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**BOARD OF TRUSTEES  
 MIAMI UNIVERSITY  
 Minutes of the Academic and Student Affairs Committee Meeting  
 September 19, 2019, 8:00 a.m.  
 King Library  
 Miami University, Oxford Campus**

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on September 19, 2019 in King Library, Room 320, on the Miami University, Oxford Campus. The meeting was called to order at 8:00 a.m. by Committee Chair Diane Perlmutter, a majority of members were present constituting a quorum. Roll was called, and attending with Chair Perlmutter were committee members; Trustees Thomas Gunlock, Zachary Haines, John Pascoe, Mary Schell, Robert Shroder, and David Budig; and Student Trustees Megan Cremeans and Will Kulis; along with non-committee members; Trustees Sandra Collins, and Mark Ridenour; and National Trustee Mike Armstrong.

In addition to the Trustees, President Crawford; Provost Osborne; Vice Presidents Jayne Brownell, Ron Scott, David Seidl, Brent Shock (interim) and Michele Sparks; Randi Thomas, Director of Institutional Relations; and Deans Jerome Conley, Kimberly Moore, and Jim Oris, were also in attendance. Also present was Ted Pickerill, Executive Assistant to the President and Secretary to the Board of Trustees; along with many members of the Miami University community, in attendance to assist, present and/or to observe.

**Public Business Session**

Chair Perlmutter opened the public session, welcomed everyone to the meeting, and introduced the new university leaders, Provost Osborne, and Vice Presidents Sparks and Shock (interim), to the group.

**Approval of the Prior Meeting's Minutes**

Trustee Haines then moved, Trustee Pascoe 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 received written reports from Associated Student Government, the Graduate Student Association and University Senate.

*The written reports are included as Attachment A.*

### **Student Experience Presentation**

Vice President Brownell introduced five students to discuss their Miami experience. The students spoke of activities, experiences, and interactions within the Miami environment.

Amongst other things, they spoke of the release of yoga; mental health and wellness; the development of creativity through Interactive Media Studies; student, faculty and staff mentors; engagement with the Women's Center, Spectrum, fellow students, and Greek Organizations; and of finding their "family" and place at Miami.

The students answered questions from the Committee, who thanked them for their frank, open and informative dialogue.

*A report on the Miami Undergraduate Student Experience is included as Attachment B.*

### **Student Life Reports**

Vice President for Student Life Jayne Brownell provided an update to the Committee, stating:

A new school year always brings a lot of exciting new developments and opportunities in Student Life. I'll touch on three of those this morning. Looking first at fraternity and sorority life, we are now implementing all of the recommendations from last year's Honoring Fraternity report. Some of those highlights for the fall term include:

- An expanded community scorecard, which allows students, parents and community members to compare chapters on a wide range of measures, helping them make educated decisions as they consider entering the community in the spring.
- A new online leadership module which all current members of the community will complete in October, and new members will take in the spring after they are initiated. The goal is to ensure that leadership education reaches all members, not just those who self-select into our leadership retreats.
- This fall we are welcoming 18 new live-in advisors to our fraternity community. These advisors will participate in monthly roundtables throughout the year.
- Additionally, the new requirements for the second year exemption have been implemented: all second-year students who are living in their fraternity facilities have a zero conduct record from 2018-2019 and achieved above a 2.75 cumulative GPA their first-year at Miami. Chapters whose new members had more than a 10% decline from their fall to spring class GPA lost their exemption.

- Last, each fraternity will also complete a new 360-member development review this fall. Intended as a positive process, this review should provide an analysis on how each member and each chapter is performing and helping identify areas of opportunity for future work.

I also wanted to update you on the search for a new director in Student Activities and Fraternity and Sorority Life. We had three strong candidates on campus next week, and I hope we'll have a decision made this week.

I also wanted to highlight the changes in the Center for Student Diversity and Inclusion (formerly ODA). You received a detailed report from them so I don't want to repeat that here, but in addition to a new name, I hope you will stop by their new office space on the second floor of Armstrong and the student lounge space on the third floor. It is really beautiful space that brings together our staff that is focused on support for students of color, LGBTQ+ students, and women's initiatives into one space for the first time. They just completed a program review this summer, so I look forward to their plans to strengthen the visibility and programming efforts of their office.

