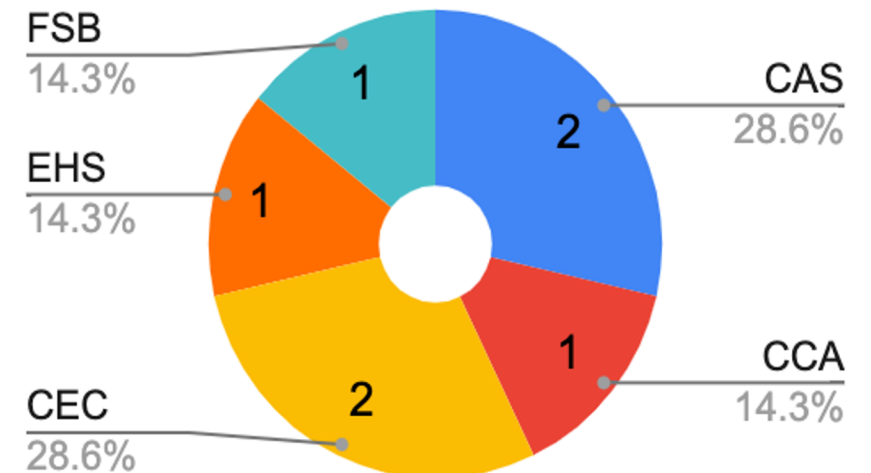
- Support team of scholars
Require at least 2 divisions/team
- Funded
Average award: ~\$68,000

EHS – Education, Health & Society
CEC – College of Engineering and Computing
CAS – College of Arts and Science
CLAAS – College of Liberal Arts and Science
CCA – College of Creative Arts
FSB - Farmer School of Business

ART Applications



ART Awards

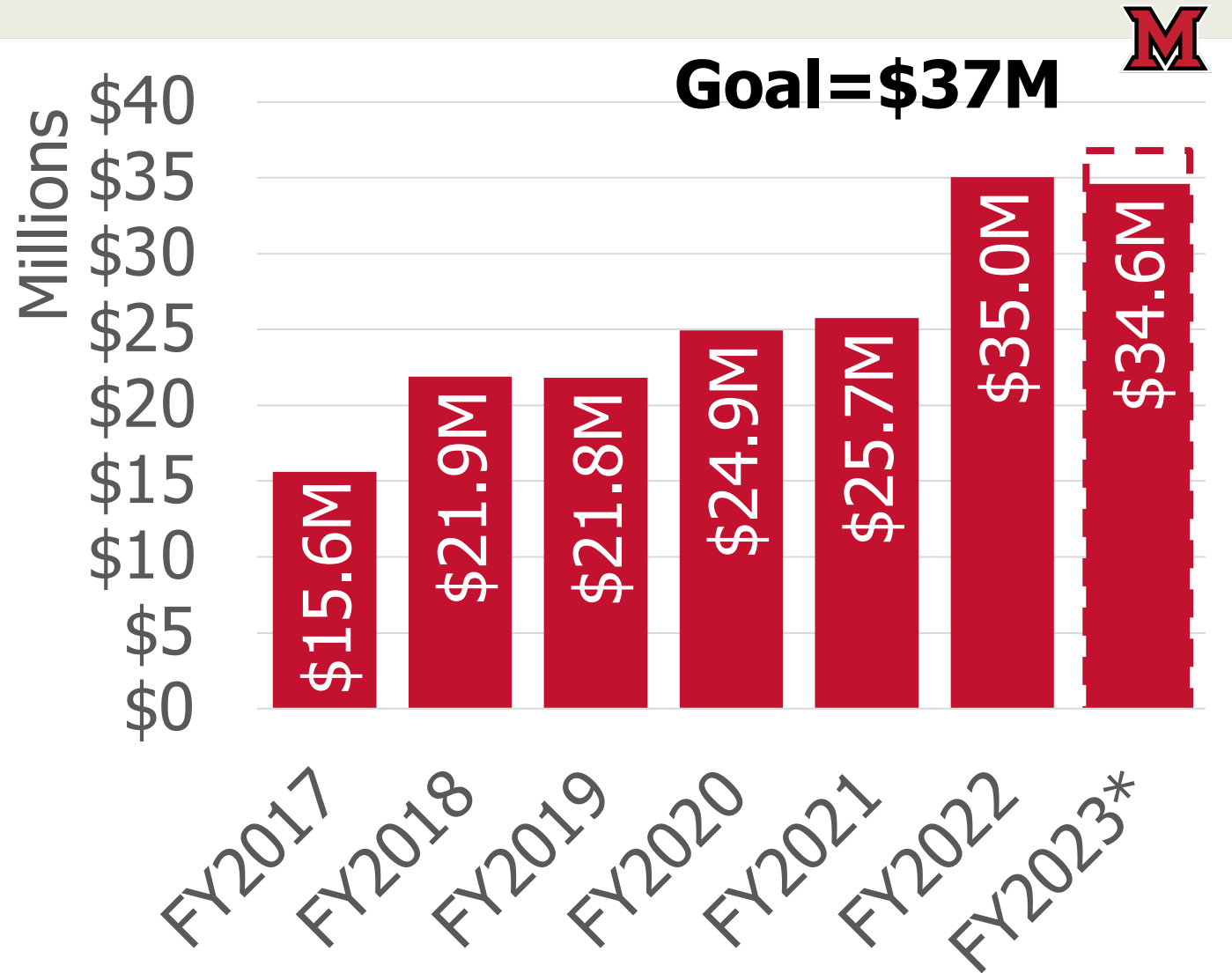


Yield

External Awards

Direct charges funding Miami's mission:

- student projects and wages
- community-engaged work
- research and development
- pedagogy
- artistry
- scholarship



FY2023*: through May 2023
- - - FY2023 goal is \$37M

Facilities and Administrative (F&A) Cost Recovery

FY23 (through May)

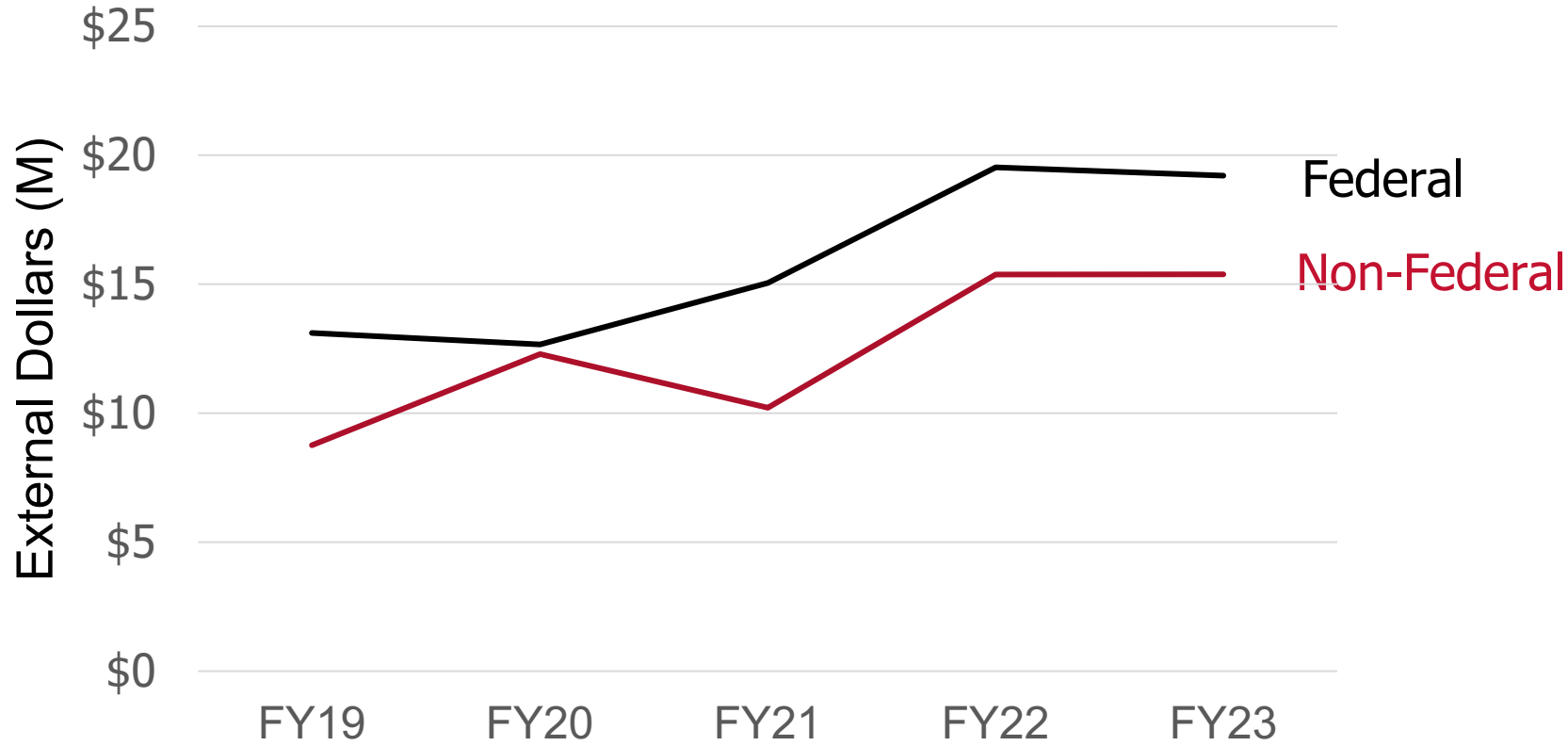
- \$4.7M

FY	Recovery
22	\$4.4M
21	\$4.6M
20	\$3.5M
19	\$3.8M
18	\$2.3M
17	\$2.2M

Distribution:

- 40% Education & General (E&G)
- 20% Office of Research and Innovation
- 20% Division
- 15% Department
- 5% Principal Investigator (PI)
(Center/Institute eligible)

Funders



TOP FUNDERS

Non-Federal

- Ohio Department of Higher Education
- Ohio Department of Mental Health
- Corporate

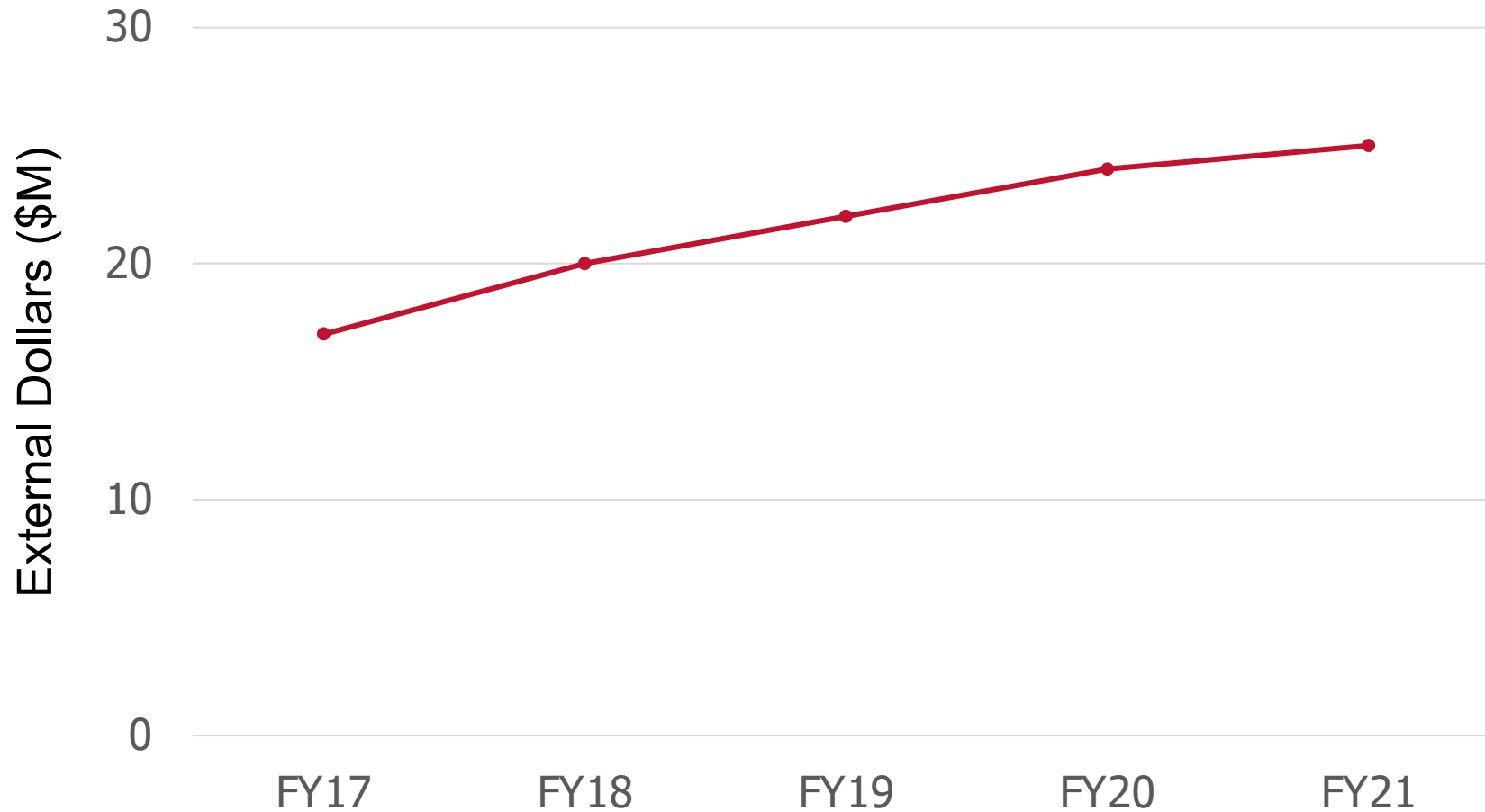
Federal

- National Science Foundation
- US Department of Education
- National Institutes of Health

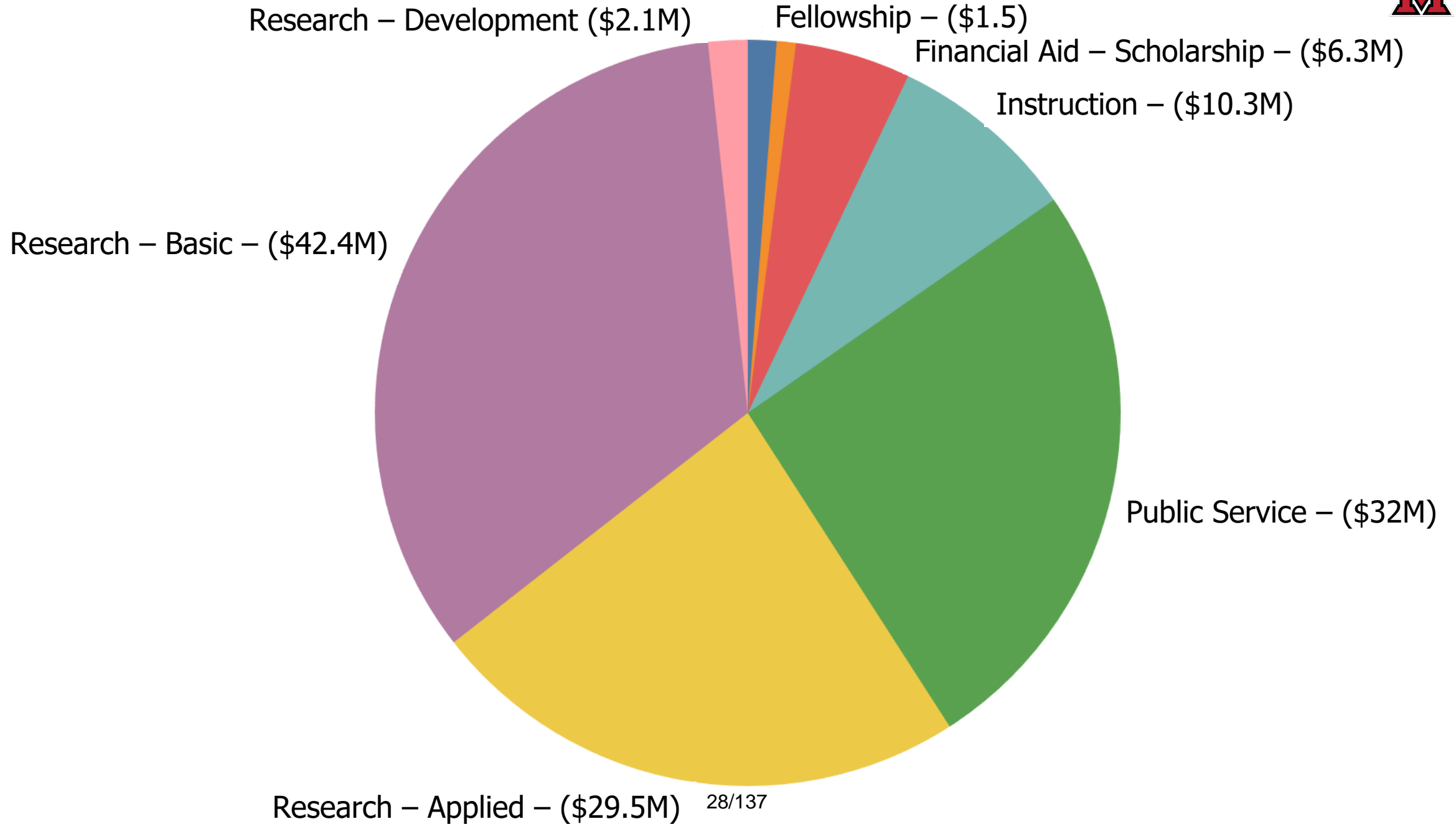
Research Expenditures



- Parallel steady increase in external awards
- Provide basis for national comparisons (less severe troughs and peaks compared to award data)
- Determine eligibility for funding opportunities



~\$124M Active Awards (opened in FY23 plus those open from previous FYs)



Summary: Investment and Yield

Investment

- Recommended in Strategic Plan
- Evidenced in:
 - Proposal assistance
 - Compliance guidance
 - Internal funding programs
 - Third-party consultants

Yield

- Steady increase in award dollars
 - \$15.6M-\$34M (FY17-current)
- Steady increase in research expenditures
 - \$17-\$25M (FY17–FY21)
- Diversity of activity
 - Research, instruction, and public service



Strategies for building external funding portfolio

Strategy #1: Build from successful centers

Awards by Faculty Rank

Faculty Rank (group)	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Professor	\$7,365,357	\$7,390,475	\$5,784,644	\$7,734,736	\$8,079,350	\$9,782,772	\$4,546,228	\$12,796,295	\$8,676,019
Associate Professor	\$3,461,480	\$5,125,647	\$2,102,490	\$2,668,908	\$4,841,387	\$4,427,632	\$3,266,967	\$2,529,067	\$3,154,993
Assistant Professor	\$434,236	\$1,450,497	\$1,286,026	\$3,086,143	\$1,846,869	\$3,087,213	\$3,937,634	\$5,294,298	\$1,990,090
TCPI	\$273,024	\$241,015	\$142,756	\$405,596	\$368,745	\$489,823	\$385,273	\$957,916	\$1,054,793
None/Staff	\$11,943,030	\$6,196,904	\$6,279,263	\$7,985,952	\$6,722,577	\$7,161,376	\$13,114,029	\$13,335,322	\$19,727,221
Grand Total	\$23,477,127	\$20,404,539	\$15,595,180	\$21,881,335	\$21,858,928	\$24,948,816	\$25,250,131	\$34,912,897	\$34,603,117

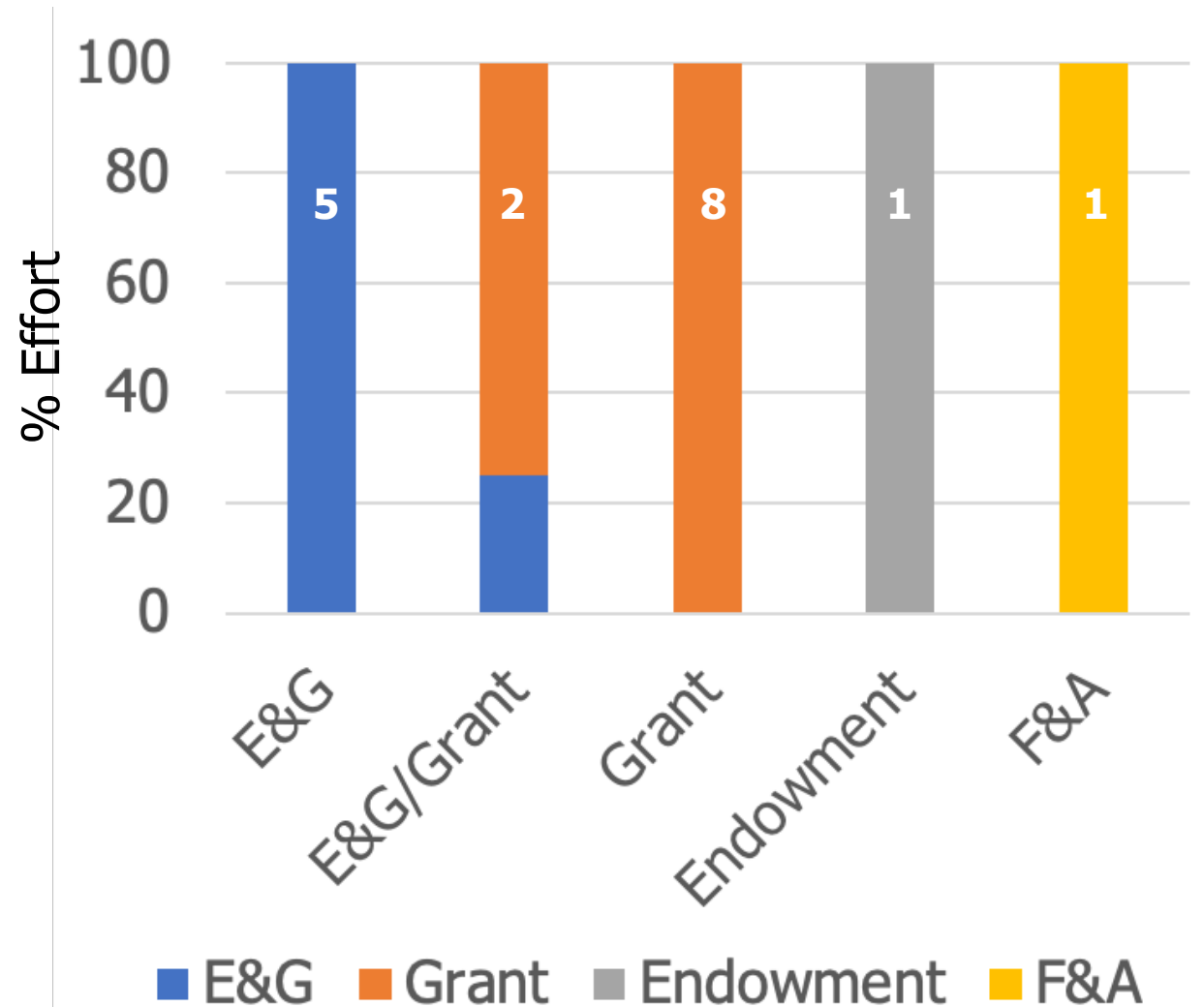
- Center Staff:
 - Bring in >50% of Miami’s grant and contract funding
 - Implement programs supporting Miami mission
 - Cover salaries

Ex. Scripps Gerontology Center – \$6.4M in active awards

Two-thirds of salaries are funded through external sources:

The sources:

- Grants = 8 + 2 (@75%)
- Endowment: 1
- Facilities and Administrative (F&A) costs: 1



Externally Funded Centers

Top Five in Funding

- Center for Chemistry Education
- Discovery Center
- Myaamia Center
- Ohio School Based Center of Excellence for School-based Prevention and Early Intervention
- Scripps Gerontology Center

Tactics to Support Growth

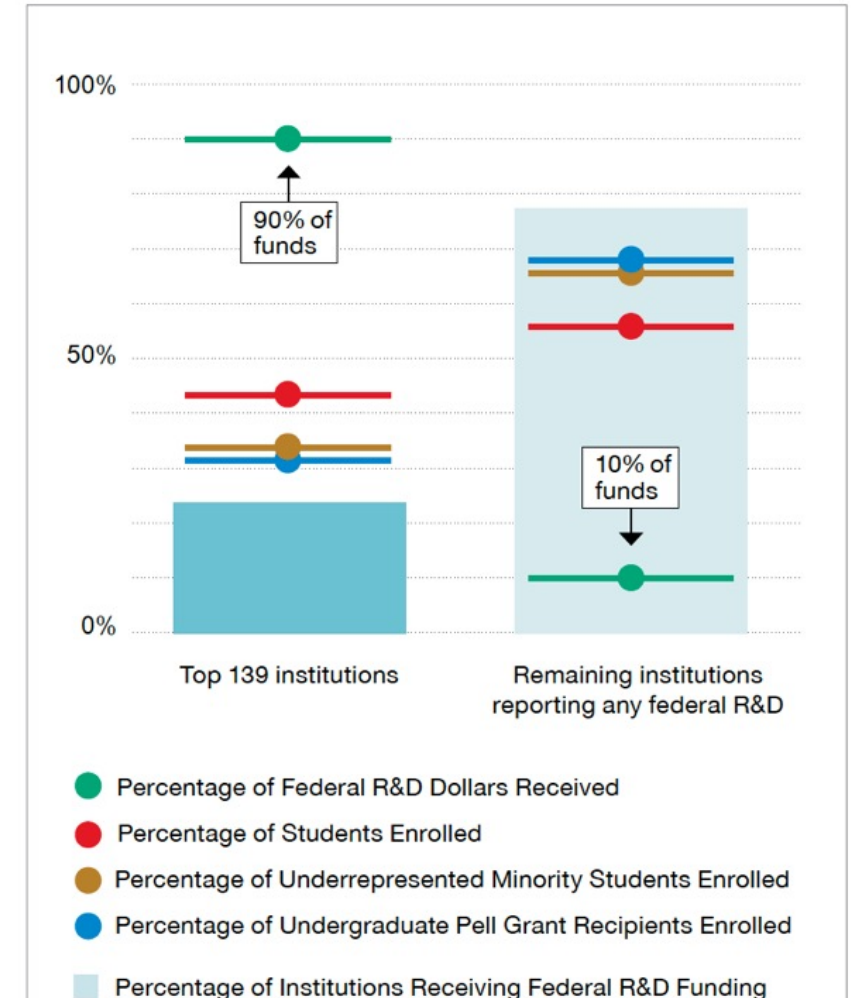
- Remove administrative barriers
- Identify new funding streams
- Connect to Miami services

Strategy #2: Make the most of CHIPS and Science Act

Provisions within the CHIPS and Science Act:

- Committed to address disparity in federal awards
 - Where schools like Miami:
 - receive <10%* of federal dollars for research and development
 - educate the majority (57%) of undergraduate students
 - Including:
 - 66% of students from underrepresented groups
 - 68% of Pell-eligible students
- Created new designation: Emerging Research Institution (ERI)
 - For schools at <\$50M research expenditures
 - Miami research expenditures FY21: \$25M
 - New funding opportunities for ERI

Figure 1: SCHOOLS THAT RECEIVE THE BULK OF R&D FUNDS DO NOT SERVE THE BULK OF STUDENTS



*estimate excludes ~2,000 institutions receiving minimal research funding

<https://issues.org/emerging-research-institutions-quider-blazey/>



Tactics – Pursue funding where Emerging Research Institutions prioritized

Consortia	Emerging Research Institution Opps
Midwest Regional Semiconductor Network 70 member and stakeholder organizations (small start-up companies to large prime contractors)	GRANTED (Growing Research Access for Nationally Transformative Equity and Diversity) National Science Foundation
MAC Collaborative Research Initiative All Mid-American Conference (MAC) Schools	FAIR (Funding for Accelerated, Inclusive Research) Department of Energy

Strategy #3: Build from CADS Success

- Center for Analytics and Data Science (CADS)
 - Tailors course content for upskilling corporate partner employee base

Stats 101

A crash course focused on defining common statistics data science terms

Learning Outcome: Develop the skills necessary to describe and summarize data in ways that are meaningful and useful for decision making

Concepts to be covered in this module:

Descriptive Statistics	Data Summarization
Features/Variables	KPIs
Hypothesis Testing	Error and Power
Confidence Intervals	Sampling Theory
Probability	Inference
Data Plotting	Data Visualization

Data Science 101

**Data to Analytics to AI:
An introduction to common data science techniques**

Learning Outcome: Understand how data science can transform your business; Know when to use the different data science technique

Concepts to be covered in this module:

Analytics Maturity Curve	
Supervised vs. Unsupervised Learning	
Regression	K-Means Clustering
Logistic Regression	Decision Trees
Random Forest	Optimization
Simulation	Feature Engineering
Forecasting	A/B Testing

Current Analytics Trainings:

- Stats 101 and Foundations of Data Science
- Asynchronous modules
- Delivered over eight weeks
- Synchronous (virtual) instructor-facilitated session each week

Growth Tactics:

- Corporate branding opportunity
 - Corporate branding on co-created courses
- New course development
 - Data Literacy (Excel & Tableau),
 - Data Visualization: Exploring and Explaining with Data (Excel & Power BI)
 - Healthcare Data Visualization (Tableau)
 - Storytelling with Data

Strategy #4: Focus Resources on Research Development

Tactics

- Redistribute ORI FTE to Research Development
- Invest in cross-disciplinary and large dollar proposals
- Assist in submissions by associate deans, deans, and VPs
- Provide 3rd Party consultants

Summary: Strategies for building external funding portfolio

Build from Strengths

1. Successful Centers
2. CHIPS and Science Act
3. Center for Analytics and Data Science (CADS)
4. Research Development

.

What to expect from Office of Research and Innovation

- Continuous improvement in service
- Creative solutions
- Infrastructure supporting current and expanding needs
- Collaborative approach
- Clarity and transparency
- Expertise in stewardship of funds for the public good

Acknowledgements it takes a village....



Grants and Contracts

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- Jason Lane
- Chris Makaroff
- Beena Sukamaran
- John Weigand
- Associate Deans
- Chairs

University Libraries

- Jerome Conley
- Roger Justus
- Kevin Messner
- Carla Meyers





Thank you
Questions/Concerns

Federal Developments

Affirmative Action

Student Loan Forgiveness / Repayment Restart

FAFSA Simplification



Federal Developments: Affirmative Action in Admission

- Awaiting SCOTUS decision
- November 2022 statement
- Miami Working Group:
 - Admission,
 - General Counsel,
 - Five academic divisions
- Admission integrated a measure of socioeconomic challenge in a student's neighborhood and school for the past two years
- Modeling impact of using this measure vs. race/ethnicity



Student Loan Payments Restart

The student loan payment pause that was extended nine times since March 2020 will expire in late August.

Miami partners with a vendor to help borrowers successfully repay their student loans:

- Supports borrowers in establishing a manageable repayment plan based on their individual situations
- Helps borrowers take advantage of evolving opportunities for loan forgiveness
- Conducts email campaigns and outreach to prepare borrowers for repayment
- Offers a step-by-step Public Service Loan Forgiveness Walkthrough resource
- Launched new counseling channels and SMS text outreach
- Informs borrowers of servicer transfers
- Expanded late-state delinquency efforts to prevent borrowers from defaulting

Miami University Loan Profile

Borrowers	Loans	Total Owed
141,016	553,346	\$2,776,295,516

Fall 2023

Results



Fall 2023 Confirmations

Residency

	2021	2022	2023	Δ 2022 to 2023
Non-Resident	1,737	1,642	1,572	-4.3%
Domestic Non-Resident	1,640	1,533	1,494	-2.5%
International	97	109	78	-28.4%
Ohio Resident	2,964	2,584	2,529	-2.1%
Grand Total	4,701	4,226	4,101	-3.0%

*Delta between 2022 and 2023 reflects additional outreach to students who committed but who have not enrolled for orientation

Data as of June 7



Fall 2023 Confirmations

Key Indicators

	2021	2022	2023	Δ 2022 to 2023
Confirmations	4,701	4,226	4,101	-3.0%
GPA	3.84	3.88	3.84	-0.04
Curriculum Strength	14.0	13.7	13.3	-0.4
% Non-Resident	36.9%	38.9%	38.3%	-0.6%
% Diversity	13.5%	14.6%	14.8%	0.2%
% First Generation	13.8%	16.9%	18.0%	1.1%
Pathways	-	93	108	16.1%

*Delta between 2022 and 2023 reflects additional outreach to students who committed but who have not enrolled for orientation

Data as of June 7



Fall 2023 Confirmations

Academic Division

	2021	2022	2023	Δ 2022 to 2023
CAS	2,068	1,693	1,481	-12.5%
FSB	1,338	1,210	1,319	9.0%
CEC	459	486	431	-11.3%
EHS	482	406	449	10.6%
CCA	268	301	262	-13.0%
NURSING	86	130	159	22.3%
Grand Total	4,701	4,226	4,101	-3.0%

Note: FSB and Nursing are over capacity. Some majors, such as Computer Science, are not capped but are stretched thin due to demand.

*Delta between 2022 and 2023 reflects additional outreach to students who committed but who have not enrolled for orientation

Data as of June 7



Fall 2023 Transfer Confirmations

Residency

	2021	2022	2023	Δ 2022 to 2023
Non-Resident	62	53	45	-15.1%
Domestic Non-Resident	59	41	36	-12.2%
International	3	12	9	-25.0%
Ohio Resident	96	99	103	4.0%
Grand Total	158	152	148	-2.6%

Data as of June 7



2023 Graduate Confirmations

	2021	2022	2023	Δ 2022 to 2023
Summer Confirmations	352	379	384	1.3%
Traditional	341	365	356	-2.5%
Combined Bachelors-Masters	11	2	14	600.0%
Online	-	12	14	16.7%
Fall Confirmations	561	664	696	4.8%
Traditional	448	471	522	10.8%
Combined Bachelors-Masters	90	134	108	-19.4%
Online	23	59	66	11.9%

Excludes non-degree and certificate programs.

Data as of June 7





THANK YOU

June 2023

UCM Update



Introduction | Topics



**Strategies, Materials,
and Outcomes**



**Data-informed Shift
in Messaging**



**New Marketing-led
PR Strategies**

Recap | Brand Campaign Goals

- **Build awareness in key out-of-state markets**
 - Execute digital and out-of-home campaigns in
 - Generate 50M impressions
- **Refresh and increase traffic and engagement of Visit and Apply sites,**
 - Increase RFIs by 15%
 - Increase secondary engagement by 5%
- **Increase social media presence, influence, and engagement**
 - Increase follower growth by 5% and engagement by 10%
 - Increase impressions by 50%



Out-of-State: Location-based Marketing

Out-of-Home Billboards, Bus Shelters

- Chicago
- Hartford/New Haven

(Digital) Geotargeting

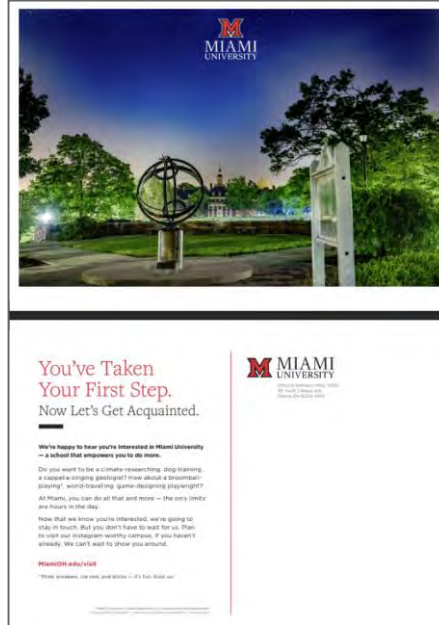
- Chicago
- Hartford
- New York City
- St Louis
- Kansas City
- Minneapolis



Enrollment Marketing and Communications

Application Generation (print)

- Inquiry postcards, brochures
- Visit and travel brochure
- Viewbook
- Apply postcard series
- Merit postcard series
- High Achieving and ROI brochures
- +Email series



Inquiry Postcard
(all new domestic first-year or transfer inquiries)



Viewbook
(domestic first-year junior inquiries + senior inquiries who didn't receive as a junior)



Enrollment Marketing and Communications

Yield (print)

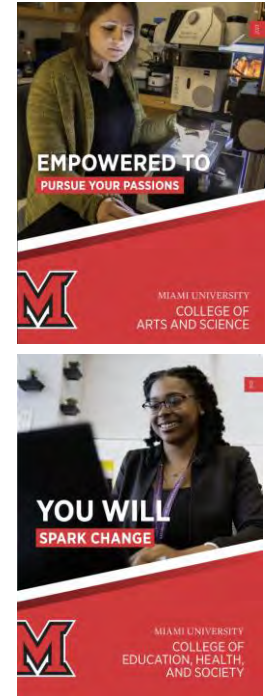
- Admit packet (student, family, stickers, etc)
- Divisional yield brochure
- Outcomes brochure
- Honors College brochure
- Postcards: Make it Miami, Red Brick Roadshow
- Scholars Showcase invite
- Yard sign mailer +Email series



Admit Packet



Outcomes Brochure



Divisional Brochures

Updating our Messaging

Opportunities to:

- Define and include prominent, consistent brand promise
- Continue to highlight ROI, but also highlight campus life and fun
- Include more messaging on safety
- Enhance messaging on sustainability and real-world problem solving



PR/news-led Marketing

THE CONVERSATION
Academic rigor, journalistic fair

Search analysis, research, academics...

Arts + Culture Economy Education Environment + Energy Ethics + Religion Health Politics + Society Science + Tech Podcasts

How building more backyard homes, granny flats and in-law suites can help alleviate the housing crisis

Published: June 5, 2023 8:10am EDT

A newly built accessory dwelling unit in Los Angeles. Alisha Jucevici/The Washington Post via Getty Images

Email 15
Twitter 15
Facebook 139
LinkedIn
Print

To many people, the image of a nuclear family in a stand-alone house with a green lawn and white picket fence still represents a fulfillment of the American dream.

However, this ideal is relatively new within a broader history of housing and development in the U.S. It's also a goal that has become increasingly unattainable.

As professors of architecture, we explore how cities change over time, and how certain building trends become commonplace through cultural, political, technological and economic shifts.

Over the past century, the U.S. has lost a rich variety of living options because of the homogenization of zoning policies that prioritize single-family housing, as well as developers' desire to have inexpensive and easily replicated building plans.

These development prescriptions are so pervasive that it is now illegal to build anything other than a single-family house on 75% of residential land in American

Authors

Jeff Kruth
Assistant Professor of Architecture, Miami University

Murali Pararnandi
Professor of Architecture, Miami University

Disclosure statement

The authors do not work for, consult, own shares in or receive funding from any company or organization that would benefit from this article, and have disclosed no relevant affiliations beyond their academic appointment.

Partners

Alaska Beacon

COMMENTARY

How building more backyard homes, granny flats and in-law suites can help alleviate the housing crisis

JEFF KRUTH MURALI PARARNANDI

yahoo/life

THE CONVERSATION

How building more backyard homes, granny flats and in-law suites can help alleviate the housing crisis

Murali Pararnandi, Professor of Architecture, Miami University and Jeff Kruth, Assistant Professor of Architecture, Miami University

FLIPBOARD

NEWSLETTERS

HOME / HOUSING / How building more backyard homes, granny flats and in-law suites can help alleviate the housing crisis

How building more backyard homes, granny flats and in-law suites can help alleviate the housing crisis

To many people, the image of a nuclear family in a stand-alone house with a green lawn and white picket fence still represents a fulfillment of the...