Finally, the Wilks Leadership Institute was also able to move into Armstrong this year, and their increased visibility is already making a difference in their ability to collaborate with student organizations and expand their reach. They are also expanding their mission and work as they take on responsibility not just for leadership, but for promoting the value of service. Good leaders serve their organizations, communities, and our society every day. By addressing both leadership and service through the Institute's programs, we are developing leaders who will have a sense of mission and purpose, who will go on to have a positive impact in the world.

### **Student Life Written Reports**

The following written reports were provided:

- Student Life News, Attachment C
- Housing Occupancy Report, Attachment D
- Office of Diversity Affairs, Attachment E
- Orientation and New School Year Activities, Attachment F

### **Enrollment Management and Student Success Reports**

*Note: The Admission update, is now presented each meeting cycle at a mid-day joint meeting of the two committees – the Academic and Student Affairs Committee, and the Finance and Audit Committee.*

Interim Vice President for Enrollment Management and Student Success Brent Shock updated the Committee on the Career Fair, which has been expanded to two days. The Career Fair can now better serve the more than 4,000 students who participate each year. The second day is focused on STEM, and the new two-day format accommodated an 11% increase in students to over 4,500.

He also told the Committee of “Suit Up,” which gives students affordable access to appropriate business clothing for interviews. JC Penny hosts the program which provides steep discounts and special shopping hours for our students. This year \$6,000 was also provided to 39 students to help in funding their interview wardrobe.

### **Enrollment Management and Student Success Written Reports**

The following written reports were provided:

- EMSS “Good News”, Attachment G

### **University and Communication and Marketing Report**

Vice President and Chief Marketing and Communications Officer Michele Sparks thanked Chair Perlmutter for including UCM to regularly report to the Committee. She then reviewed many of the highlights from the attached newsletter.

Chair Perlmutter and Trustee Budig thanked Michele.

### **University and Communication and Marketing Written Reports**

The following written report was provided:

- UCM News and Updates, Attachment H

### **Academic Affairs Reports**

#### **Provost Update**

Executive Vice President and Provost Jason Osborne updated the Committee on Boldly Creative. He reviewed the goals of Boldly Creative which are to:

- Amplify strengths
- Drive innovation
- Recruit better students
- Drive net revenue growth
- Serve the public good

He then provided an update on the first round projects, and an overview of the process for round two.

*The Boldly Creative Presentation is included as Attachment I.*

Provost Osborne next presented an overview of the Dean searches planned for the academic year, and a resolution to split the Graduate School Dean and Associate Vice President for Research position into two positions, a Graduate School Dean and a Vice

President for Research and Innovation. The split will allow for better focus upon graduate education and on research. The split should allow for:

- An increase in sponsored programs and scholarship
- Increased net resources, serving the mission of the university, and enhancing reputation
- Increased opportunities for undergraduate research, and 3+1/4+1 opportunities
- Workforce development and changing lives

Trustee Budig then moved, Trustee Haines seconded, and by unanimous voice vote, with all voting in favor and none opposed, the Committee recommended approval of the Graduate Dean, VP for Research resolution by the full Board of Trustees.

*The resolution and associated materials are included as Attachment J.*

### **Graduate School and Research**

Graduate School Dean and Associate Provost for Research Jim Oris spoke to the proposed splitting of duties. He relayed the difficulty to lead in both areas, and that the split is essential to allow the necessary focus on each area, to expand opportunities, and to stay relevant. He outlined the many duties and responsibilities of the current office, then provided an overview of many areas, including: strategic goals, graduate programs, partnerships, research funding, and commercialization.

Dean Oris was then joined by fellow Miami staff and students as they highlighted several student focused initiatives. Highlighted programs included the Graduate Research Forum, the Government Relations Network, the Three-Minute Thesis, and RedHawk Talks.

Dean Oris then discussed efforts to enhance commercialization, including the partnership with the Air Force Research Laboratory, and Miami's access to their portfolio of over 1,000 patents not selected for defense applications.