FORTUNE

FINANCE / HOUSING

The housing market is so broken that many 40- and 30-something millennials have no choice but to build homes in their parents' backyards

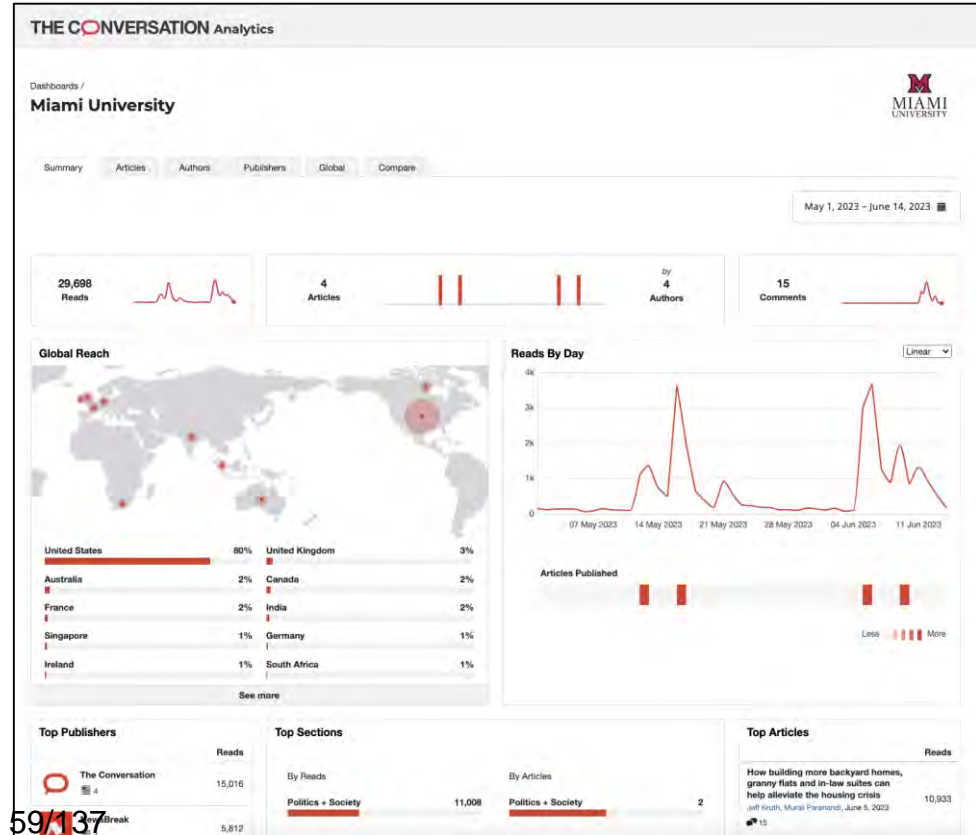
JEFF KRUTH, MURALI PARARNANDI AND THE CONVERSATION



PR/news-led Marketing

The Conversation (since May)

- 11 faculty commissioned
- 4 articles
- 90 publishers
 - PBS, Fortune, Fast Company, Mashable, Business Insider, etc.
- Estimated reach of publishers over 2B



PR/news-led Marketing

Paid PR Campaign in Tristate-area

- Increase regional presence
- Create top-of-mind brand awareness
- Reinforce positive sentiment



Questions?



MIAMI
UNIVERSITY

OXFORD, OH • EST. 1809



June 2023

Mental Health Task Force: Report and Recommendations



A Changing Landscape for Mental Health



Institutional Task Force on Student, Faculty, and Staff Mental Health and Well-being

- Inventory and assess Miami's current approach and resources
- Assess Miami's approach using an equity lens
- Assess Miami's culture, evaluating how our environment supports or inhibits the well-being of our community and subgroups within it
- Review best and emerging practices in comparison to our current offerings and make recommendations for improvement



Structure of the Task Force

- Steering Committee (Jayne Brownell and Brooke Flinders)
- 3 Workgroups made up of 64 faculty, staff, and students
 - Students (John Ward and Claire Ruberg)
 - Faculty and Staff (Cricket Meehan and Sharon Custer)
 - Community (Steve Large and Dee Kinney)
- 6 Focus Areas of Each Group
 - Scope of the issue
 - Prevention and education
 - Communication
 - Allyship and early detection
 - Services and treatment
 - Follow up care
- 3 Subtopic areas (threaded throughout)
 - Data
 - Equity
 - Culture



Process

- SWOT analysis
- Groups consulted:
 - Student listening sessions
 - University Senate
 - Student Life Council
 - Dean of Students Advisory Board
 - President's Executive Cabinet
 - COAD
 - Student Success Committee
 - Parents Council
 - Community Partners
- Faculty/Staff Wellness Survey
- Student Health Survey
- Benchmarking and literature review





Current State





Miami's Strengths

- Resources and services
- Training, education, and programming
- Support and response systems
- Cultural strengths:
 - We are relational
 - We are open
 - We are aware

Challenges and opportunities

- Communication
- Staffing and resources
- Availability of services
- Cultural challenges
- Misalignment of student expectations and Miami's practices and services



Future State





Well-being is “an optimal and dynamic state that allows people to achieve their full potential.”

-NIRSA, NASPA, and ACHA, 2020



Vision for the future

Intersection of individual and collective well-being:

- Individual well-being:
 - Subjective
 - Objective
 - Civic
- Community well-being:
 - Subjective
 - Objective

Recommendations



SYSTEMS

Foundational systems, organizations, policies, and services.

COMMUNICATION

Ensure accurate information is readily and easily available.

EDUCATION

Programming and training for students, faculty, and and staff.

CULTURE

Requires buy-in and commitment from all members of the community.

Systems: Infrastructure

ALL CAMPUSES:

- Establish a standing university committee on well-being
 - Prioritization and implementation
 - Sustainability and culture

FACULTY/STAFF:

- Create a dynamic employee wellness program and website
- Collect data on faculty/staff needs, utilization, and interests

STUDENTS:

- Explore alternatives to leaves of absence for students in distress
- Ease reentry for students returning from a leave

Systems: Services

FACULTY/STAFF:

- Develop “faculty of concern” system
- Establish “life change communities”/ affinity groups
- Expand mentoring opportunities

STUDENTS:

- Assess and align counseling services across campuses
- Expand local MH service partnerships
- Assess accessibility of services
- Increase peer support opportunities

Communication

ALL CAMPUSES:

- Develop and coordinate broad communication strategy re: MH
- Push MH resources through Miami Matters, social media, etc.
- Be sure community partners are aware of resources for students

FACULTY/STAFF:

- Better advertise EAP services
- Highlight exemplar wellness initiatives in departments/ divisions

STUDENTS:

- Improve communication about access to counseling and dispel myths
- Increase promotion of services and programs
- Publicize Student of Concern process
- Discuss role of MUPD in times of crisis

Education

ALL CAMPUSES:

- Utilize wellness technology platforms
- Create plug and play toolkits for faculty and student leaders
- Establish standard onboarding messages about wellness resources
- Offer parent webinars on MH

FACULTY/STAFF:

- Train supervisors about how to refer to resources
- Offer employee training on resources beyond on-boarding
- Offer resources across the 8 dimensions of wellness

STUDENTS:

- Provide pre-departure meeting about MH for those studying abroad
- Offer gatekeeper training
- Add wellness requirements to Red Brick Rewards funding process
- Create videos about MH resources for students

Culture

ALL CAMPUSES:

- Actively work to reduce stigma about MH, with specific messages for subpopulations
- Facilitate conversations about Miami's culture and how we can better support well-being
- Identify systems and processes that create stress and simplify where possible
- Encourage communication practices that facilitate wellness
- Examine idea of wellness days, and alternatives
- Encourage opportunities for in-person engagement and community building in depts and between faculty/students
- Address the 8 dimensions of wellness as they affect MH

Conclusion

- Broad range of resources available, yet some people remain unaware of them and there are varied opinions about what should be offered
- Many ways to strengthen and build on the foundation we have
- Need a comprehensive, sustained institutional effort focused on mental health and well-being of students, faculty and staff across all of our campuses
- Will require the effort of each member of our community to build of a genuine culture of care



Thank you! Questions? Comments?



BOLDLY CREATIVE UPDATE

June 2023

Boldly Creative, a multi-year competitive process (from 2019-2021), was designed to generate and fund promising new academic programs and projects that meet the following criteria:

- advance knowledge in fields considered most in demand throughout Ohio, the region, and the nation;
- prepare students with the versatile skills and mindset to meet the needs of a dynamic workforce, with an emphasis on 21st century liberal education outcomes for success;
- advance Miami's reputation for excellence and innovation;
- develop/enhance partnerships from the government, non-profit, corporate, higher education and/or health care sectors; and
- demonstrate a long-term sustainability plan that generates net new revenue by increasing enrollment beyond the residential capacity of the Oxford campus or from external sources.

Over a two-year span, projects were proposed by faculty and staff teams. Funded projects included academic programs and five projects relating to Diversity, Equity & Inclusion. For more information, see: <https://miamioh.edu/boldly-creative/>

Below is a summary of the progress steps of the Boldly Creative projects as well as goals for the coming year.

Please note that administrative marketing and positions in EMSS are not included in any of the above. We have significant investment in that added infrastructure and marketing: \$4,212,200 in cumulative one-time operational & \$394,545 in annual permanent personnel.

ROUND 1 (APPROVED IN 2019-2020; COMPLETED YEAR 4)

CLINICAL HEALTH - NURSING

ORIGINAL TARGET ENROLLMENTS: 320 for bachelor's program; 50 for MSN programs (combined); 8 for DNP

Note: Program is revising enrollment targets for graduate students to minimum of 20 students with cap at 60.

CURRENT ENROLLMENT: Increased enrollments for Oxford to 140-144 per cohort and maintained 80 per cohort on Regionals; 28 students (total) in two concentrations of MSN programs

TOTAL AMOUNT FUNDED: **\$3,250,251** in cumulative one-time operational & \$1,596,028 in annual permanent personnel

2022-2023 PROGRESS STEPS:

- Hired clinical simulation assistant (rather than director of simulation), nursing operations specialist, two tenure-track faculty
- Completed course development for DNP, and integrated Simple Syllabus into all graduate courses
- Established multiple preceptor contract agreements
- Moved all marketing responsibilities to Regional Campuses team

CHALLENGES:

- Increase in enrollment led to greater and critical need for additional staffing
- Accreditation standard changes, particularly impacting graduate programs and graduate enrollment
- Securing preceptor agreements in a competitive climate

- Decline nationwide in nurse educator graduate programs, led to decision in May 2023 to suspend the MSN Nurse Educator program at Miami University
- Critical need for strategic marketing for grad programs
- Support for moving into Clinical Health Science & Wellness Building

ACTION STEPS FOR 2023-2024:

- Secure approval for all DNP courses
- Search for Director of Simulation, tenure track faculty members
- Move into new building
- Complete accreditation site visit
- Finalize BSN-DNP curriculum pathways and secure approvals
- Launch DNP program
- Streamline recruiting and admission processes with Grad School and eCampus Regionals

BUDGET

Total net new funding requested: \$974, 819 (\$207,750 in permanent and \$767,069 in one-time money)

NOTES:

- This program is exceeding enrollment targets. We will continue support but reallocation will need to occur on the Regional campuses to fund the permanent staffing-related funds.

CLINICAL HEALTH – M.M.S. PHYSICIAN ASSOCIATE, M.M.S. BIOMEDICAL SCIENCES, PRE-MEDICAL POST-BACCALAUREATE CERTIFICATE

ORIGINAL TARGET ENROLLMENTS: 20 for PA program in year 1 moving to 36 in future (per accreditation guidelines). Will seek higher number if accreditation body allows. Target is 5 for Certificate by year 2 moving to 10 by year 3; 20 for MMS Biomed Sci moving to 40 by year 2 and 30 in year 3.

CURRENT ENROLLMENT: PA program is on target to enroll 20 students in first cohort; Biomedical Studies program has 4 new students in Summer 2023 and 3 confirms for Fall 2023; certificate to launch summer 2023;

TOTAL AMOUNT FUNDED: \$1,342,191 in cumulative one-time operational & \$1,281,194 in annual permanent personnel (PA only)

2022-2023 PROGRESS STEPS:

M.M.S. Physician Associate

- Obtained required affiliation agreements with 476 sites
- Completed mock site visit with consultants, and completed ARC-PA accreditation site visit (awarded provisional accreditation)
- Hired remaining faculty and staff members
- Purchased capital/resource materials for building
- Planned for moving into new building
- Admitted first cohort of students

M.M.S. Biomedical Studies

- Secured full approval for program
- Created marketing plan and began marketing
- Identified program co-coordinator
- Seven students are currently enrolled or confirms

Post-Baccalaureate Certificate

- Create marketing plan and began marketing
- Defined market driven tuition model for program, and application protocol
- Identified program coordinator

CHALLENGES:

- Timeline adjusted due to staff turnover and hiring challenges
- Time involved in collaborating with a range of stakeholders on marketing and planning of the building

2023-2024 GOALS:

M.M.S. Physician Associate

- Hire needed staff (clinical and academic director, cadaver technician, administrative assistant)
- Complete budget plans
- Offer courses for inaugural cohort, and recruit and admit second cohort of students
- Move into new building
- Retain affiliation agreements
- Submit accreditation report

M.M.S. Biomedical Science

- Submit final proposal for approval
- Begun recruiting students for various tracks

Post-Baccalaureate Certificate

- Ensure advisement support
- Complete application cycle

BUDGET:

Total request: \$375,000 for continuation of funding to staff/faculty salaries and benefits plus new expenses: adjunct faculty (\$60,000), equipment/tools (\$200,000), software (\$90,000), and additional record-keeping (\$25,000)

NOTES:

- Need to create retention plan for faculty/staff in PA program as well as budget plan for certificate and MMS Biomedical Science programs with focus on cost-efficiencies.
- Explore grants to supplement the program.

CYBERSECURITY: B.S. AND M.S. CYBERSECURITY

ORIGINAL ENROLLMENT TARGET: 52 students in BS in year 1 moving to 260 by year 5

CURRENT ENROLLMENT: N/A; B.S. program has not launched; M.S. program not yet developed

TOTAL AMOUNT FUNDED: \$155,918 in cumulative one-time operational & \$443,200 in annual permanent personnel

2022-2023 PROGRESS STEPS:

- Received full approval for BS Cybersecurity program, and developed pathways as well as ten new courses
- Awarded 2023 Workforce Development grant from Duke Energy Foundation (\$25,000) for winter term workshop to prepare students for CompTIA Network+ and Security+ examinations
- Submitted request for \$2,036,900 through Congressional appropriation to enhance cybersecurity education at Miami
- Completed first draft of Cybersecurity Lab Design

2023-2024 GOALS:

- Hire director of center as well as one additional faculty (TCPL or tenure track) in area of cybersecurity
- Complete design and submit for approval the graduate level courses for the master's program
- Complete installation of cybersecurity lab in McVey Data Science Building
- Launch new industrial advisory board
- Aggressively recruit first class of students in BS in Cybersecurity
- Begin process of creating application for certification as NSA National Center of Academic Excellence

BUDGET:

- No additional funds requested

NOTES:

- Office of Provost asked divisions and departments to develop collaborations and appropriate course-sharing and consolidation across CEC, ISA and CIT to advance success and cost efficiencies. We have already met to discuss marketing strategies, and the new director of Cybersecurity will be charged with galvanizing further collaborations.

DATA ANALYTICS - M.S. BUSINESS ANALYTICS

ORIGINAL ENROLLMENT TARGET: One 30-person cohort in year 1, ramping up to multiple 30-person cohorts by year 5

CURRENT ENROLLMENT: 14 students in last cohort but on track for upcoming cohort to reach 30 students

TOTAL AMOUNT FUNDED: \$135,619 in cumulative one-time operational & \$63,710 in annual permanent personnel

2022-2023 PROGRESS STEPS:

- Program launched on time – in fourth year now
- Strong placement rate for graduates
- Enrollments trending upward and meeting cohort target (first cohort graduated 18 students; second cohort graduated 13; and incoming cohort (F23) is on track for 40+ confirmations - 65% are BA/MA students)

CHALLENGES:

- Marketing – lack of clear strategy
- Staffing - this will limit ability to scale program
- All courses (but 4) are F2F - will prevent scaling to large enrollments

2023-2024 GOALS FOR UPCOMING YEAR:

- Hire TCPL faculty

- Enhance marketing strategy and recruitment efforts

BUDGET:

- Requesting to search for TCPL faculty (position is already funded)

NOTES:

- Need to create strategy for creating multiple cohorts or larger class sizes to increase revenue

DATA ANALYTICS - CENTER FOR ANALYTICS & DATA SCIENCE (CADS)

TOTAL AMOUNT FUNDED: \$34,695 IN CUMULATIVE ONE-TIME OPERATIONAL & \$207,750 IN ANNUAL PERMANENT PERSONNEL

2022-2023 PROGRESS STEPS:

- Offered DataFest in person again with 45 students and 8 faculty in attendance and partly funded by a Proctor & Gamble grant
- Provided workshops, coding bootcamps, Excel workshop series
- Extended agreement with Cleveland Clinic (\$100,000) to provide analytic training to its incumbent workforce
- Secured agreement with donors (Greg and Karen Gonzalez) to name the center, The Gonzalez Center for Analytics and Data Science Learning Lab.

2023-2024 GOALS

- Develop additional workshops for CADS Training Academy and Corporate Analytics Training Program
- Approach new corporate partners
- Reconnect with LSAMP program to drive new DEI goals
- Identify collaborations on campus

BUDGET:

- None requested

NOTES:

- Continue developing industry partnerships for professional education; set metric or target number of industry partnerships and revenue generation.

DATA ANALYTICS – B.A. DATA ANALYTICS

ORIGINAL ENROLLMENT TARGET: 150 students in year 1 ramping up to 650 by year 7 for bachelor's program

CURRENT ENROLLMENT: 160 in bachelor's program (up from 52 in spring 2021); MS program is not being developed due to market data analysis.

TOTAL AMOUNT FUNDED: \$43,872 in cumulative one-time operational & \$152,350 in annual permanent personnel

2022-2023 PROGRESS STEPS:

- Increased enrollment (with popular concentrations in social data and sports analytics) making it the 11th highest enrolled major in College of Arts & Science

CHALLENGES

- Key faculty member to lead digital humanities concentration in the program left the University
- Staffing challenges in partnering departments led to difficulties offering the social data concentration

2023-2024 GOALS

- Resolve the staffing issue within the digital humanities concentration
- Make scheduling adjustments to avoid bottlenecks in social data concentration

BUDGET

- Seeking a VAP or adjunct faculty member to cover courses needed to offer social data concentration

NOTES:

- Dean will investigate viability of additional faculty resources for this program.

DATA ANALYTICS – M.S. SPORTS ANALYTICS

ORIGINAL ENROLLMENT TARGET: 10 students per cohort in year 1 ramping up to 12 students in year 5

CURRENT ENROLLMENT: 5 students (with number of applications at 18 which is triple the number for last year)

TOTAL AMOUNT FUNDED: \$118,766 in cumulative one-time operational & \$109,650 in annual permanent personnel

2022-2023 PROGRESS STEPS:

- BA Data Analytics (sports analytics concentration) student garnered national award
- Enrollment in minor exceeded goal of 25 (now at 47 students)
- Two new graduate courses developed for online delivery; six existing courses revised for online delivery
- Explored partnerships with various teams in region (Cleveland Browns, Cleveland Cavaliers, FC Cincinnati, etc.)
- Engaged in various recruitment venues and began marketing plan with Ohio High School Athletic Association

CHALLENGES:

- Enhanced recruitment and marketing
- Time consuming nature of building online versions of courses

2023-2024 GOALS FOR UPCOMING YEAR:

- Continue to strengthen strategic internal and external partnerships
- Expand marketing and promotion of M.S. program

BUDGET:

- No new funds requested.

RECOMMENDATIONS:

- Work with department to identify ways of scaling the enrollment beyond the projected target enrollment. A goal of 10-12 students per year is very modest; and explore consolidating sports-related master's degrees (esport management, sports analytics, sport leadership & management) in appropriate ways

M.S. ESPORTS MANAGEMENT & ESPORTS VARSITY TEAM

ORIGINAL TARGET ENROLLMENT: 25 per cohort for the master's program; now believes that this target is not realistic

CURRENT ENROLLMENT: 6 students; seven students are enrolled for fall 2023.

TOTAL AMOUNT FUNDED: \$699,910 in cumulative one-time operational

2022-2023 PROGRESS STEPS:

- Centralized marketing efforts including web funnel/social media, graduate school career fair
- Adjusted budget and expenses relative to new and lower target enrollment.

CHALLENGES:

- Seven students are currently enrolled to start the degree in Fall 2023
- Program leaders see the master's degree and esports varsity team as linked and believe that the master's program needs to fund the esports team; claim that eliminating this program would force the University to cover costs of varsity esports team

2023-2024 GOALS FOR UPCOMING YEAR:

- Increase enrollment in spring 2024 and the following semesters to reach target enrollment goal (10 enrolled students in spring 24 and more than ten in fall 2024)
- Increase international awareness of the program

NOTES:

- Work with Sports Leadership & Management to identify collaborations and consolidations among sport-related masters programs

MICROCREDENTIALS (HURN)

ORIGINAL ENROLLMENT TARGET: 100 students from industry partners by yr 1 ramping up to 400 by yr 5; 50 new degree seeking students by year 1 and moving to 150 by year 5

CURRENT ENROLLMENT: 9 net new students in 2022-2023

TOTAL AMOUNT FUNDED: \$0

2022-2023 PROGRESS STEPS:

- Launched 14 for-credit microcredentials in last year which means that the total number is over 30
- Signed four MoUs with Interapt, Chicago Lighthouse, Credential As you Go and MCTA
- Initiated badging software (Accredible) in spring 2022
- Received 30 applications for microcredentials in 2022
- Began three non-credit offerings (developing digital professional profile; mental health first aid; regional leadership co-curricular certificate)
- Created new marketing materials including video, email campaign

CHALLENGES

- Students are not eligible for federal financial aid
- Getting the word out that IMAP and TechCred are good options for students

2023-2024 GOALS

- Develop additional noncredit microcredential focusing on DEI
- Increase number of net new students to at least 12
- Secure TechCred funding with at least one industry partner
- Explore additional collaborative partnerships with institutions and organizations

FUNDING:

- None requested

NOTES:

- Benchmark institutions that do this well and generate new strategies for yielding revenue. Complete EAB study.
- We are exploring appropriate consolidation and collaborations among the Oxford and Regionals online units with the goal of advancing net revenue.

M.S. IN MANAGEMENT

ORIGINAL ENROLLMENT TARGET: 30 in year 1, increasing to 50 by year 5; with online delivery offered by year 3

CURRENT ENROLLMENT: 14 students in on-ground program; 4 currently in online program and 2 confirmed for online program

TOTAL AMOUNT FUNDED: \$366,975 in cumulative one-time operational & \$63,710 in annual permanent personnel

2022-2023 PROGRESS STEPS

- Improved enrollment in on-ground version of program over prior year but the increase is due to international students which is a volatile market

CHALLENGES

- Online program enrollment dropped; FSB has opted to suspend online version of program (2023)
- Program has no clear career tracks
- Program seems to be attracting mostly Miami students who graduated recently with baccalaureate degree; evening course offerings are not appealing to this sector of students

2023-2024 GOALS

- Suspend online version of program
- Create clearly defined degree paths that are aligned with new concentrations – e.g., human capital management, sales, wealth management
- Offer classes in the daytime to appeal to current Miami students

BUDGET:

- Requesting continued funding at \$174,750 for faculty overload pay and benefits
- FSB will continue to invest marketing funds (\$66,000); BC marketing spend recommendation - currently \$0 for 2023-24.

NOTES:

- Develop tracks that clearly lead to career paths, and assess after those are developed to gauge whether program is viable. Create concrete timeline and exit strategy if this new approach does not work.

ENGINEERING LANDSCAPE**ROBOTICS - ADVANCED INTEGRATED MANUFACTURING CERTIFICATE**

ORIGINAL ENROLLMENT TARGET: 10 in year 1 increasing to 30 in year 5

CURRENT ENROLLMENT: Program launches this winter term with 12 students (client is Wright Patterson Air Force Base)

TOTAL AMOUNT FUNDED: \$447,878 in cumulative one-time operational

2022-2023 PROGRESS STEPS:

- Created pathway for registering for workshops as noncredit option via Global Initiatives
- Increased engagement with industry, including developing a fixed price contract and workshop for Wright Patterson AFB with 15 attendees
- Pursued range of strategies to promote certificate, including sponsoring a table at Dayton Region Manufacturers Association, participating in interview on weekly podcast by the Advanced Manufacturing Industry Partnership led by Milacron Plastics
- Ensuring listing of courses on Ohio TechCred website
- Worked with CEC industry liaison to promote certificate with industry partners (Applied Research Solutions, Nuvasive, Village of Evendale Manufacturers)

CHALLENGES

- Creating greater awareness of the program, and developing initial client base

2023-2024 GOALS

- Expand industry collaboration via workshops and internship training programs
- Pursuing new workshops with new partners such as Intel project OASIS

BUDGET

- No funds requested

NOTES:

- Continue to develop a strategic list of potential industry partners and a timeline of action steps.

ROBOTICS – B.S. ROBOTICS ENGINEERING TECHNOLOGY (REGIONALS)

ORIGINAL ENROLLMENT TARGET: 10 in year 2 and increasing to 70 in year 5

CURRENT ENROLLMENT: 15 (across all cohorts); anticipating 16 new students in fall 2023 (Year 4)

TOTAL AMOUNT FUNDED: \$540,960 in cumulative one-time operational & \$86,568 in annual permanent personnel

2022-2023 PROGRESS STEPS:

- Developed assessment plan for the program
- Offered one course (ENT 313) related to the program
- Hired part-time lab technician
- Purchased four new computers for robotics lab

CHALLENGES:

- Lack of upper level students in the program, thus preventing the ability to offer the major courses at the 300 and 400 level

2023-2024 GOALS:

- Begin preparing for accreditation, and implement assessment plan
- Enhance marketing efforts

- Offer new robotics courses at the 300 and 400 level
- Submit new industrial robotics professional certificate program proposal

BUDGET:

- Requesting continued funding \$180,993 in salary and benefits; and additional **\$10,000** for new robotics equipment

NOTES:

- Need to complete EAB 360° Program Assessment Study as well as explore opportunities consolidation with Oxford BS Robotics Engineering

ROBOTICS – B.S. ROBOTICS ENGINEERING (OXFORD)

ORIGINAL ENROLLMENT TARGET: 10 in year 1 moving to 60 by year 5 and eventually to 100 student headcount

CURRENT ENROLLMENT: 23 students, with 66 applications with 37 acceptances and 7 confirmations for fall 2023

TOTAL AMOUNT FUNDED: \$793,656 in cumulative one-time operational & \$237,955 in annual permanent personnel

2022-2023 PROGRESS STEPS:

- Launched Industrial Robotics Laboratory, and purchased equipment for Computer Vision Lab
- Offered all required Robotics Engineering classes at least once.
- Secured a \$108K Ohio RAPIDS4 equipment grant to help fund the Industrial Robotics Lab
- Highlighted program in a Spectrum 1 newscast

CHALLENGES:

- In the current application cycle, 66 students applied, 37 were accepted and 7 confirmed so far. This is still below target but now moving in upward trend.

2023-2024 GOALS:

- Prepare for ABET accreditation.
- Work with CEC and university partners to enhance recruitment of students
- Write additional RAPIDS proposal for equipment
- Build high-visibility projects, including mobile robotic platform

BUDGET:

- Requesting total of \$327,562 with \$202,055 in equipment costs, support for faculty member to recruit students and creation of labs (\$125,507)

NOTES:

- Create plan for consolidating this program with the concentration on Regional Campuses

ROUND 2 (APPROVED 2020-2021 – COMPLETED YEAR 3)**M.S. CLINICAL ENGINEERING & UNDERGRADUATE MINORS**

ORIGINAL TARGET ENROLLMENT: 24 FTE in year 1 moving to 480 FTE by year 5

CURRENT ENROLLMENT: 5 students admitted into program (program launched in Jan 2023); 44 students total enrolled in two undergrad courses for minor

TOTAL AMOUNT FUNDED: \$641,255 in cumulative one-time operational

2022-2023 PROGRESS STEPS:

- Offered two new undergraduate and graduate courses
- Successfully implemented workshop on clinical engineering and regulatory affairs
- Conducted outreach to several constituencies to enhance recruitment
- Published paper in *Journal of Clinical Engineering*
- Placed students in internships in hospital settings
- Acquired, installed and tested equipment for lab

2023-2024 GOALS:

- Recruitment for programs and outreach
- Develop and offer courses

BUDGET:

- Requesting a total of \$173,016 which includes \$92,016 in salary/benefits; \$20,000 in online course development; \$40,000 in equipment; \$6,000 in hosting/honorarium; \$5,000 in supplies; \$2000 marketing; \$8000 in travel

NOTES:

- Focus on securing clinical placement sites as top priority.
- Develop a budget plan to gauge when the program will generate revenue and how much, and make adjustments accordingly.
- Carefully consider whether this program as well as graduate programs in biomedical engineering are both viable; consider program merging if the data do not show both programs can succeed and generate revenue.

DIGITAL INNOVATIONS & MEET

ORIGINAL TARGET ENROLLMENT: 20 by year 1 increasing to 75 by year 5

CURRENT ENROLLMENT: Cohort 1 had 9 students (8 full-time and 1 part-time) who graduated May 2023; 17 students have confirmed for next cohort.

TOTAL AMOUNT FUNDED: \$458,214 in cumulative one-time operational & \$132,884 in annual permanent personnel

2022-2023 PROGRESS STEPS:

- Budget plan formed
- Met with President/CEO of San Francisco Chamber of Commerce to build partnership
- Operated significantly below the original budget expenses for curriculum development and program management
- Communicated about program in various media outlets such as interview with Flyover Future, social media (LinkedIn) and promotional videos (to be posted on website).

CHALLENGES:

- Lack of interest in certificate (first part of master's program is a certificate)
- Program launched in summer which created financial aid issues
- Marketing strategy which seems unclear

- The “break even” year was scheduled to be this coming year. The program is projected to be net positive in AY24, but the budget model is currently not sustainable. The CCA cannot absorb program expenses, particularly the staff positions

2023-2024 GOALS:

- Graduate second cohort.
- Establish the program as financially sustainable.
- Establish pipeline for students with corporate partners.
- Implement shifted course schedule (eliminating summer start date).

NOTES:

- .Redouble efforts to reach enrollment targets, and develop plan for not only being sustainable but also generating revenue.

ROUND 3 (APPROVED 2021-2022; COMPLETED YEAR 2)

ENHANCING MIAMI ONLINE OFFICE

TOTAL AMOUNT FUNDED: \$322,626 in cumulative one-time operational & \$824,241 in annual permanent personnel

2022-2023 PROGRESS STEPS:

- Increased full time enrollments (at least 109 net new full-time enrollments in FY23) and net instructional revenue (12.6% increase year-over-year in FY23)
- Improved accuracy of enrollment projections through strategic planning
- Continued program and course development (e.g., Clinical Engineering, Curriculum & Instruction and migration to Canvas for Dragonfly programs)
- Developed and launched DEI leadership certificate; working on revising the miniMBA and developing Digital Marketing & Leadership Essentials courses; revising the Cleveland Clinic’s Corporate Analytics Training Program
- Garnered several national awards (Bronze from Telly Award, Instructional Design Award for UCPEA’s Central Region for work on GIS certificate)
- Refined the office’s quality standards, and conducted review of the M.S. Management program
- Conducted survey of student satisfaction with 90% of students satisfied with their online program

CHALLENGES:

- Inability to hire subject matter experts who can assist with program and course development
- Professional ed challenges: sales tax laws, contract issues, policy revision, roadblocks
- Cultivating internal partnerships such as Alumni Association
- Securing course/content ownership agreements
- Internal competition
- Marketing – limited spending, staff turnover in UCM and Miami Online

2023-2024 GOALS:

- Increase full-time enrollments in online program (with goal of 400 cumulative new enrollments)
- Develop and launch online programs and courses, and begin reviewing early Boldly Creative programs for possible revision
- Generate revenue via external partnerships, employers and support for strategic initiatives
- Deploy a Multi-Audience Content Strategy to streamline development

BUDGET:

TOTAL REQUESTED NEW FUNDS: \$661,055 with continued personnel costs (equipment, professional development for faculty, institutional memberships, course development)

NOTES:

Identify and enact staff efficiencies now that the development of online Boldly Creative programs has largely been completed

M.S. CURRICULUM & INSTRUCTION – NEW ONLINE PROGRAM

ORIGINAL TARGET ENROLLMENT: 20 by year 1 moving to 45 by year 5

CURRENT ENROLLMENT: 6 students

TOTAL AMOUNT FUNDED: \$69,900 in cumulative one-time operational

2022-2023 PROGRESS STEPS:

- Secured approval for the program
- Began recruitment efforts for fall launch
- Developing courses for the program, including working with Miami Online
- Began initial conversations with one area school district in the hope of developing pipeline of teachers interested in the degree

CHALLENGES:

- Slow course development due to backlog in Miami Online

2023-2024 GOALS:

- Recruit a strong cohort of students to begin in 2024
- Develop and extend learning activities across courses and cohorts

BUDGET:

No new funding requested

NOTES:

Gray Associates predicts that the program will do well. Complete EAB 360 Program Assessment to ensure it succeeds.

M.B.A. - ONLINE DELIVERY OF EXISTING PROGRAM

ORIGINAL TARGET ENROLLMENT: 40 in year 1 moving to 100 by year 5

CURRENT ENROLLMENT: 112 students, with goal of reaching 150 by 2024

TOTAL AMOUNT FUNDED: \$1,277,183 in cumulative one-time operational

2022-2023 PROGRESS STEPS:

- Adjusted course scheduling to enable students to complete one sprint course at a time
- Leadership change

CHALLENGES:

- Adjusted marketing strategy which shifted away from direct corporate outreach which limited recruitment opportunities

2023-2024 GOALS:

- Continue implementation of program, shift in marketing efforts toward direct corporate outreach. Note that FSB is contributing marketing costs. Shift marketing to targeted (geofencing) approach.
- Improve communication with students about course scheduling

NOTES:

- Plan to become self-sustaining by 2024

BUDGET REQUEST

\$621, 923 total which includes: curriculum development salary and benefits, faculty overload pay (\$300,000), associate director of professional development salary and benefits

NOTES:

Need to evaluate budget plan given the decreased enrollment in part-time MBA

GEOSPATIAL CERTIFICATE – ONLINE DELIVERY OF EXISTING PROGRAM

ORIGINAL TARGET ENROLLMENT: 10-19 students

CURRENT ENROLLMENT: 5 since program began (with one graduated)

TOTAL AMOUNT FUNDED: **\$25,380** IN CUMULATIVE ONE-TIME OPERATIONAL

2022-2023 PROGRESS STEPS:

- Updating online courses to match current software and job market expectations
- Secured 2022 Award for Excellence in Instructional Design from UPCEA for one course (GEO 543)
- Working with UCM to build comprehensive marketing campaign
- Created plan for assessment of student learning

CHALLENGES:

- Fall-only start date limited the ability to recruit more students; plan to adjust course rotation to enable greater flexibility
- Marketing the program with a limited budget

2023-2024 GOALS:

- Increasing enrollment to secure 8-10 students in cohort 2 and 20 students in cohort 3
- Gaining professional development at professional conferences to advertise the program and gain new insights

BUDGET:

- Requesting \$9000 (\$5000 for marketing and \$4000 for updating courses)

NOTES:

- Program needs to continue making concerted efforts to meet (and hopefully exceed) target goal of 10-19 students completing the program each year. New “drip” campaign needs to begin soon.
- Consider noncredit professional education program to generate additional revenue.

B.A. ORGANIZATIONAL LEADERSHIP – ONLINE DELIVERY - SUSPENDED

This project (to create a fully online version of this program) was suspended as the data did not suggest that there would be a strong Return on Investment.

M.S. SPECIAL EDUCATION – ONLINE DELIVERY OF EXISTING PROGRAM

ORIGINAL TARGET ENROLLMENT: 20 in year 1 and increasing to 35 by year 4

CURRENT ENROLLMENT: 51 in online version alone (up from 26 three years ago and 48 last year)

TOTAL AMOUNT FUNDED: \$65,114 in cumulative one-time operational

2022-2023 PROGRESS STEPS:

- Extended reach of program through completely online delivery
- Established new partnerships and deepened existing partnerships with K-12 schools (Middletown City Schools, Warren County ESC, Hamilton City Schools, New Miami School District, Hamilton County ESC)
- Completed course development
- Garnered three externally funded awards (Dean’s Compact for Exceptional Children, iEducate Dayton Region, PELEA)

CHALLENGES:

- Limited faculty and staff time to dedicate to deepening partnerships
- Resignation of GSEP program advisor
- Retention in M.Ed. program given that the licensure demands are 12 fewer credits

2023-2024 GOALS:

- Explore possibility of adding new elective courses and possible graduate certificate program

BUDGET:

- Retain the funds (\$17,000) that have already been allocated; no additional request

NOTES:

- This project shows promise but enrollment trajectory is slowing down. Retention in program is a concern.
- Conduct research (EAB study), and create strategies to ensure success.

ROUND 4 (APPROVED 2022; COMPLETED YEAR 2)

FEEDBACK LOOPS (ASSESSMENT OF DIVERSITY EFFORTS) - ENDED

- This project (assessment of diversity efforts) has been completed; no additional funding to be provided.

FOR GREATER GOOD (FACULTY DEVELOPMENT FOR STUDY ABROAD)

TOTAL AMOUNT FUNDED: \$80,000 in cumulative one-time operational

2022-2023 PROGRESS STEPS:

- Developed and implemented community of practice which led to development of several “Greater Good” education (domestic) abroad programs. None have actually been offered yet as credit workshops.
- Other funds were used for course development

CHALLENGES:

- At this point, interest in these programs appears to be limited.

2023-2024 GOALS:

- Recruit enough students to run these programs
- Distribute up to five new grants for study away or abroad programs

BUDGET:

- Request extension of grant term so that we can fund up to 5 grants at \$4000 each for total of \$20,000

NOTES:

- Conduct assessment to explore why this program has not yielded new programs that attract enrollment.

CENTER FOR KICKGLASS CHANGE

TOTAL AMOUNT FUNDED: \$320,325 in cumulative one-time operational

2022-2023 PROGRESS STEPS:

- Continued to support CQ Foundation as well as Cognitive Diversity & Whole-Brain Thinking in BUS 101, serving 1400 students in 2022-2023
- Offered “Kickglass Dialogues Across Difference” in partnership with CAWD, serving 31 students; offered “CQ Drive – Developing Cultural Awareness” co-credential for 15 students
- Began working on Kickglass Careers pipeline through internships to employment with Center for Career Exploration and Success
- Provided CQ101 training for new faculty at faculty orientation (for 25 faculty)
- Provides support for marketing and human capital management classes
- Negotiated license with Hermann International for unlimited access to their cognitive diversity and whole brain thinking assessment and tools
- Published article in AACSB Insights

CHALLENGES:

- Motivating faculty to incorporate DEI as core area of learning

2023-2024 GOALS:

- Continue existing programs and workshops to students and faculty
- Expand offerings to other programs outside of FSB (e.g. nursing, engineering, residence life)
- Launch CQ Foundations to non-FSB students
- Launch KickGlass Forum which enable students to learn from global DEI experts
- Offer Kickglass Changemakers Intergroup Dialogues in partnership with CAWC to faculty
- Identify corporate partners for potential new funding
- Explore use of BodySwaps technology for deeper learning

BUDGET:

No funds requested.

NOTES:

- This Center will be supported in the future by the Farmer School of Business.
- Work with key leaders to develop a university level plan for incorporating DEI into the curriculum.

LIVING ARCHIVES (ONLINE ARCHIVES ON DIVERSE MIAMI HISTORY & STORYTELLING)

TOTAL AMOUNT FUNDED: \$70,708 in cumulative one-time operational

2023-2024 PROGRESS STEPS:

- Developed a plethora of materials, including:
 - Recorded over 40 oral history interviews
 - Digitized over 10,000 pages of archival materials
 - Wrote and sourced 73 new stories about Black Miamians
 - Created four short documentaries about Black faculty and administrators
 - Produced feature documentary “Bittersweet” which has already been viewed over 6,000 times on social media platforms
 - Uploaded 11 short scenes on themes related to reflective teaching on history
- Presented materials at various venues, including Alumni Board, academic administrators and general public
- Partnered with OIDI in panel events

CHALLENGES

Negotiating amidst the many different perspectives relating to the project

2023-2024 GOALS:

- Conduct additional interviews with 10-15 individuals and enhance the story of programs, initiatives and activism on campus in more recent history
- Create two 60-minute films with numerous short scenes available for use in teaching, and develop plan for incorporating this history into the Miami curriculum

BUDGET:

Total request (one-time) funds: \$75,804 (student workers to digitize and produce video; web team, graphics documentary, documentary score, curriculum workshop, summer stipend for faculty/staff leaders, etc.)