*Associated materials are included as Attachment K.*

### **Academic Affairs Written Reports**

The following written reports were provided:

- Academic Affairs "Good News", Attachment L
- International Education and Study Abroad, Attachment M

### Adjournment

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



Theodore O. Pickerill II  
Secretary to the Board of Trustees

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Dana Cox, Chair

James Bielo, Chair-elect

University Senate Website: [www.MiamiOH.edu/senate/](http://www.MiamiOH.edu/senate/)

September 9, 2019

To: Board of Trustees, Academic and Student Affairs Committee  
 From: Dana Cox, Chair, Executive Committee of University Senate  
 RE: University Senate Report to Board of Trustees – September 19, 2019 Meeting

Executive Committee of University Senate membership:

- Dana Cox, (Mathematics), Chair
- James Bielo, (Anthropology), Chair-Elect
- Chip Hahn, (Speech Pathology and Audiology), at-large member
- Jaylen Perkins (Student Body President), undergraduate student
- Ikaika McKeague-McFadden, graduate student
- Jason Osborne, Provost, Chair of University Senate
- Jeffrey Wanko, (Associate Provost), Secretary of University Senate
- Becky Sander (Executive Assistant for Admin Services), Recording Secretary

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on May 17, 2019.

- New Business, Specials Reports and Updates delivered to University Senate:
  - **August 26, 2019**
    - Strategic Planning Committee Update – Bob Applebaum and Julia Guichard, Committee Co-Chairs

Dates University Senate is scheduled to meet during the 2019-2020 academic year:

<b>2019</b>	<b>2020</b>
<b>August 26</b>	<b>January 27</b>
<b>September 9</b>	<b>February 10</b>
<b>September 23</b>	<b>February 24</b>
<b>October 7</b>	<b>March 9</b>
<b>October 21</b>	<b>April 6</b>
<b>November 4</b>	<b>April 13</b>
<b>November 18</b>	<b>April 20</b>
<b>December 2</b>	<b>April 27 (tentative)</b>

At the final meeting of the 2018-2019 academic year, Senate confirmed appointments to standing and advisory committees of Senate and authorized Executive Committee to confirm additional nominations made through the summer and into the fall. The standing committees of Senate have broad responsibilities and conduct the continuing and regular business of the Senate; the advisory committees are charged with the responsibility to advise appropriate administrators and to report to University Senate on the state of the institution in the policy area for which the committee is responsible. The business of Senate is

managed by the Executive committee. Special reports will be scheduled throughout the year to inform Senate of items of importance to the University.

The following are items of business Executive Committee anticipates that Senate will discuss during the 2019-2020 academic year:

- New degrees
- Strategic Planning Committee Report

cc: Jason Osborne, Chair, University Senate  
Dana Cox, Chair, Executive Committee of University Senate  
Jeffrey Wanko, Secretary, University Senate  
Becky Sander, Recording Secretary, University Senate



Edith Lui  
 Secretary for Academic Affairs  
 Associated Student Government  
 luie@miamioh.edu

TO: Board of Trustees Academic/Student Affairs Committee  
 FROM: Edith Lui  
 DATE SUBMITTED: September 9, 2019

Ladies and Gentlemen of the Board,

My name is Edith Lui, and it is my honor to serve as this year's Associated Student Government (ASG) Secretary for Academic Affairs. To give some background on myself, I am currently a senior from Sylvania, Ohio, double majoring in Political Science (in the BA-MA program) and Philosophy with minors in Economics and Computer Science. I am also a member of the Law and Public Policy Scholars Program, President of the Intercollegiate Ice Skating Team, and a campus tour guide. This is my second year serving in ASG; I served as an Off-Campus Student Senator last year.

As Secretary for Academic Affairs, I will chair the Academic Affairs Coalition within ASG, which will consist of Student Senators, primarily Academic Student Senators, who are interested in addressing student concerns pertaining to the academic experience at Miami in hopes to create a comfortable and \_\_\_\_ We will meet weekly to discuss and act on student concerns and other initiatives we believe can positively impact the student body in the realm of academics. This year, we have already planned to address several academic areas and will continue to add initiatives as they come to us. Here are a few:

- Expansion of the "Textbooks on Reserve" program across our libraries on campus in order to update and to increase the number of classes textbooks are available for.
- Increase the dissemination of information to first- and second-year students. We recognize that there is an information gap, especially with first-year students, on topics such as scheduling and Career Fair. This year, we are rolling out a poster series in residence halls that will provide information on a variety of these topics.
- Looking into the creation of a "Cap and Gown" rental program for low-income students.
- Increase inclusivity within the classroom. In conjunction with several other Secretaries in ASG, we will be working towards finding solutions for a more inclusive classroom.