NOTES:

Excellent progress in past year

STUDENT SUCCESS (ADVISING & ACADEMIC SUPPORT FOR DIVERSE STUDENTS)

TOTAL AMOUNT FUNDED: \$158,691 in cumulative one-time operational & \$182,820 in annual permanent personnel

2022-2023 PROGRESS STEPS:

- Revised UNV 101
- Developed guidelines related to appointment scheduling
- Developed advising goals and student learning outcomes
- Selected themes for experiential major maps
- Created a coordinated care working group
- Created communication plan for Office of Exploratory Studies students

- Hired and trained navigators
- Participated in yield events

CHALLENGES:

- Fostering the willingness to enact cultural change related to advising and student success

2023-2024 GOALS:

- Begin rethinking curriculum with Experiential Major Maps, and work with IT to develop online template for maps
- Conduct assessment of interventions and advisement
- Implement communication plan

NOTES:

- Consider appropriate consolidation with offices and centers with similar student success missions for greater simplification, more powerful outcomes, and cost efficiencies.

MiamiRISE Original 30 Recommendations

June 2023 Progress Update

#1 - Establish Honors College.

Progress Steps

- [Honors College](#) developed by a committee of faculty, students and administrators from across the Oxford campus and launched in fall 2021. Enrollment since its inception has met or exceeded targets. College featuring an [engaged residential experience](#) in four residence halls on the Western Campus with offices and classrooms in Peabody Hall.
- [New honors program](#) specifically designed for regional students created and launched in 2021-2022.
- New Prodesse Scholars Program created by a committee of faculty representatives and initiated in fall 2020.
- New plan to integrate [multiple high-ability programs on Oxford campus](#) (Presidential Fellows, Prodesse Scholars, etc.) being implemented beginning fall 2023.

Future Actions Needed or Planned

- Explore curricular collaborations between humanities and Honors College.

#2 - Establish Cross-Unit Curricular Collaborations.

Progress Steps

- Support for several cutting-edge and cross-unit academic programs (e.g., M.S. Sports Analytics, M.S. eSport Management, and Masters in Entrepreneurship and Emerging Technology) provided via Boldly Creative initiative
- [Miami Academic Program Incubator](#) (MAPI) launched in September 2021 and providing support for jointly developed programs (e.g., new sport communication and media major).
- Guidelines for cross-divisional programs (which include recommendations for different types of degree programs, joint appointments and mentoring faculty with joint appointments or interdisciplinary fields of study) developed by [Miami Academic Program Incubator](#) (MAPI) in spring 2022.
- Feedback offered by the Office of the Provost and Deans on all [Academic Program Evaluation, Improvement and Prioritization Project](#) (APEIP) Curricular Action Plans with strong encouragement to share courses and programs.
- The Honors College, the [Signature Inquiry](#) component of the [new Miami Plan](#), and the [Miami Plan Innovation Lab](#) developed, in part to provide support for faculty to develop new interdisciplinary courses.

Future Actions Needed or Planned

- Examine and address several significant barriers to cross-divisional programs (e.g., faculty salary disparities, RCM incentives, infrastructural support). MAPI in collaboration with academic divisions to address these challenges.

#3 - Cultivate Cross-Disciplinary Research.

Progress Steps

- New guidelines for developing and reviewing cross-disciplinary research centers and institutes developed in fall 2021 and overseen by Office of Provost; [guidelines](#) include ongoing review of centers and institutes with target outcomes.
- New RFP for "[Cornerstone](#)" research grants for faculty with strong emphasis on cutting-edge, interdisciplinary scholarship and projects involving faculty from diverse departments issued in fall 2022.
- Created new Advanced Research Teams Grant opportunity which supports teams of scholars from at least two divisions; 16 applications with 7 funded (\$68K average) in 2023.
- New [centers](#) such as the Center for Analytics & Data, Center for Cybersecurity, and Armstrong Institute along with some new interdisciplinary buildings (McVey Data Science Building, Clinical Health Science Building) developed with a major goal of promoting cross-disciplinary collaboration and scholarship.

Future Actions Needed or Planned

- Additional supports and incentives for cross-disciplinary research are needed.

#4 - Position Miami as a Teaching & Learning National Resource.

Stakeholders: Amy Bergerson, Dean of Undergraduate Education and Associate Provost; Dana Cox, Associate Provost; Ellen Yeziarski, Director, Center for Teaching Excellence; Elizabeth Wardle, Director, Howe Center for Writing Excellence; Leighton Peterson, Director, Liberal Education

Progress Steps

- [Howe Center for Writing Excellence](#)'s Writing Across the Curriculum program selected by the WAC Clearinghouse and Association for Writing Across the Curriculum (national organizations for the advancement of writing instruction) to be 2022 Exemplary Enduring WAC Program.
- Two additional national awards -- CCCCs Certificate of Excellence (for both the writing center and WAC program) and the Council of Writing Program Administrators' 2022 Outstanding Scholarship Award -- for [a chapter on our Faculty Fellows program](#) in 2022 garnered by the HCWE.
- [Miami Writing Institute](#) (free, one-of-a-kind, self-paced interactive and multimodal writing course) launched in January 2022 and enrolled 900 Miami alumni, faculty, and staff.
- Liberal education program revised significantly to advance measurable and innovative outcomes and assessment measures to ensure a high-quality learning experience. Two new and exciting faculty development programs relating to the Miami Plan: [Miami Plan Faculty Fellows](#) and [Miami Plan Course Innovation Laboratory](#) developed and launched in 2022.
- Faculty development model known as a [Faculty Learning Community](#) (FLC) which was founded at Miami in 1979 along with the [Original Lilly Conference on College Teaching](#) and the [Journal on Excellence in College Teaching \(JECT\)](#), a peer-reviewed, online journal on the scholarship of teaching & learning (SoTL), continue as models for promoting excellence in teaching and scholarship of teaching & learning.

Future Actions Needed or Planned

- Continue to develop support and recognition for Scholarship of Teaching & Learning.
- Develop strategic approach to enhancing our national reputation (e.g., board memberships of national organizations, presentations at major conferences such as AAC&U, publications in major journals).
- Create a unique definition of the Teacher-Scholar Model that is aligned with Miami's brand.

#5 - Develop Curricular "Innovation Lab" for Experimentation.

Stakeholders: Michael Crowder, Dean of Graduate School and Associate Provost; Carolyn Haynes, Senior Associate Provost; Leighton Peterson, Director, Liberal Education

Progress Steps

- [Miami Academic Program Incubator](#) (MAPI) launched in fall 2021 to encourage successful new programs and innovative revisions of existing programs. Example: B.S. Engineering, Manufacturing Engineering used incubator to gather research on revising its program to focus on smart technology.
- [Miami Plan Innovation Lab](#) launched in fall 2022 to galvanize pioneering liberal education courses, and particularly the Signature Inquiry component of the Miami Plan which is specifically aimed to encourage interdisciplinary, innovative courses and clusters of courses.
- [Academic Program Evaluation, Improvement, and Prioritization](#) (APEIP) Project which advanced goal to create curricular action plans that promote innovation and student success implemented and to continue until 2024.

Future Actions Needed or Planned

- Explore sites and incentives for cross-disciplinary, innovative programs, particularly at the graduate level and for professional education.
- New Humanities Task Force formed which includes a subcommittee focused on curricular innovations, including collaborations across the curriculum.

#6 - Renew Partnership Between Academics & Student Life.

Progress Steps

- New connections between Academic Affairs and Student Life forged through the [COVID crisis](#) (e.g., testing protocols, marketing and communication campaigns, policy changes) with renewed emphasis on advancing student wellness and success.
- [Funding from Ohio Department of Higher Education](#) to advance student health and wellness (supporting peer education programs around health and wellness) led to increase collaborations among faculty and Student Life staff.
- [New Honors College](#) featuring a vibrant residential college experience with a mission to advance learning inside and outside the classroom and ongoing engagement among faculty, students and staff initiated. New faculty-in-residence program launched in 2021; new honors faculty lunch series as well as book and film clubs in the residence hall launched in 2022.
- New student success interventions (early alert, additional student communications) developed in collaboration with Student Life, Academic Affairs and Enrollment Management & Student Success.

Future Actions Needed or Planned

- Initiate and continue additional collaborations to support student success (e.g., block registration of incoming students, experiential learning maps)
- Task force to review and revise Miami's mission and vision, led by Gwen Fears and Amy Bergerson, to begin fall 2023.
- New initiative to deepen co-curricular assessment of student learning begun fall 2023.

#7 – Redesign student academic advising system.

Progress Steps

- New [advising system](#) launched in fall 2022 with greater reliance on professional staff advising and a revised UNV 101.
- New [Office of Exploratory Studies](#) with dedicated advisors to serve students who have not declared a major as well as College Credit Plus students opened in fall 2022.
- Designated advisor position for prospective transfer students on the Regional Campuses approved.

Future Actions Needed or Planned

- Develop new advising metrics and assessment measures to ensure continuous improvement.
- Enhance the designated advisement for prospective transfer student inquiries, particularly on Oxford campus.

#8 – Improve infrastructure to support research & scholarship.

Progress Steps

- First [Vice President for Research & Innovation](#) hired in fall 2020.
- New [Office of Research & Innovation](#) launched in 2021 which advances a new mission to “encourage, facilitate, and support the Miami University community in its effort to obtain external funding for all forms of research, education,

scholarly, creative, service, and outreach activities.” Invested nine new positions in the Office, including staff focusing on grant support, ethics and compliance, lab safety and export control.

- Research-related policies, incentive structures, and support programs (rapid investment grants, CFR programs, DEI grants) have been developed or undergone revision in last two years, leading to highest amount of external funding ever received in 2021-2022.
- New research centers (e.g., Center for Analytics & Data, Center for Cybersecurity) approved and opened since 2020.
- Concerted action taken to address critical compliance issues—biosafety, export control, controlled substance, and animal research— as well as improving team-informed and data-informed decision making.

Future Actions Needed or Planned

- Continued and enhanced support for scholarship needed.

#9 – Improve faculty culture for involvement in externally funded scholarship.

Progress Steps

- New [supports](#) put in place to promote research during the COVID pandemic (funding, additional time on promotion clock).
- Differential workload policies at the department level put in place with the goal of transparently specifying course release requirements to enhance research among tenure-track faculty.
- New strategies and a [multitude of grants](#) developed to support research, including four RAPIDS Awards (\$100,000 awards) given since November 2021, new Research-Scholarship-Artistry Grant offered (with 51 applications and 14 funded), new Senior Research Staff Grants (which established postdoc positions, research engineer positions and research scientist positions) with 14 applications and 4 funded, and Strategic Initiative Fund Awards (matching dollars on funded awards for 11-month graduate research assistant, postdoc, equipment) with 27 applications and \$1.6 million awarded.
- [New faculty-oriented mission](#) along with new opportunities to showcase faculty research (e.g., [blog](#), press releases) instituted at the Office of Research & Innovation.
- Enhanced grant-writing support through Office of Research & Innovation, including initiating the Cayuse record for the PI, assisting with budget creation, finding answers for the PI with Grants & Contracts as well as Procurement, assisting with grant writing, instituting a Grant Forward search engine with 9000 sponsors, and identifying commercialization potential.
- Active steps taken to offer a more equitable distribution of faculty research grants with 28 awards offered in 2022, travel to archives for 7 faculty, and 10 graduate assistantships funded.
- Launched Research Instrumentation Opportunity, designed to meet gap of \$10K to \$100K not met through MRI.

Future Actions Needed or Planned

- Continue monitoring tenured/tenure-track faculty workloads to ensure research productivity needed

#10 – Improve approach to how faculty resources are allocated to align with strategic initiatives.

Progress Steps

- Reallocation of faculty lines and resources coordinated centrally by Office of Provost and in collaboration with deans to ensure that resources are reallocated to advance strategic priorities.

- [Boldly Creative Initiative](#) reallocated over \$50 million to strategic priorities.
- Academic Program Evaluation, Improvement and Prioritization (APEIP) project (2020-2025) designed specifically to advance this goal. Trained consultants were made available to chairs to help them understand and analyze data and use data to develop curricular improvement goals and differential faculty workload norms.
- New Academic Program Review Process ([Department Planning & Improvement](#)) developed (and to be piloted in 2024) to promote continuous improvement goals aligned with strategic priorities.

Future Actions Needed or Planned

- Improve use of enrollment, market and other data in making staffing and other resource-related decisions.

#11 – Enhance student retention strategies.

Progress Steps

- First Dean of Undergraduate Education and Associate Provost hired in 2021.
- [Funded project](#) to advance diverse student success through the Boldly Creative initiative, featuring additional emphasis on professional staff advisement, advisor training and support, and assessment of advising to ensure continuous improvement.
- Office of Exploratory Studies opened in fall 2022 to provide additional support for students who have not decided on a major, College Credit Plus students, and National Pathways students (designated pathway from Regionals to Oxford campus).
- Miami selected for EAB's [Moonshot for Equity](#) initiative, along with three other partnering institutions in the SW Ohio region, in spring 2022 with the aim of promoting seamless transfer pathways as a means for closing completion gaps for diverse students.
- [College Completion Plan in 2022](#) with strategic goals and progress updates developed and submitted to the Ohio Department of Higher Education.
- Action plans for courses with high "D, F, W" rates created by relevant departments as part of the APEIP effort, now in second year of implementation.
- New [GradU8](#) program for Pell grant recipients instituted in Miami's [Student Success Center](#) in 2019 and already experiencing positive outcomes for students who complete the program.

Future Actions Needed or Planned

- Continue to expand early alert initiative to support students who may be at academic risk.
- Implement block registration (to ensure incoming students enroll in courses likely to enhance success).

#12 – Substantially increase endowment to support student scholarships.

Progress Steps

- New and enhanced programming ([MIAMI WOMEN](#), Hawk Tank, Leadership Symposium, Alumni Weekend, and Grandparents College) and a reorganized staffing structure instituted in University Advancement beginning in 2020, all of which helped Miami to set a [new fundraising record](#) in FY 2022 at more than \$98.7 million.
- Increased scholarship fundraising (with a total of \$46.8 million) including [one of the largest individual gifts](#) in the university's history.

Future Actions Needed or Planned

- Continue to ensure that scholarships are top priority of [Capital Campaign](#).

#13 – Provide necessary resources to Miami students studying abroad and away.

Progress Steps

- New “Family Fund” created to support students in study abroad and away programs (see [one example](#)).
- New faculty development program, “[For the Greater Good](#)” launched by Education Abroad Office which is designed to help faculty create affordable study abroad and away programs focused on interdisciplinary grant challenges.
- Significantly revised MUDEC’s curriculum to attract cohorts of Miami students from particular departments and divisions (FSB, KNH, SLM) as well as other students and enhanced its [scholarship opportunities](#).
- Created new scholarship funds (e.g., Moore Fund for International Health Experiential Learning, Rebecca Messina Global Perspective Fund as well as funding for diverse groups of students (\$294,503 awarded in 2021-2022)
- Developed and implemented Education Abroad diversity strategy (including benchmarking, communication/marketing plan, and new partnerships across campus) to embed DEI in Education Abroad as a strategic competitive advantage to drive innovation and growth.

Future Actions Needed or Planned

- Continue innovating to provide affordable study abroad and study away opportunities for students.

#14 – Enhance relationship with City of Oxford.

Progress Steps

- Received (along with the City of Oxford) \$1.5 million in assistance from JobsOhio Vibrant Community grant for a startup initiative – [College@Elm](#) – designed to create more than 50 Ohio jobs and boost new companies in region.
- Collaborated with the city of Oxford government and chamber of commerce to advance a unified approach to addressing the challenges of the COVID pandemic.
- Brokered [plan](#) with the City of Oxford and Cincinnati-Northern Kentucky Airport for CVG to assume responsibility for the airport in Oxford.
- Partnered with the Oxford [City Council](#) to advance economic development and environmental sustainability goals, along with public events (creative place making events, Red Brick event, litter-free yard campaign, etc.).

Future Actions Needed or Planned

- Continue collaborations to make city of Oxford one of the best small towns in which to live and retire.
- Explore additional opportunities for Miami faculty, students and staff to serve the local community.

#15 – Review recommendations from Sustainability Committee & Climate Action Task Force.

Progress Steps

- Joined more than 400 other colleges and universities in 2021 to sign [Second Nature’s](#) PCLC commitment to carbon neutrality as well as 111 schools that have also committed to resilience through the climate commitment. Resilience assessment now underway.
- Selected in 2022 for Hannon Armstrong Foundation’s inaugural [Climate Solutions Scholarship](#) which is a new needs-based scholarship to support underrepresented communities at Miami.
- Thirty-two [LEED Gold- or Silver-Certified buildings](#), accounting for 31 percent of building square footage on the Oxford campus, achieved

- [Utility Master Plan](#) revised in 2022 to move away for steam heating toward more sustainable forms of power with goal of achieving carbon neutrality.
- New Miami Plan which features a [Signature Inquiry](#) component which includes a sustainability theme approved and to be launched in 2023.
- [Dashboard](#) to track progress on meeting our sustainability goals in 2020 instituted.

Future Actions Needed or Planned

- Continue implementing [strategic sustainability goals](#) including greater incorporation of sustainability principles, processes and concepts into the curriculum.
- Implement the Climate Action Plan to be approved in May 2024.
- Achieve carbon neutrality by specified date (TBD).

#16 – Reorganize academic structure.

Progress Steps

- New Honors College created in 2021.
- New vision for “[corridors of excellence](#)” advanced by President Crawford to empower greater interdisciplinary and transdisciplinary collaboration – with new clinical health sciences and wellness building and new building focused on data analytics and technology as two signature components of this vision.
- Strategic decisions about new, combined or eliminated departments made by some divisions in the past few years to provide more support for departments with growing enrollments and greater collaborative opportunities for departments with flat or declining enrollments (e.g., Department of French & Italian is now Department of French, Italian and Classical Studies; the Department of Sports Leadership & Management is a new department that is distinct from the Department of Kinesiology, Nutrition and Health).

Future Actions Needed or Planned

- Continue innovating academic structures to enhance our mission and to advance wise stewardship of resources.

#17 – Transform the Miami Plan.

Progress Steps

- Significant revision of [Miami’s liberal education program](#) which was guided by an enhanced committee of Liberal Education Council approved April 2021 with launch date of fall 2023. Key features of new plan include: measurable outcomes for each component of the plan, new components (DEI, signature inquiry), new focus on innovative teaching and learning.
- [New faculty development support](#) instituted, including a Miami Plan Innovation Laboratory, Miami Plan Faculty Fellows Program, and ongoing workshops on innovative, engaged teaching.
- New assessment plan finalized and approved to ensure continuous improvement, high quality learning and student success outcomes.

Future Actions Needed or Planned

- Implement staged process for re-proposing existing general education courses to align with new Miami Plan outcomes.
- Review plan and revise as needed to align with new Ohio legislation.
- Implement continuous monitoring to ensure the plan advances student success and learning.

#18 - Redesign curricular process.

Progress Steps

- [Quality Initiative Project](#) (required component for accreditation with the Higher Learning Commission) focused on optimizing Miami's curriculum and curricular processes submitted and approved in April 2023.
- [Miami Academic Program Incubator](#) created in 2021 to provide a data-driven, concierge service for departments considering new academic programs or significant revisions to academic programs. Departments given access to consultation and curriculum coaching, external and internal sources of data (EAB, Gray Associates and Miami's Office of Institutional Research and Budget Office).
- Newly designed academic program review process called [Departmental Planning & Improvement](#) (DPI) and designed to assist in more purposeful curricular planning to launch in 2024.