Additionally, I will serve on University Senate, Liberal Education Council, Academic Policy Committee, Academic Program Review Committee, Library Committee, Open Educational Resources Committee (OER), Council for Undergraduate Curriculum, and the Student Success Committee. Outside of academics, ASG looks forward to addressing many other aspects of student life, including dining, recreation, funding student organizations, alcohol consumption, mental health, and student counseling services, among others.

Internally, ASG is committed to serving the student body as best we can, and our Speaker of the Senate, Sarah Siegel, will be implementing and enforcing all measures we have in place to keep our Senators accountable to spreading the mission and goals of ASG and to continue to be a body that hears and takes action on student concerns. I'm very excited to get to work, so please let me know if there is anything with which the Associated Student Government or I can assist. ASG and the student body genuinely appreciate all that you do for our outstanding institution. We look forward to working with you throughout the year and thank you for your dedication to Miami University.

Love and Honor,  
 Edith Lui  
 Secretary for Academic Affairs

**Report to the Board of Trustees,  
Academic and Student Affairs Committee,  
By the Graduate Student Association**

September 19, 2019

Hello, ladies and gentlemen of the Board of Trustees. I am proud to represent the graduate students of Miami University as president of the Graduate Student Association (GSA). My name is Ben Susman, and I am a second-year master's student in the Department of History.

On the GSA Executive Board, I am joined by Ikaika McKeague-McFadden, Vice President and University Senate liaison, from the Department of Physics. Vipul Batra, Vice President and Treasurer, from the Department of Chemistry. Brett DeWitt, Academic Affairs Committee Chair, from the Department of Psychology. Anil Upreti, Social Committee Chair, from the Department of Biology. Together with other graduate students, we participate in University committees such as the Senate and its Executive Committee, the Fiscal Priorities and Budget Planning Committee, and the Graduate Council. The guiding mission of the GSA is to give voice to graduate student concerns and foster greater community between graduate students and Miami University as a whole. Most importantly, the GSA and its Executive Board serve as a channel of communication between graduate students and other segments of the university. The role of the GSA is to advocate for and encourage graduate students in their academic and personal endeavors.

Graduate students are educators, researchers, and scholars. We also play an important role in the wider campus community. Many of us have Oxford addresses, treat ourselves to dinner Uptown, and spend Friday afternoons playing soccer at the Community Park. The Executive Board of the GSA plans to continue to improve the experience of graduate students outside our academic roles. This year, the Executive Board will work to maintain and strengthen graduate student access to on-campus facilities such as the Center for Career Exploration and Success, the Benefits and Wellness office, the Student Health Service, and Student Counseling Services. Graduate students play an important role in the Miami Experience, all while conducting their thesis or dissertation research, taking classes for their degrees and, in most cases, working as a teaching or research assistant. Hundreds of Miami graduate students attend conferences each year to present their original works. Many graduate students work directly on research projects with and serve as mentors to Miami's undergraduates. We are supported in these on-campus roles by the many benefits of spending time in the welcoming and accessible greater Oxford area.

As the academic year begins, the major agenda item the GSA is working on is modifying the GSA-sponsored travel fund application. This fund provides support for graduate student applicants presenting their research and representing their home departments at academic conferences across the globe. In the short term, our goal in modifying the application is to overcome circumstances that limit the number of applications available this year. Over the long term, our deliberations and data collection to solve the short term issue will help future Executive Boards and subcommittees make permanent, successful changes so the travel fund can be beneficial to the maximum number of grad students and sustainable into the future. Overall, this year, the Executive Board will continue to strengthen its role as a

unifying voice for graduate students. We will continue to increase our visibility across the university and surrounding community. By engaging with the Board of Trustees and filling university-wide committee seats with graduate student representatives from all programs, we want our presence to enrich and inform decision-making and academic life at Miami. We will continue to work with our partners in the Dean's Office of the Graduate School, University Senate, and the Board of Trustees to enhance the impact that graduate students have at the university, increase the sense of graduate student community, and improve graduate student wellness. I am pleased to keep you informed on our activities and progress.

Please do not forget to mark off time on your busy schedules for this year's Graduate Student Research Forum. This year's event will take place in Armstrong Student Center on November 1st. I invite you to attend to learn more about the diversity of research, scholarship, and creative activities, carried out by Miami's graduate students.

Thank you for your time and for the continued interest of the Board of Trustees in the graduate student community. We look forward to the next meeting.

Ben Susman

Graduate Student Association (GSA), President

## **The Miami Undergraduate Student Experience**

### **Report to the Academic & Student Affairs Committee**

### **September 2019**

As a community we spend a good deal of time talking about the undergraduate student experience at Miami, specifically on the Oxford campus. That experience is characterized by increases in both student growth and learning, and takes place 24 hours a day, in and out of the classroom. Students may not always see how the environment at Miami is created to facilitate these positive outcomes, but much thought goes into intentionally creating the conditions under which students can grow and learn.

While we all know how classroom and curricular experiences facilitate learning, it is often less obvious how the out-of-class environment is created to facilitate what we know of as the Miami experience. This report will focus on those efforts.

### **The importance of the campus environment**

In 1936, Kurt Lewin's research showed that behavior is a function of interaction between an individual and their environment. Since then, professionals on college campuses have focused on how to create an optimal environment for students.

A more refined, widely-employed model is Alexander Astin's (1991) Input-Environment-Output (I-E-O) model. He states that we must understand students' entering characteristics (i.e. inputs, such as GPA, test scores, and academic and personal backgrounds), the campus environments with which they interact during college (i.e. environment), and then their characteristics at the time of departure (i.e. output) to fully evaluate institutional excellence and impact.

As stated in *The Undergraduate Experience* (2016):

“...[A]lthough student effort is crucial to their learning in college, institutions can play an essential role by influencing the shape and scope of the effort students make.... Institutions create the environment for learning. The qualities of that environment go a long way to stimulate and scaffold, or to hinder and distract, students in the fundamental work of learning.... Although institutions cannot learn for students, colleges and universities are responsible for building and sustaining environments that challenge and support all students to learn” (p. 20).

The text goes on to remind us of the seven principles for good practice in undergraduate education, developed by Chickering and Gamson in 1987:

1. “It encourages contact between students and faculty.
2. It develops reciprocity and cooperation among students.
3. It encourages active listening.
4. It gives prompt feedback.
5. It emphasizes time on task.

Submitted by Jayne Brownell, Division of Student Life

6. It communicates high expectations.
7. It respects diverse talents and ways of learning (p. 22).”

Using research, best practices, and theory as our guides, and driven by the Miami mission and values statements, we design the Miami environment for students in a way that is likely to lead to positive outcomes, with an emphasis on creating connections and relationships. We seek to meet the needs of the many while also addressing the unique needs of smaller populations. We create meaningful opportunities where students will invest in learning over time, see the results of their efforts, and are challenged to excel. And we ensure that the scaffolding exists to support their efforts, while respecting students’ need to own their individual learning.

At Miami, students interact with three main types of environments outside of the classroom that are designed to facilitate growth, learning and success: opportunities, services, and spaces. Each contributes to the Miami student experience.

### **Co-curricular opportunities**

Students have many opportunities to explore their interests, build new skills, and apply new knowledge outside of the classroom. Because students typically spend fewer than 20 of their 168 hours per week in the classroom, we need to ensure those out-of-class hours are productive, meaningful, rejuvenating, and safe so students are getting the most they can from the Miami experience.

Through co-curricular experiences, students explore and refine their personal and professional interests, clarify their values, learn to live and work in diverse communities, develop leadership and organizational skills, learn to set manageable goals and manage their time, and work on projects that typically span a longer period of time than a single class, sometimes across four years. These opportunities are often self-directed, with a structural framework of advising and mentorship provided by staff and faculty.

Co-curricular opportunities include student organizations, service opportunities, pre-professional experiences, academic opportunities, and co-curricular education.

### ***Student organizations***

With more than 700 **student-formed organizations**, hundreds of service opportunities, and a myriad of opportunities for student employment, leadership development, research, mentoring, and beyond, there are countless ways for students to get involved on campus. However, we do not leave the success of student organizations to chance; we have built systems of support to create meaningful growth opportunities for students. Some examples include:

- **Red Brick Rewards**, launched in Spring 2017, helps student organizations grow and reach their full potential. Student organizations complete various requirements to reach increasing tiers of rewards (including funding). Each tier encourages participation in training workshops, collaboration between organizations, and policy compliance. The

program is a collaborative effort between the Associated Student Government (ASG) and the Office of Student Activities.