Future Actions Needed or Planned

- Continue working on creating an integrated program approval and launch procedure to advance a more expeditious launch of new programs.

#19 & #20 – Complete curriculum review of undergraduate and graduate programs.

Progress Steps

- [Academic Program Evaluation, Improvement and Prioritization](#) (APEIP) project created and implemented (2020-2025) with the goal of developing a portfolio of high-quality academic programs that prepare students for lifelong success, meet employer demand and steward resources. Project guided by committee with University Senate and faculty representation with each program required to undergo data analysis and evaluating using a robust set of criteria, a rating by academic deans, and a curricular action plan for programs that were not slated for sunseting.
- Total of 1156 courses deleted from the University's catalog with only 446 added – resulting in Miami removing more than 700 courses from the catalogue since 2019. 44 of 260 programs eliminated by the faculty of the program's home department(s), and additional 14 programs that recently ceased admitting students formally removed from the books. Curricular action plans developed for all programs that were not eliminated (total of 226 programs), and the first annual progress reports have been submitted and feedback offered.
- Departments submitting annual progress updates each June (through 2024) with feedback provided on updates by the Office of Provost

Future Actions Needed or Planned

- Continue monitoring APEIP plans and the future Department Planning & Improvement reviews to ensure Miami maintains a strong, competitive portfolio of academic programs.

#21 – Develop master plan for e-Learning.

Progress Steps

- Major review and report on the state of online learning at Miami completed in 2020 with recommendation to continue with two online units –one on the Oxford campus and a second one on the Regional Campuses--while also promoting greater collaborations between the two units
- New senior director of [Miami Online](#) hired in 2022.

- New Continuing Education/Workforce Development/Professional Education Steering committee formed; committee to streamline launch and marketing of new initiatives

Future Actions Needed or Planned

- Continue focus on the two campus-based online offices collaborating productively on distinct but complementary ways of advancing online learning along with microcredentials and professional education.
- Institute additional strategic planning to advance net-revenue-generating professional education programs on the Oxford campus is underway.
- Continue revising and developing policies, guidelines and processes to promote online and professional education opportunities on the Oxford campus that generate revenue yet also align with residential campus brand
- Propose new interdisciplinary graduate programs that data demonstrate have high chance of success.

#22 – Develop plan for revenue-generating graduate degrees and certificates.

Progress Steps

- Boldly Creative initiative and Miami Academic Program Incubator developed by the Office of the Provost and academic deans with the goal of revenue generating academic programs.
- New graduate degrees including M.S. Management, M.S. Business Analytics, Master of Entrepreneurship & Emerging Technology, M.S. Nurse Practitioner, M.S. ESport Management, M.M.S. Physician Associate, M.M.S. Biomedical Science, and M.S. Clinical Engineering created since 2019 (total of 19).
- New graduate certificates developed, including child life specialist, sport analytics, advanced manufacturing, analytics and big data economics.
- Several professional education opportunities, such as the [Mini MBA](#), [DEI Certificate](#) and [Miami Writing Institute](#), launched.

Future Actions Needed or Planned

- Revise policies, processes and practices to advance revenue-generating graduate degrees and professional education programs.

#23 – Revise program review goals and process.

Progress Steps

- New model of program review (called [Department Planning & Improvement](#) or DPI) developed in 2022 by the Academic Program Review Committee which is a University Senate committee and chaired by Senior Associate Provost; pilot of the new model commencing in 2024. Distinctive characteristics of the new model include a focus on strategic improvement goals, emphasis on continuous improvement, enhanced support for departments, shift in team member roles to focus on consultation (in addition to evaluation), more holistic approach, customizable process and streamlined reporting.
- Seven departments identified for pilot year (2024).

Future Actions Needed or Planned

- Secure additional resources and support for departments undergoing review.

#24 – Establish ongoing Strategic Planning Committee.

Progress Steps

- [New Accreditation & Strategic Planning Council](#), chaired by Carolyn Haynes (Miami’s Accreditation Liaison Officer and Senior Associate Provost for Strategic Initiatives), formed in spring 2022 with representation from all academic and vice-presidential divisions. Key activities of Council: conducting audit to evaluate how well Miami is meeting accreditation core components and the recommendations of MiamiRISE; preparing the HLC Quality Initiative Project Report; and creating communications on progress made or needed on accreditation criteria and strategic plan recommendations.

Future Actions Needed or Planned

- Prepare for HLC comprehensive evaluation in 2025.
- Begin initial steps for Miami’s next strategic plan.

#25 – Establish Diversity, Equity & Inclusion Committee.

Progress Steps

- New [Vice President for Diversity & Inclusion](#) hired.
- More [robust infrastructure](#) to advance DEI efforts at Miami put in motion, including additional staff, a reorganized [council of academic diversity leaders](#), a new [student diversity council](#), a new [divisional leaders advisory council](#), new [campus partners and connections](#), and many new programs and initiatives (heritage month programming, training workshops and programs, “across the divide” conference, truth and reconciliation project, etc.).
- New DEI in Leadership internal offering for faculty, staff and graduate students and external offering developed and launched.
- New [Campus Climate Survey](#) conducted in 2023.
- LGBTQ+ Task force established April 2023.
- DEI in Leadership Certificate and new RedHawks Equity Leadership Series developed for students.

Future Actions Needed or Planned

- Engage in pioneering and systemic efforts to advance DEI inside and outside the classroom, and find ways to publicly communicate our progress internally and externally.
- Review and revise key policies (e.g., dual career hiring, parental leaves) to advance DEI principles.
- Analyze results of the new [Campus Climate Survey](#).

#26 – Align facilities planning with strategic plan.

Progress Steps

- New Academic Space Utilization Subcommittee created in spring 2022 to focus more purposefully on aligning the planning and utilization of academic spaces with strategic priorities of the University and academic divisions. Co-chaired by Robert Bell and Carolyn Haynes, this group includes representatives from each academic division and seeks to develop criteria and transparent processes to ensure that Miami is optimizing its use of classrooms and academic offices to promote our academic mission.
- Contracted with Perkins & Will to create a Classroom Utilization Study to ensure good stewardship of classroom spaces and to advance deeper learning among students.
- New building governance plans developed for our first multi-divisional academic buildings: Clinical Health Sciences Building, McVey Data Science Building, and Laws Hall.

Future Actions Needed or Planned

- Develop transparent procedures, principles and policies relating to academic space utilization and planning, including procedures and practices for building and spaces that are shared by multiple divisions and departments.
- Explore additional opportunities to support departments and divisions in maintaining classrooms and office spaces.

#27 – Improve allocation of resources to align with strategic planning priorities.

Progress Steps

- Contracted with Gray Associates and EAB to gain critical data on enrollment trends in current and potentially new programs and to guide program development and revision. Tools include: new Enroll Predict machine learning tool which provides future enrollment predictions with a 95% accuracy rate; market feasibility studies on possible new and current programs; market opportunity scans, academic program portfolio health check; and 360° program assessment.
- Robust data workbook provided to departments during APEIP project for shaping curricular action plans for program improvement.

Future Actions Needed or Planned

- Implement u.Direct tool to assist in advanced scheduling and planning for course enrollments and staffing.
- Continue to ensure that Fiscal Priorities Committee aligns budget planning with strategic plan recommendations.

#28 – Develop strategic enrollment management plan.

Progress Steps

- Ongoing effort by the Division of Enrollment Management & Student Success in partnership with academic and other divisions to plan for enrollment each year each year, including regular presentations by the VP for Enrollment Management & Student Success presents regularly on goals and progress to the Board of Trustees, Council of Academic Deans and President's Executive Cabinet.

Future Actions Needed or Planned

- Enhance strategic efforts to recruit transfer students, international students, students for professional education programs, and fee-paying graduate students.

#29 – Clearly define and market Miami strengths.

Progress Steps

- Hired Art & Science Partners to assist in defining Miami's strengths and crafting a plan for marketing them.
- New and highly successful effort at increasing the appearance of faculty in the news as experts on major themes, issues and events developed and underway
- New online credentials targeted to Miami alumni and other adult working professionals such as the MiniMBA and Miami Writing Institute developed and designed for increasing Miami's visibility and reach
- New marketing professionals hired with the goal of supporting new graduate programs that were supported by Boldly Creative and MAPI efforts via social media, digital media, website, and public relations through the use of analytics, user feedback, and general ROI responses.

Future Actions Needed or Planned

- Develop and implement a strategic approach to improving Miami's U.S. News & World Report rankings. Teacher-Scholar Collaborative group formed to begin work.

#30 – Enhance external visibility of research.

Progress Steps

- New strategies to showcase faculty and student research implemented under the leadership of a new vice president, including a [blog](#) focusing on research projects, annual reports, new [webpages](#) that feature research in each of the academic divisions, etc.
- Major efforts made in the last two years to enhance the number of faculty who are cited in the news (e.g., *supply chain impact on holiday shopping*, *U.S. troop withdrawal from Afghanistan*, *Russia's invasion of Ukraine*, and *ever increasing gas prices*) with over 900 faculty cited in the news in the past year.
- Joined Midwest Regional Semiconductor Network and MAC Consortium.

Future Actions Needed or Planned

- Benchmark additional strategies for communicating research efforts, and continue innovating in this area.

University Communications and Marketing

JUNE 2023

ONGOING PROJECTS



Rodney Coates — Global and Intercultural Studies

THE CONVERSATION HELPS MIAMI PROMOTE TOP SCHOLARS

Through a partnership with The Conversation — a non-profit, independent news organization that publishes research-based news written by faculty scholars — Miami can promote the university to a larger audience of prospective students and parents, while increasing our share of voice on trending topics.

Miami published two stories in May: one by Liz Wilson in Comparative Religion, and one by Rodney Coates in Global and Intercultural Studies. The two articles combined received over 10,821 reads and have been picked up by 18 publishers with an estimated reach of over 2 billion. We plan to publish five additional articles in the coming weeks.

CUSTOM PORTAL INCREASES ACADEMIC VISITS

A new online campus visit registration portal has helped increase visits with the Farmer School of Business, the College of Engineering and Computing, and the Honors College a combined 78% since the portal was implemented in October 2022. UCM collaborated with EMSS to create a portal through which prospective students build

custom agendas for their campus visits by registering for one event and adding additional activities with a single click. Previously, students registered for multiple events independently. The portal has increased visibility for academic programming, allowing more students to engage with Miami students and faculty earlier in their college search.

NEW WEBSITE HIGHLIGHTS TEACHER-SCHOLARS

To celebrate and promote Miami’s commitment to teaching and faculty excellence, UCM launched the teacher-scholar website (**MiamiOH.edu/teacher-scholar**) in early May. Communicated through the voices of Miami’s nationally renowned faculty members, the site details the strategies that make Miami a global leader in a student-

centered approach to education. The website features more than 25 faculty profiles, descriptions of Miami’s cutting-edge resources, and examples that illustrate the profound success that our students enjoy. The target audience — prospective students and their parents — are prompted to opt in to receive more admission communications.



Helaine Alessio — Kinesiology, Nutrition, and Health



MULTICULTURAL MARKETING CAMPAIGN, TV SPOT WIN AWARDS

UCM is consistently recognized by our peers for our outstanding work in marketing and communications. This spring, Miami earned two prestigious honors.

The multicultural campaign — featuring digital and outdoor advertising, a website, and radio spots — received the Award of Distinction from the Communicator Awards in the Integrated Multi-Channel Marketing Campaign category. Selected from more

than 5,000 entries, Miami was honored for its clear and impactful storytelling.

Also, Miami’s 30-second public service announcement — Together We Will — was a bronze winner in the category General-Regional TV in the 2023 Telly Awards. The Telly Awards annually showcases the best work created within television and across video, and receives more than 12,000 entries from 50 states and five continents.

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

March 15 – May 31, 2023

SOCIAL MEDIA

10.2M

Total social media impressions on the university's primary accounts

- Twitter 275K
- Instagram 3.9M
- Facebook 5.1M
- LinkedIn 796K

603K

Total social media engagements

- Twitter 7K
- Instagram 124K
- Facebook 428K
- LinkedIn 45K

509K

Total social media followers

- Twitter 59K
- Instagram 88K
- Facebook 109K
- LinkedIn 230K

WEBSITE

1.7M

New website users

2.2M

Total website users

CONVERSION TRACKING

2.6K

Undergraduate applications

1,000

Requests for information

Social Media top highlights

March 15 – May 31, 2023

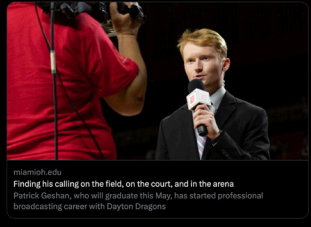
f 5,220 Total engagements

Miami University
 Here's an exciting update about Miami's Clinical Health Sciences building.
 - Furniture and equipment are being installed now through May.
 - Miami's PA program has already moved in and will start classes on May 15.
 - All other programs will move into the building in May and June.
 - Speech and Nursing will begin classes this August.
 - Speech and Hearing, TriHealth Student and Employee Health Clinic, and the Counseling Clinic will begin serving clients in late June.
 #BuildingConnections



t 550 Total engagements

MiamiOH News
 Miami University graduating senior Patrick Geshan has started his professional broadcasting career with the Dayton Dragons
 miamioh.edu/news/2023/04/...
 @miamiohnews @DragonBaseball @CASMiamiOH @MiamiRedHawks @talawanda @OhioH@herEd

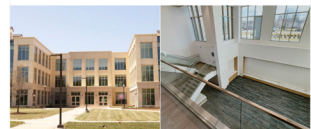


@ 4,732 Total engagements



in 19,912 Total engagements

Miami University
 Here's an exciting update about Miami's Clinical Health Sciences building.
 - Furniture and equipment are being installed now through May.
 - Miami's PA program has already moved in and will start classes on May 15.
 - All other programs will move into the building in May and June.
 - Speech and Nursing will begin classes this August.
 - Speech and Hearing, TriHealth Student and Employee Health Clinic, and the Counseling Clinic will begin serving clients in late June.
 #BuildingConnections



News by the numbers

March 15 – May 31, 2023

14

News media pitches (per Cision)

152M

News reach

2.5K

News mentions

\$3.2M

PR value

77

National news media mentions

Merit

68

Personalized student stories

25

Student achievement press releases

77.8K

Impressions generated on social media



May 2023

VISIBLE AND ACCESSIBLE CARE

ADVANCING AND SUPPORTING CAMPUS MENTAL HEALTH AND WELL-BEING AT MIAMI UNIVERSITY

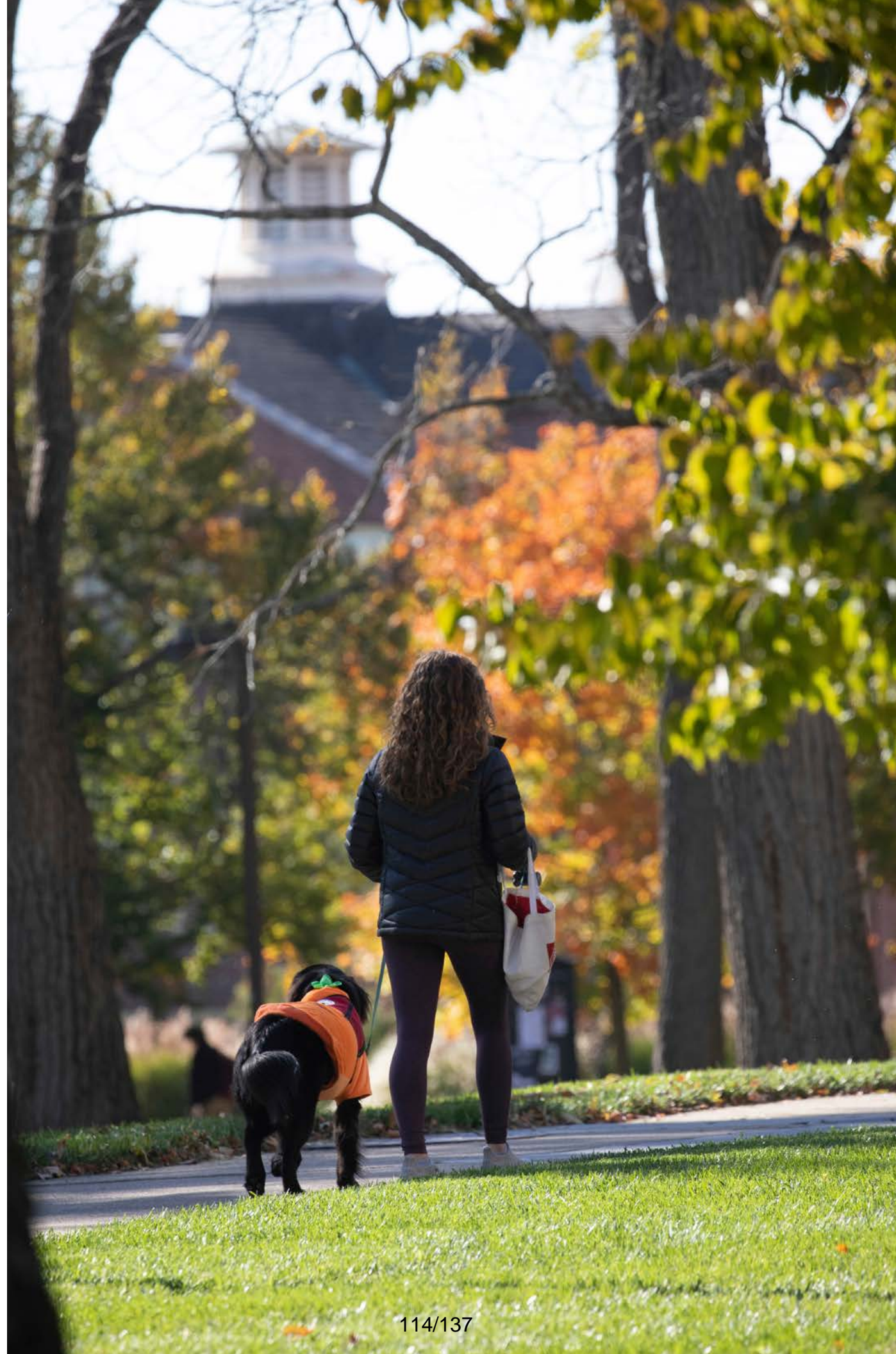
Executive Summary

During the 2022-23 academic year, the Institutional Task Force on Student, Faculty, and Staff Mental Health and Well-being (MHTF) was charged to assess Miami's current services and culture around mental health and emotional well-being and to make recommendations for improvement. Based on the work of three workgroups (students, faculty/staff, and community), campus listening sessions, literature on mental health and well-being, local and national survey data, and a review of best practices, we have crafted recommendations in four major areas: systems, communication, education, and culture. This work is an important first step in a comprehensive, multi-campus effort to advance mental health and emotional well-being at Miami.

In our review of the current state of mental health and well-being at Miami, we identified areas of strength upon which we can build. Miami offers a broad range of resources and services, particularly for students, extending well beyond counseling services to meet a wide range of needs related to emotional well-being. Training, education, and programming related to mental health and well-being are abundant. We have a robust system in place to identify students of concern, and a case management approach to follow up with those students. And we have a culture at Miami that is relational, open, and aware, which offers a good base to grow upon.

We also identified areas for improvement:

- Although students, faculty, and staff have access to a wide variety of resources, many people are unaware of them, or have misconceptions or disagreements about what they can or should offer. That misalignment of expectations and our practices can lead to issues of trust.
- Our communication efforts around mental health and well-being should be more intentional, proactive, timely, and accessible.
- Staff are working at capacity and financial resources are limited so we need to use the resources available strategically, ensuring that services are equitable, culturally-appropriate, and accessible to all members of our community.



In addition, we identified challenges in our culture that impact well-being and our campus as a whole. Among those cultural challenges, three were noted most often:

- Not all populations on campus feel an equal sense of safety, belonging, or acceptance on campus or in the community. For some groups, there is still a sense of stigma related to seeking help for mental health.
- Many people noted feelings of intense pressure for achievement in our culture. The reasons for and degree of that pressure vary depending on one's roles and identities.
- Many in our community are feeling low morale and burnout as we adapt to rapidly changing and increasingly complex student needs.

As we turn to the future, we hope to inspire a campus environment where holistic wellness is experienced at all levels, both for the individual and overall community, measured both objectively and subjectively. To help achieve this vision, we offer 56 recommendations in four categories:

Systems
Communication
Education
Culture

We were energized by the amount of interest and passion we encountered in exploring this topic. This work was informed by many voices in our Miami community— Oxford and Regionals, all categories of faculty and staff across every division, individuals with varied identities, students representing many different academic majors and subcultures, parents, alumni, and community partners— as well as by national best practices and conversations with experts currently in the field. We recognize the many people at Miami who have prioritized these topics for many years, and we are excited to move to a new phase of work around mental health and emotional well-being that is comprehensive, coordinated, and inclusive.



Introduction

Over the past several years, the COVID-19 pandemic, national and global events, and social unrest have significantly impacted our collective emotional well-being. Across the United States and in our own Miami community, needs around emotional well-being and mental health are continuing to evolve and grow. As a university, we have both an opportunity and a responsibility to better understand the complex mental health needs of our campus communities. Only when we comprehend our culture and existing support frameworks can we determine the critical gaps that must be filled to improve the holistic wellness of our campus community.

To that end, in the summer of 2022, President Crawford formed the Institutional Task Force on Student, Faculty, and Staff Mental Health and Well-being and charged it to:

- Inventory and assess Miami's current approach to supporting our community's well-being and the resources available to our students, faculty, and staff;
- Assess Miami's approach using an equity lens, ensuring that resources are both culturally-inclusive and accessible (physically, financially, etc.);
- Assess Miami's culture, evaluating how our environment supports or inhibits the well-being of our community and subgroups within it; and
- Review best and emerging practices in comparison to our current offerings and make recommendations for improvement.

Well-being is “an optimal and dynamic state that allows people to achieve their full potential.”

-NIRSA, NASPA, and ACHA, 2020



Current Assessment

A range of assessment strategies were employed to solicit feedback from the Miami community regarding our strengths and challenges pertaining to mental health and emotional well-being, including listening sessions, surveys, benchmarking, and an inventory of current practices on campus.

STRENGTHS

The taskforce first set out to identify what we were already doing well to establish a foundation that could be built upon. The following strengths were identified:

Services, training, education, and response. A variety of programs and services are offered to help members of our community recognize potential mental health concerns and to provide support, intervention, and referrals, as needed. Additionally, a multi-faceted system exists to identify students of concern and connect them with appropriate resources.

Cultural strengths. Miami's culture is relational in nature. There is an overall awareness of the importance of mental health and well-being, and community members are generally open to talking about these issues.

CHALLENGES

The next step in our assessment was identifying challenges within our system that warrant improvement or investment. Our intention is to be transparent in sharing the feedback we received, not to single out or critique any particular department or process on campus.

Communication. Information on mental health resources at Miami is not always well-coordinated or easy to find, and outdated reports and myths about care and resources can persist long-term.

Staffing and resources. Financial resources to add or expand services are limited and services are not always consistent or accessible across all campuses or for all populations.

Cultural challenges. Various subpopulations at Miami have very different experiences from one another. These experiences may affect emotional well-being, particularly for those who carry marginalized identities. All populations report feeling some sense of internalized pressure for achievement in our culture.

Misalignment of individual expectations and Miami's practices and services. Some students expressed mistrust regarding Miami's "care" when their expectations for support were not or could not be met.



A Vision for the Future

As we reflect on the things that Miami is doing well and where we have room for growth, it is helpful to envision the future we aspire to at Miami. If our recommendations were all successfully implemented, what would Miami look and feel like?

The quote at the beginning of this report, “well-being [is] an optimal and dynamic state that allows people to achieve their full potential” (NIRSA, NASPA, & ACHA, 2020), is the beginning line of a more comprehensive definition of well-being that has been adopted by 15 professional associations in higher education. While our work is focused specifically on emotional well-being, the elements in that full definition mirror our hopes for a future Miami.

That definition recognizes the intersection of the individual and the community and guides us to our vision of the Miami of the future.

INDIVIDUAL-SUBJECTIVE

Individuals feel generally satisfied or content with their current state of mental health and emotional well-being. When they experience challenges, they feel they are receiving support and care as a person and in their role by their peers and by the systems at Miami. Students, faculty, and staff will feel they can step up or step back depending on the current state of their own well-being or the needs of others without judgment and with the support and encouragement of systems at Miami.

INDIVIDUAL-OBJECTIVE

Individuals know about the mental health and emotional well-being resources available on campus and can access them as needed, through multiple modalities. For needs that go beyond what services can effectively be offered on campus, they can easily find information about off-campus resources and receive help to access those in an equitable manner.

INDIVIDUAL-CIVIC

Individuals express genuine care and concern for the people around them, treating them fairly, compassionately, and respectfully. They feel a sense of responsibility for contributing to a positive campus culture that sees the humanity of and values the well-being of all members of the Miami community.

COMMUNITY-SUBJECTIVE

Our Miami community is a place where its members feel a sense of community and belonging, and feel that Miami is a good place to work, live, learn, and play. Members feel connected, heard, safe, and empowered to share our experiences and well-being needs, positive and negative. They are received with compassion and non-judgment. We believe that Miami is an interdependent community where each person’s well-being matters and is valued by the whole.

COMMUNITY-OBJECTIVE

Miami’s infrastructure, systems, practices, and policies create the conditions under which students, faculty, and staff can thrive. We seek feedback and use data to improve our practices related to well-being. Our structure ensures that the well-being of our community members is prioritized and consistently tended to over time. Services are accessible to all members of our community equitably, and are culturally-appropriate. Our systems are also set up to recognize that life conditions change and allow flexibility for people to temporarily step up or step back.

Recommendations

SYSTEMS

Starting with the creation of a standing committee on mental health and well-being, we recommend foundational systems, organizations, and policies that will keep the mental health and well-being of our community a visible priority over time. This category also includes specific actions by offices at Miami to support an individual's mental health and well-being.

COMMUNICATION

These recommendations are focused on enhancing Miami's communication efforts pertaining to mental health and emotional well-being to ensure accurate information is readily and easily available.

EDUCATION

We offer recommendations related to both programming and training for students, faculty, and staff. This includes programming to benefit faculty and staff themselves, as well as training that would benefit the students they work with.

CULTURE

Although culture can be the most difficult and slowest area to impact, it is essential to strive for cultural change to positively impact the mental health and emotional well-being of our campus. Culture change requires buy-in and commitment from the individuals who make up our Miami community. It is also the area with the fewest measurable, actionable recommendations, but instead primarily poses topics for discussion and exploration over time.



ABOUT SYSTEMS

The starting point for our recommendations is looking at the current systems that we have in place at Miami and identifying where we can improve. The subcategory, **infrastructure**, refers to the foundational systems, organizations, and policies that need to exist at the university level in order to keep the mental health and well-being of our community a visible priority over time. The subcategory **services** refer to practices offered by Miami offices that support an individual's mental health and emotional well-being.

Recommendations for

SYSTEMS



SYSTEMS | Infrastructure

For all campuses

Create a **standing committee**, perhaps a Senate subcommittee, focused on mental health and emotional well-being inclusive of faculty, staff, and students across all campuses, chaired by the AVP for Health and Wellness in Student Life. This committee should be small but should have representation from faculty, staff, and students, across divisions, Oxford and Regionals.

- Prioritize, map, and shepherd the recommendations in this report. Create and maintain a website with the plan, providing updates for transparency.
- Develop and communicate a shared definition of wellness to be used across all campuses. We recommend using the Inter-Association definition mentioned in this report.
- Adapt and adopt a framework to guide our efforts for students, faculty and staff, ideally the framework created by the [U.S. Surgeon General's office](#) in November 2022. The framework is composed of five essential components, each grounded in two human needs. While created for work settings, it can be adapted for use with

our entire campus community.

- In collaboration with the Office of Student Wellness, the Office of Employee Benefits and Wellness, and University Communications and Marketing (UCM), develop and coordinate a communication strategy as outlined later in this report.
- Identify and work with wellness champions across all university divisions and interested departments.
- Examine all resources currently allocated for mental health and emotional wellness across all campuses and strive for equity and consistency related to staffing and budgets.
- Establish a self-assessment/audit process for each division to complete at least once every three years to assess their culture around mental health and emotional well-being.
- Research and strategically pursue **resources** from the state, agencies, foundations, and other grant opportunities to support this work.

For faculty and staff

Expand and enhance a dynamic employee wellness program by working with existing university partners (e.g., Miami's health plan administrator, TriHealth, and other community resources) to meet the needs of faculty and staff across all campuses, and resource the program appropriately.

- Focus the efforts of this program on creating and elevating a robust website and other communications tools to help faculty and staff learn about and navigate resources and care.
- Create an incentive system for healthy habits, similar to Healthy Miami, for mental health. Trackable elements might include participation in trainings or screenings.
- Align staff programming and benefits with the eight dimensions of wellness.
- Examine exemplar practices from other campuses and assess to implement (e.g., [University of Pittsburgh](#), [Indiana University](#), and [Ohio University](#)).
- Conduct a voluntary annual survey of all faculty and staff (e.g., the American College Health Association

survey), to measure the mental health and emotional well-being of employees and identify areas for improvement.

For students

Explore alternatives to a leave of absence for students in distress, and ease the re-entry process for those who take a leave.

SYSTEMS | Services

For faculty and staff

- Develop a faculty/staff of concern system (similar to CARE team).
- Establish “life change communities” similar to affinity groups: New parents, new campus role, new to our community, empty nester, eldercare, etc.
- Explore mentoring opportunities for colleague to colleague support.

For students

- Assess student counseling on the three main campuses to potentially streamline service (e.g. record keeping, administrative oversight, etc.) and consider how the three offices can support each other.
- Explore external partnerships (e.g., TriHealth) to expand local mental health resources near our campuses, particularly resources related to psychiatry, specialized care, and intensive outpatient services.
- Explore the creation of clinical placements for psychiatric nurse practitioners (post-licensure).
- Explore more opportunities for trainees in social work and psychology to bolster services for students.
- Explore options for telehealth for care outside regular business hours, particularly for Regionals students, and assess financial viability.
- Provide dedicated private space for students to engage in telebehavioral health appointments.
- Explore other resources to support students with financial and practical needs (e.g., transportation) to access services beyond Miami’s scope of services.
- Identify key groups that are less likely to seek care and create a plan to ensure allyship and outreach is conducted by an appropriate source.
- Increase strategies to make it easier for students to access care in more informal ways than individual therapy, using technology to increase access beyond standard business hours.
- Support mental health/wellness chairs in student organizations (e.g., fraternities and sororities).
- Explore more opportunities for peer to peer support for mental health.





**ABOUT
COMMUNICATION**

Miami offers many resources related to mental health and well-being, however most people do not know about all of the resources, misunderstand them, or don't know how to find them at the time that they are needed. We need to promote what we're doing well and dispel myths about our services.

Recommendations for

COMMUNICATION

COMMUNICATION

For all campuses

- Develop and prioritize a broad communication strategy pertaining to mental health and emotional well-being efforts across all campuses, to be overseen by the Standing Committee on Well-being.
- Utilize Miami Matters, social media, and other outlets to regularly push out wellness related messages and education and to promote what Miami is doing well related to mental health. Make our culture of care more visible.
- Coordinate a calendar of wellness messaging that follows the flow of the academic calendar and associated stressors.
- Periodically solicit community input to bolster community partnerships on wellness initiatives.
- Ensure that key community partners (e.g., faith communities, non-profits, local businesses, etc.) who frequently interact with students are aware of campus resources.

For faculty and staff

- Better advertise the range of services available through the Employee Assistance Program (EAP) program, and make that more prominent and easy to find on the website.
- Highlight exemplar efforts that departments and divisions have implemented related to mental health and well-being.

For students

- Improve communication regarding access to student counseling services to build trust and confidence with students, perhaps utilizing social media and FAQs. Topics that need attention include:
 - Wait times, to create accurate expectations.
 - Alternative or additional options for fee bearing services.
 - Strategies employed to ensure a diverse Student Counseling Service staff.
 - Information about intern/trainee staff and their clinical experience.
 - Utilization data, including demographic information.
 - Miami's scope of service, to better align expectations with our resources and capabilities.
- Increase the promotion of standing programs and services.
- Review and communicate the Students of Concern process: Do people understand it and what happens next? How are students assessed? Who is appropriate to refer and who is not? Consider creating a video explaining the work of the Care Team.
- Explore opportunities to explain the role and function of MUPD during times of crisis to build trust and reduce anxiety.



ABOUT EDUCATION

The term education is being used broadly to include both programming and training that would be offered to students, faculty and staff. The student category includes any employee training that would be for the benefit of students, distinctive from programming and training to benefit the well-being of faculty and staff themselves.

Recommendations for

EDUCATION

EDUCATION

For all campuses

- Launch a workgroup to examine the feasibility and impact of creating (an) annual wellness fair(s) inclusive of students, faculty, and staff across all campuses.
- Identify high-impact virtual platforms pertaining to mental health and emotional wellness (e.g., CALM, Spark America, Headspace, etc.) and provide free or reduced-cost memberships of these vetted platforms to all university members. Assess use after implementation.
- Create toolkits for faculty to use in classes (e.g., a Canvas module about mental health that they could easily add to their site) or for student orgs (e.g., standard messages they could send to express care and share resources).
- Offer trainings on how to promote resilience for students and for supervisors.
- Establish standard onboarding procedures for new employees, across all divisions and units, that explicitly include information about available wellness resources for students and for faculty/staff.
- Develop parent webinars about how to help a student/child in distress, one set for parents of our students, and one for employees who are parents, with content for supporting younger children.

For faculty and staff

- Train employees in supervisory roles to be aware and comfortable with referring employees to support services as necessary (e.g., EAP, disability offices, etc.) and require a refresh every three years.
- Create and offer ongoing training opportunities to provide employees with updates on current and new wellness initiatives and resources since their original onboarding period.
- Provide resources and training about how to help faculty/staff colleagues in distress.
- Offer programming and education about all 8 dimensions of wellness and how they contribute to one's mental health.



For students

- Develop or enhance programming opportunities including, but not limited to:
 - Normalization of mental health challenges and setbacks- normalize that the college experience isn't always easy or smooth.
 - Distress tolerance tips and normalization of distress.
 - Offer programming across all 8 dimensions of wellness.
- Prior to departure, require a program on mental health and well-being during study abroad for all students attending a program.
- Offer and potentially require a mental health training for all students similar to AlcoholEdu (e.g., gatekeeper training) focused on how to recognize distress, how to support a friend, and how to refer or access resources.
- Leverage student organizations to support student well-being through the training of student leaders. Build wellness education into the Red Brick Rewards process.
- Continue to build out and promote the Wellness Navigator tool and include resources on the Regional campuses.
- Explore opportunities to embed wellness skill-building into credit-bearing courses.
- Require faculty/staff training on what resources are available to students, perhaps as a video to be shown during a department meeting.
- Discuss student-athlete mental health culture with coaches and provide them with training on how to discuss this topic with their teams.
- Include more information about transition and mental health in international student orientation.
- Provide trauma responsive training for faculty and staff.

ABOUT CULTURE

Culture is the most difficult and slowest area to change, but it is essential to strive for change in this area to positively impact the mental health and emotional well-being of our campus. This is an area that cannot be imposed by "Miami" but requires the buy-in and commitment from the individuals who make up our Miami community. It is also the section with the fewest measurable, actionable recommendations, but instead primarily poses topics for discussion and exploration over time.

Recommendations for

CULTURE



CULTURE

For all campuses

- Continue to tackle and reduce stigma associated with mental health challenges and with seeking care, with an eye to specific populations where this might be more commonly felt.
- Facilitate campus/departmental/organizational conversations about our campus culture:
 - How do we create a true culture of care and a sense of appreciation?
 - How do we balance our messaging about and pressure regarding the glorification of “busy”? In other words, how can we avoid a “culture of busyness” (Waytz, 2023) to allow people to move at their own pace without the fear that they will be judged as less serious or less committed? How can we encourage Miamians to sustain their energy to excel in the long-term rather than pushing to the point of exhaustion or burnout?
 - How do we support populations that carry more pressure or stress, related to their identities, their work roles, their location, or other subcultures within our community?
- Identify Miami systems and processes that create stress for students and employees (e.g., registration) and simplify where possible.
- Encourage communication practices that foster wellness (e.g., no emailing during the night, scheduling the sending of emails, setting and sharing explicit communication expectations, encouraging designated “no meeting days” in departments, etc.).
- Convene a representative group to examine the practicalities and implications of instituting “wellness days” during the academic calendar. This group will provide a recommendation and clear rationale for why wellness days should or should not be implemented at Miami.
- Encourage departments to create opportunities for increased in-person and informal engagement among their teams and between students and faculty and staff to establish camaraderie and bolster morale and well-being.
- Assess how many people are on campus in person each day and how that affects culture amongst departments and the impacts on students. Consider how to balance employee flexibility with the camaraderie that often helps us sustain our wellness.
- We recognize that other forms of wellness, such as physical or occupational wellness, have an impact on our emotional wellness. In time, it would be useful to expand this conversation to include other dimensions of wellness.



Conclusion

During the course of the work of the Mental Health Task Force, we identified many things that Miami is doing well related to the support of mental health and emotional well-being. However, despite the broad range of resources available, some people remain unaware of them and others have varied opinions about the types of services that can or should be offered. There are many ways that we can strengthen and build on the foundation that we have, particularly in the areas of systems, communication, education, and culture, without major financial investments, as noted in the 56 recommendations included here.

Many universities have formed task forces regarding student mental health in the past two years, but we did not identify any that are focusing on the full community of students, faculty, and staff despite the fact that we are an interconnected and interdependent system. That made this work more complex and challenging, but also more exciting. This report is an important first step in a comprehensive effort to focus on mental health and

emotional well-being at Miami, but it cannot be the last step. In the action phase of this work, we'll need to build an infrastructure to ensure accountability for this work, and to commit to the work long-term.

As we think about what all members of our community need in regards to their mental health and emotional well-being, we look to the November 2022 report from the U.S. Surgeon General mentioned in the first of our recommendations. The report lists five essential components of well-being, each grounded in two human needs:

- Protection from harm (Needs: safety and security)
- Connection and community (Needs: social support and belonging)
- Work-life [or Learning-life] harmony (Needs: autonomy and flexibility)
- Mattering at work [or school] (Needs: dignity and meaning)
- Opportunity for growth (Needs: learning and appreciation)

Many of these elements and needs are related to culture, which is essential if we are going to truly move toward becoming a campus that more holistically meets the needs of our students, faculty and staff. We must build a culture that:

- Reduces stigma associated with talking about and seeking help for mental health challenges;
- Trusts that each person will be met with understanding and compassion when they need flexibility to deal with life's challenges;
- Promotes equitable access to resources and services on-campus and/or assistance with identifying services off-campus; and
- Is perceived as culture of care that is both seen and felt.

The largest barrier to the success of all these recommendations and efforts is the will of the Miami community itself. As previously noted, people talk about "Miami" as an entity capable of implementing change.

While the university has the power to strengthen its infrastructure and there are recommendations that departments can implement, such as new websites or programming, cultural change is incumbent upon each member of our interconnected Miami community.

We cannot only look to others to care for us, but we also need to support and care for each other, use the resources available to us, attend programs when offered, change our own practices to be more self-sustaining, and create the culture of well-being that we want at Miami. We sincerely hope that we can work together as a community to make that happen.