- **SEAL workshops** help student organizations and their leaders develop the skills and knowledge they need to be successful. The workshops have three main categories:
  - foundational programs (e.g. how to reserve space, finance and contracts, and how to use the HUB)
  - organization development programs (e.g. diversity and inclusion trainings, collaboration, leadership development), and
  - roundtables (to connect organizations with similar themes or goals).

Nearly 40 workshops are offered each semester.

- Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life supports **student organization advisors**, who are staff and faculty from across the university, with a monthly training series and as-needed consultation. Past workshops have included finances and funding, student mental health, crisis management, diversity, equity and inclusion, and training for new advisors.
- **SEAL Ambassadors** are a group of about 10 peer mentors who help students find their place at Miami and help student organizations contribute to the Miami experience. Supervised by the Student Activities office, SEAL Ambassadors meet one-on-one with students who need help identifying student organizations and other involvement opportunities that meet their goals. They also advise students who want to start an organization, assist student organizations with the logistics of running a Miami organization, and present on campus about involvement opportunities.
- Part of supporting student organizations is recognizing, reinforcing, and **celebrating excellence**. The Student Engagement and Leadership (SEAL) Celebration is an awards ceremony recognizing the dedication and hard work of various student organizations, as well as members and advisors of student organizations each year. Organization spotlights highlight successful programs and organizations on social media throughout the year.

**Fraternities and sororities** are similar to student-formed organizations but are affiliated with independent, national organizations, with recognition and local advising provided by the Cliff Alexander Office of Fraternity and Sorority Life and support from alumni, faculty, and staff who serve as chapter advisors. Our staff works closely to support the Interfraternity Council (IFC), the Panhellenic Association, and the National Pan-Hellenic Council (NPHC), as well as individual chapter leaders, assisting them with goal-setting, policy development and enforcement, and leadership development for council members, chapter leaders, and emerging leaders.

University recognition brings privileges to these organizations. In addition to advising and the use of facilities on campus, recognized groups in good standing are provided the opportunity to

house their second-year students together (men in off-campus fraternity houses and women in on-campus sorority suites). Given that reality, these independent organizations are motivated to engage with the Cliff Alexander Office of Fraternity and Sorority Life and to meet specified expectations for leadership, service, and the positive development of their members.

**Affiliated and discipline-based student organizations** are associated with various departments and divisions at Miami. Many of these organizations are closely aligned to a professional discipline or career interest, allowing students to test and develop professional skills. More than 50 [affiliated organizations](#) serve as extensions of their sponsoring academic or administrative departments and divisions. They are typically advised and supported by the department or division and help promote the mission of the program. Affiliated organizations range from Pi Mu Epsilon (a mathematics honorary), to the Armstrong Student Center Board, to the Miami University Marching Band. While [discipline-based organizations](#), such as the National Society for Black Engineers, the Finance Association, or the National Council of Teachers of English are not sponsored by an academic department or division, they are often supported through advising, promotion, and other means.

### ***Service opportunities***

Miami offers and supports a variety of **service opportunities** for students, during which they learn about themselves and develop a lifelong commitment to active citizenship while giving back to local and national communities.

- Faculty can apply to designate a class as a [service-learning](#) course if it provides opportunities for students to engage with the community on projects related to course content. Miami defines service-learning as “an experiential pedagogical practice that uses action and reflection to meet needs and enhance learning through mutually beneficial, reciprocal partnerships.” As a result, students gain real world skills and enhance their learning while contributing to the community.
- [ComMUnity Connect](#) is an online tool that promotes, manages, and tracks service opportunities for students, faculty, and staff, making it easy to connect students who want to perform service with local needs.
- Student-led RISE (RedHawks Immersion Service Experience) **alternative break trips** provide an immersive service experience over spring break. Focused on a particular social justice theme, each trip is rooted in education, direct service, and reflection. In 2019, together, three trips included more than 30 student participants engaging in nearly 900 hours of service. Trips included:
  - Education Inequity & Youth Development in St. Louis, Missouri
  - Recognizing & Understanding Gentrification in Nashville, Tennessee
  - Environmental Justice in Land Between the Lakes, Kentucky

In April, debrief programs encouraged participants to apply what they learned on their trip to the local community and continue their commitment to service.