Task Force Members

Task Force Co-chairs

Jayne Brownell, Vice President for Student Life
Brooke A. Flinders, Regional Associate Dean for Academic Affairs

Community Workgroup

Dee Kinney, Education and Society, CLAAS (co-chair)
Steve Large, AVP for Health and Wellness/ Student Life (Co-chair)
Andrew Branson, Undergraduate student, Oxford
Kevin Carr, Rinella Learning Center
Alyssa Ciango, Student Engagement, Activities, and Leadership
Jen Green, Psychology, CAS
Wesley Highley, Community Standards
Jeff Hunger, Psychology, CAS
Cecilie McGhehey, Student Wellness
Emerson McSparran, Undergraduate student, Oxford
Sarah Meaney, Residence Life
Caryn Neumann, Interdisciplinary and Communication Studies, CLAAS
Lori Parks, Regionals Academic Advising
Hallie Powell, Undergraduate student, Regionals
D. Ellis Rates, Center for Student Diversity and Inclusion
Matthew Schroeder, Miami alumnus
Mark Shores, Regionals Libraries
Dan Sinetar, International Student and Scholars Services
Alexa Spoerle, Undergraduate student, Oxford
Danielle Stein, Undergraduate student, Oxford
Tailyn Walborn, Pre-Health Professional Advising/ Biology

Faculty/Staff Workgroup

Sharon Custer, Center for School-Based Mental Health Programs/ Psychology (Co-chair)
Cricket Meehan, Center for School-Based Mental Health Programs/ Psychology (Co-chair)
Judy Adams, Education and Society staff, Regionals
Mike Arnos, Recreation Center
Oliver Baden-Davis, Regionals Enrollment and Admission
Jess Bathe, FSB Dean's Office
Vicka Bell-Robinson, Residence Life
John Burke, Regionals Libraries
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Dawn Fahner, Human Resources
Molly Heidemann, International Students and Scholars Services
Terri Messman, Psychology, CAS
Sam Morris, Sport Leadership and Management, EHS/ University Senate Faculty Welfare Committee
Heather Morrow, Rinella Learning Center
Hannah Muldoon-Davis, Armstrong Student Center
Barb Oswald, Social and Behavioral Sciences, CLAAS/ Regionals Faculty Welfare
Sean Poley, Information Technology Services/ AccessMU Center
Darryl Rice, Management, FSB
Deborah Wiese, Psychology, CAS
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Laura Wonsick, Student Counseling Service
Rebecca Young, Student Wellness

Student Workgroup

Claire Ruberg, Regionals Counseling Centers (Co-chair)
John Ward, Student Counseling Service (Co-chair)
Pankhuri Aggarwal, Graduate student, Oxford
Kristy Brann, Educational Psychology, EHS
Ben Breh, Community Standards
Dawson Cosgrove, Undergraduate student, Oxford
Erica Crawford, Regionals E-campus
Rachel Fadden, Nursing, CLAAS
Jack Fazio, Undergraduate student, Oxford
Connor Goodpastor, FSB Advising
Christina Grote, Regionals New Student Programs and Engagement
Emma Halcomb, Undergraduate student, Oxford
Jasmine Hardy, Student Engagement, Activities, and Leadership
Marissa Howard, Graduate student, Oxford
Katelyn Howell, Student Wellness
Maddie Miner, Undergraduate student, Oxford
Erik Sorensen, Residence Life
Scott Walter, Student Life
Alex Wood, Office of the Dean of Students

Division of Student Life

NEWS AND UPDATES | June 2023

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

For our final update of the 2022-23 academic year, this report highlights divisional projects, key performance indicators, and points of pride.

Most Promising Places to Work

Miami has again been named as one of the top 27 “Most Promising Places to Work in Student Affairs” by *Diverse: Issues in Higher Education*. The list, developed in partnership with ACPA-College Student Educators International, was published in the March 16, 2023 edition of the magazine. The national recognition celebrates workplace diversity and staffing practices in student affairs. It considers factors related to family friendliness, salary and benefits, and opportunities for professional development. A web-based survey is used to determine standings. The Division of Student Life has been recognized in five of the last seven years.

Miami Rates Highly on the Campus Pride Index

Miami earned 4.5 out of 5 stars on the overall campus pride index through the national nonprofit organization *Campus Pride*. *Campus Pride* publishes a tool to help prospective students and families find LGBTQ-friendly colleges and universities. Before this year, Miami had earned 4 out of 5 stars. The rating is calculated based on factors for both sexual orientation and gender identity and expression. Factors include categories such as policy, commitment, academic life, student life, housing, safety, counseling and health, and recruitment and retention.

Modular Learning

The division reviewed and made changes to module-based learning requirements for incoming students. These include online modules like AlcoholEdu for College, Sexual Assault Prevention for Undergraduates, and Fire and Safety information. After an analysis of the current process, we revised our approach for the incoming fall class by prioritizing user-friendliness and clarity. Requirements are now included on an interactive, dynamic checklist for incoming students. Deadlines have also been streamlined. These changes are intended to increase compliance and positive learning outcomes. Next, we plan to investigate learning opportunities to enhance the second-year learning experience.

Health and Wellness Fundraising Efforts

Generous donors support our work in health and wellness. These include:

- Nearly \$11k from three donor-supported funds provided healthcare services for financially-challenged students this year.
- \$20k to cover expenses associated with the H.O.P.E. Line, a 24-hour crisis line.
- \$500k to provide additional full-time postdoctoral fellow staffing in Student Counseling Service, nearly eliminating wait times.
- \$250k (\$50k/year for 5 years) received to hire per diem therapists for periods of peak utilization. They provided 226 clinical sessions this year.



Divisional Committees

Student Life contains several divisional standing committees that include staff members from a variety of offices. This report offers an update on what they have accomplished during the 2022-23 academic year.

Assessment Team

The Student Life assessment team works to increase accountability in the division and enhance the culture of assessment and evaluation. This year the team:

- Updated mid-year and annual report templates to be more efficient and useful.
- Maintained a shared calendar of surveys to draw connections between projects and reduce survey fatigue.
- Hosted an assessment conference for divisional staff. The event included sessions on planning, evidence gathering, analysis, and sharing results.
- Introduced data-sharing to monthly meetings to help staff learn from each others' processes and insights.

Communications Team

The Student Life communications team develops and implements strategic communications for the division. During the 2022-23 year, the team wrote and published 25 Miami news articles, discussed use cases for artificial intelligence in communication, planned topics for the 2023-24 Weekly 3 emails to students, and received training on the university's new social media policy.

DEI Action Team

The Student Life Diversity, Equity, and Inclusion (DEI) Action Team develops, guides, and advances DEI efforts in the division. This year, the team:

- Created training on contributing to and fostering inclusive environments for student assistants working in the division.
- Began working on a webpage to share DEI opportunities across the division.
- Developed a systems-focused plan to train staff on working with neurodivergent students.

Professional Development Committee

The Student Life professional development committee coordinated several opportunities for staff over the year, including:

- Summer book club on *Sovereignty: A Play* by Mary Kathryn Nagle.
- SAHE (Student Affairs in Higher Education) practicum fair and resume reviews.
- Facilitated discussion on transition survey results.
- Session on bias incident response.
- Presentation on sizeism and fatphobia on college campuses.

Student Life Council

Student Life Council is a standing committee of University Senate, and serves as an advisory board for the VP for Student Life, as well as providing legislative approval for changes to policies related to student life and student conduct. This year the group, which includes faculty, staff, and students, discussed support for students with disabilities, received updates on trends in the Office of the Dean of Students, and provided valuable input to the Mental Health Task Force regarding the culture around student mental health at Miami.

33

surveys conducted by the division in 2022-23.

27

Weekly 3 emails sent to students on 119 topics.

100%

of Student Life staff will have completed Neurodivergent training by fall 2023.

150

staff attended a professional development opportunity through the committee.

Staff Recognition

The staff in the Division of Student Life is our best asset and we made staff recognition a priority this year. Recognizing staff and their accomplishments is an opportunity to increase motivation, engagement, retention, and well-being.

Student Life Staff Appreciation and Awards

A workgroup was assembled in spring 2023 to design and coordinate an inaugural end-of-year celebration for Student Life staff. At the event in May, staff members were recognized for their years of service and other accomplishments throughout the year. Recipients of a new *Spirit of Student Life* award were announced as well. This year's recipients include:

- **Individual Award:** Jennifer Young, *Student Counseling Service*.
- **Individual Award:** April Callis, *Center for Student Diversity and Inclusion*.
- **Outstanding Initiative:** Perlmutter Leadership Conference, *Student Engagement, Activities, and Leadership*.
- **Outstanding Initiative:** Registration Breakfasts, *Office of Residence Life*.
- **Outstanding Department:** *Center for Student Diversity and Inclusion*.



▲ Staff in CSDI received the award for Outstanding Department.



▲ Members of SEAL received the award for the Perlmutter conference.

158

staff members in the Division of Student Life, including graduate assistants and TriHealth staff.

Contributions to the Field

Student Life staff contribute to the field of higher education in various ways. Some serve as leaders or committee members on external professional associations and boards; some present their work at conferences, and some author articles, chapters, or books.

Leadership Positions

- Benjamin Williams, *NASPA Foundation Board of Directors*.
- John Ward, *Board Chair of Butler Behavioral Health*.
- J.S. Bragg, *NASAGA National Board of Directors*.
- Sasha Masoomi, *ACUHO-I Stars College Faculty*.
- Hannah Muldoon-Davis, *ACUI 2023 Region 6 Conference Chair*.

50+

positions held by Student Life staff in various professional associations and boards.

Publications

- The Effects of American Sign Language on English Reading Proficiency. *American Annals of the Deaf*, volume 166. Peiuxan Yan.
- Review of Public Education: Defending a Cornerstone of American Democracy. *Education Review*. Woods Hayes (with Joel Malin).
- A Closer Look at Smaller Campuses. *ACUHO-I Talking Stick*. Vicka Bell-Robinson (with Vincent Birkenmeyer).

12

publications written by Student Life staff members in 2022-23.

Presentations

- Faculty Engagment in the Residence Halls. *ACUHO-I Academic Initiatives conference*. Sarah Meaney.
- Social Media and Body Image, Societal Ideals and Anxiety, After the Referral: QPR. *Grant Us Hope conference*. Katelyn Howell.
- From Rocky Waters to Smooth Sailing: Navigating Team Dynamics. *NODA annual conference*. Andrea Howard.

30+

conference presentations by Student Life staff in 2022-23.

New Initiatives

Student Involvement Journeys

In 2019, Student Life recruited five students willing to share their experience getting involved over their four years at Miami. We checked in periodically with these students to learn what organizations they had joined, friends they had made, and challenges they had faced. We also collected photos, quotes, videos, and audio clips about their experience.

Most of the students we followed graduated this May, and we have been assembling their stories to share with incoming students at orientation and on social media this summer. These stories (excerpts below) are helping to tell an authentic story of the ups and downs of being a Miami student.

Hannah Lefkowitz

Hannah experienced a few twists and turns in her academic and career planning, but finally found a path that both suits her and that she is excited to take.

Her time at Miami is marked with two very impactful experiences - spending four years as a tour guide and embracing the Jewish community at Miami.



Kanayo Offodile

The theme of Kanayo's experience has been saying yes when opportunities present themselves.

He signed up for clubs. He attended events. He applied for jobs and other experiences.

He put himself out there, again and again, and he's had many unique experiences because of it.



Hailey Murray

Hailey had a hard time finding her place first-year. Her roommate moved out, she wasn't matched with a sorority, she didn't get an officer position she wanted, and she had trouble finding friends.

Things started to turn around sophomore year when she went on a trip with the Ski and Board Club. She met lifelong friends through the club and went on to be vice president of the club junior year.



"We often hear stories about Miami students from a single point in time. For example, we'll see the president of a student organization winning an award senior year... but we won't know what led them there, and how they were experiencing the journey to get there. We wanted to get some real examples of real students experiencing real things at Miami."

- Jen O'Brien, Director of Communications for Student Life

Student Employee Recognition Week

The division reimaged the celebration of student employees this year. Miami previously recognized a small number of student employees through a nomination and award process with a formal ceremony each spring. This year, all student employees were celebrated through Student Employee Recognition Week, held April 24-28, 2023, through both large-scale events and more office-specific activities. We provided supervisors (university-wide) with a toolkit to help them plan recognition for their direct reports. Opportunities include customized emails, social media posts, and activities throughout the week.

Between the events and virtual opportunities, approximately 2,000 students were recognized.

1,001

appreciation notes written from supervisors across campus to student employees as part of the week.

490

student employees work for the Division of Student Life.



▲ A S'mores and Sweets event featured giveaways, boba tea, iced coffee, dessert, music, and s'mores.

Divisional Priorities

Our mission is to create transformational opportunities, inclusive environments, and meaningful connections that maximize student **growth, learning, and success**. We organize our work around six divisional priorities - these are the general categories for our reports to the Board of Trustees and they also represent the division's approach to fulfilling our mission in a practical way.

ACADEMIC SUPPORT

The division helps students develop goals and access resources in their pursuit of academic excellence.

2022-23 Highlights

- Added two access coordinator positions to the Miller Center for Student Disability Services as part of the mental health fee.
- Held registration breakfasts for first-year students in residence halls in November to provide support and troubleshooting for class registration.
- Began developing and publishing subject-specific tutoring videos on commonly covered topics.



456

academic partnerships with Student Life in 2022-23.

19

classroom visits by Student Life staff, impacting **471 students**.

80+

courses taught by Student Life staff, impacting **more than 1,600 students**.

COMMUNITY AND BELONGING

The division aims for every student to feel a sense of belonging and to create meaningful connections in the Miami and Oxford communities.



25,000

hours of community service logged by fraternity and sorority students, equal to a value of **\$700,000**.

160

events hosted related to community and belonging (outside the residence halls), with **80,000+ attendees**.

2022-23 Highlights

- Relaunched the expect respect initiative to encourage unity, dignity, and respect through disagreement.
- Revised the Good Samaritan policy for clarity and embedded the policy with the Code of Student Conduct for more visibility.
- Developed a robust faculty resource toolkit to help faculty to respond to distress and connect students to resources.

DIVERSITY AND INCLUSION

The division strives for all students to experience a welcoming and inclusive environment to learn, grow, and become engaged global citizens.

2022-23 Highlights

- Developed multicultural leadership training to provide culturally-based student organization leaders with tools to be successful in their positions.
- Hosted the Intercultural Leadership Conference on inclusive and strengths-based leadership, and QT-Con, a grassroots queer and trans conference.
- Held extensive programming for culture/heritage months (e.g., Disability Identity and Culture Month, Black History Month, Women's History Month).

97

events hosted related to diversity and inclusion (outside the residence halls), reaching **5,000+ students**.



Divisional Priorities, cont.

ENGAGEMENT AND LEADERSHIP

We help students pursue campus opportunities to extend their learning environment, build the skills and capacity to be leaders, and graduate career ready.

2022-23 Highlights

- Scaled up leadership education and skill building through workshops, conferences and retreats.
- Increased capacity to deliver CliftonStrengths workshops and coaching through an online option and expanded coaching.
- After a five year hiatus, brought back the popular spring concert event, featuring Yung Gravy.



28%

of undergraduate students are affiliated with a fraternity or sorority.

2,440

events held in the Armstrong Student Center.

HEALTH AND WELLNESS

We support and educate students to make decisions and seek resources to optimize their holistic health and well-being, developing lifelong self-care and self-advocacy strategies.



10,816

student health appointments, up 178 visits from last year.

10,077

individual counseling appointments held, **up 2.7%** over last year.

2022-23 Highlights

- Added two clinicians in Student Counseling Service and two staff in Student Wellness, with funds from the mental health fee.
- Moved Health Services, Student Wellness, and Student Counseling to the new Clinical Health Sciences and Wellness Facility.
- Leveraged technology in a new TogetherAll platform, designed to provide peer-to-peer support and education for mental health.

STUDENT TRANSITIONS

We help students successfully navigate the social and academic transitions into Miami and become independent and engaged members of the local community and beyond.

2022-23 Highlights

- Incorporated an engagement menu of experiences for students taking a first-year experience course.
- Established new opportunities for parents and family members to connect during family orientation.
- For the first time, the Love and Honor Celebration and Convocation planning teams combined resources and efforts to offer the Love and Honor Convocation during Welcome Weekend.

300

programs held during Welcome Weekend and First 50 days for incoming students.



NEWS AND UPDATES

Board of Trustees Report | June 2023

EMSS OFFICES PRESENT AT ORIENTATION

The **One Stop** and the **Center for Career Exploration and Success** are participating in Orientation this summer to showcase how they support student success to the class of 2027.



Jerrad Harrison '00, director of One Stop Services, introduces incoming students and their families to the areas his office supports: billing/payment, financial aid, registration, and student records. In addition to Harrison's presentation, One Stop staff members offer two breakout sessions for parents that provide an in-depth overview of their billing/payment options.

The Center for Career Exploration hosts two different sessions. Incoming students explore the nine **Career Clusters**, programs, and resources. Family members learn how the Center for Career Exploration for Success supports students' professional development throughout their time on campus. Career advisors are also on hand to encourage incoming students to declare their Career Cluster so they can begin to receive information tailored to their interests.

MIAMI CARES SUPPORTS STUDENTS

During the 2022-23 academic year, the **Student Success Center** partnered with offices across campus to assist students in need on the Oxford campus through its **Miami Cares** program.

"Miami Cares made a difference in many lives this year," said **Craig Bennett**, senior director of the Student Success Center. "We are excited to grow our cross-divisional partnerships so we can continue to help students navigate the ups and downs of the college experience."

Students facing food insecurity were helped through the Meal Swipe Donation Program and through the new Pick-List Program. In total, **2,434** meal swipes were awarded to undergraduate and graduate students. The Pick-List Program, a collaboration with the Department of Kinesiology, Nutrition, and Health, allowed students to pick up self-selected groceries from Phillips Hall and hosted student-led meal demonstrations each week.



In partnership with the Campus Services Center, International Student and Scholars Services, and the **Office of Student Financial Assistance**, the Miami Cares program helped **32** students facing housing insecurity secure either extended or temporary housing.

The Student Success Center also provided **25** students with refurbished laptops through the F5 Laptop Program.



The **One Stop** collaborated with the Department of Intercollegiate Athletics to present a Heroes Day Men's Basketball Game on February 25, 2023.

The athletics department offered a promotional code for student veterans and their families to receive discounted admission to a game between the RedHawks and the Ohio Bobcats.

Veterans from the student population and the surrounding community were recognized during a halftime ceremony. Miami emerged as an 85-68 victor over its Mid-American Conference rivals in front of 2,852 attendees.



INTERNSHIP AND RESEARCH GRANTS SUPPORT SUCCESS

The Center for Career Exploration and Success offers [Internship and Research Grants](#) to students on the Oxford campus, with applications being accepted on a rolling basis throughout each academic year. These grants, which range from \$500 to \$3,000, are meant to help offset the personal costs associated with internship or research completion.

During the 2022-23 academic year, the Center for Career Exploration and Success awarded grants totaling \$424,000 to 189 students. There were three named grants available: the Jack and Karen Horrell Grant, the Gary M. and Julia Killian Grant, and the Zelten Grant. In addition, Platinum Career Partners KeyBank and Nucour sponsored two grants apiece.

Through this program, Aidan McGaughy '23 served as a consumer and industrial products consultant for West Monroe, a digital services firm. Mc-Gaughy, who earned a B.S. in both Information Systems and Analytics and Marketing, described his internship experience as “incredibly rewarding.”

“I had the mentality that I only had 10 weeks with West Monroe, and I wanted to learn as much and get experience in as many different areas as possible,” McGaughy said. “I learned how to ask the right types of questions at the best times, and the importance of making good connections. I also developed technical skills in various applications. I feel prepared for my full-time consulting job because of my experience at West Monroe.”

As of June 2023, \$116,400 has been awarded to 55 students who will complete programs over the summer as part of the program’s 2023-24 cycle.



STUDENTS TRAVEL INTO THE WINDY CITY

From May 16 to 17, 2023, the Center for Career Exploration and Success hosted 11 students for Into the Windy City.

During this trip to Chicago, participants engaged with four of the city’s top health-care and medical organizations: the American Medical Association, Ascension, Bain & Company, and Northwestern Medical. Students also connected with Miami University alumni at a networking dinner and at a Chicago White Sox game.

A SAMPLE OF INTERNSHIP EMPLOYERS

- Aramark
- Bell Flight
- BMV
- Camp Morris
- Champlin Architecture
- Cincinnati Children’s Hospital
- Crossroad Health Center
- Innocence Project
- *Inside Washington*
- Kettering Health
- L3Harris
- *Ohio Magazine*
- Proeycto Primates
- Richard and Carole Cocks Art Museum
- Warner Bros. Discovery
- WestRock
- Yarmouth-Dennis Red Sox
- University of Zambia