### ***Pre-professional experiences***

Miami adopted the Miami University Career Community in 2014, a university-wide concept whereby all stakeholders (e.g. students, faculty, staff, alumni, parents, and employers) understand their role in supporting student career development while expanding the ability of the [Center for Career Exploration and Success](#) (CCES) to do the same. Since then, Miami's Career Community has intentionally grown each year. In 2013-2014, approximately 1,400 employers recruited on campus or posted jobs/internships; in 2018-19 this number grew to over 6,000. Career-related events have increased 64% in the same time period.

Miami's Career Community offers programs and services to students beginning their first day on campus and emphasizes what college graduates need to know in our rapidly changing world. Miami currently touts high first destination success rates (averaging around 96%) and a strong reputation. Building on these strengths, our career development strategy increasingly situates students to land their top choice of job or educational placement. Internships and other high-impact experiences are highly encouraged and these efforts yield success. According to the 2017-2018 First Destinations Report produced by the Office of Institutional Research and Effectiveness, 51.3% of bachelor's graduates (Oxford campus) who went on to work post-graduation had worked for their employer previously and over 93% were employed in a position that requires a college degree.

A "one-size-fits-all" approach cannot adequately prepare students for the variety of students' educational and career interests at Miami. CCES assigns a career advisor to every student to provide individual advising and support. During Summer Orientation, students are encouraged to join one of four [Career Cluster](#) living-learning communities (launched in partnership with Residence Life in Fall 2019) to receive career information and event invitations based on their interests. CCES also offers career trips, conferences, career fairs, and panels in addition to mock interviews, career advising and webinars.

CCES proactively connects with students who may have additional barriers to achieving their career aspirations by employing career advisors who provide outreach to students from targeted populations or historically underrepresented groups.

### ***Academic opportunities***

Beyond academic-related student organizations, two significant academic opportunities should be highlighted for how they contribute to the Miami experience.

The [Office of Research for Undergraduates](#) focuses on student participation in research and creative efforts, increasing the overall quality of undergraduate research at Miami as evidenced through publications, grants, and fellowships and on broadening participation to students and faculty in all disciplines. Undergraduate research creates meaningful connections between

students and faculty mentors, enhances students' ability to construct knowledge and prepares them to serve in society as professionals and citizens.

[Study abroad/study away](#) is one of the hallmark experiences for Miami students, with more than 55% of students having had an international or study away experience as of 2018. By learning to navigate unfamiliar environments, these experiences lead to tremendous personal growth, and they help students to fully grasp the global nature of today's economy, politics, and cultures.

### ***Co-curricular education***

Co-curricular education is provided by offices in the Division of Student Life and across the university, complementing in-class learning by developing skills that students will apply in other contexts. This education emphasizes learning new information, opportunities for reflection, and application across disciplines and interests. Major categories include leadership development, student transition programs, and health and wellness education, as well as the reflective process adopted by the Office of Community Standards.

### **Leadership Development**

Leadership development is provided by several offices and takes many forms. The [Wilks Leadership Institute](#) offers workshops, retreats, small group discussions, and larger lectures, as well as the opportunity to pursue a [leadership certificate](#) for completing a predetermined sequence of experiences. In addition, they work with students in the [Scholar-Leader living learning community](#), and offer [U-Lead](#), a pre-semester program for incoming students to get a start on their leadership journey.

Other offices also provide leadership development for student leaders and student employees, helping them develop skills as they provide a service to the university. Every student leadership opportunity can be a meaningful chance for growth. Some of these groups include Resident Assistants (RAs), [Summer Orientation Undergraduate Leaders](#) (SOULs), [Undergraduate Associates](#), student managers in the Armstrong Student Center, and [HAWKs peer educators](#).

Leadership development is also provided in meaningful ways in cohort models through the [Lockheed Martin Institute](#) in the College of Computing and Engineering and the [Oxley Center for Business Leadership](#) in the Farmer School of Business.

The Lockheed Martin Institute works with seasoned leaders from business and government to engage engineering and computer science students in a unique and transformative learning experience that embraces interpersonal and communication skills, teamwork, self-knowledge, innovation, change management, emotional intelligence, cultural diversity and business acumen.

The William Isaac and Michael Oxley Center for Business Leadership provides a leadership experience that transforms the educational and experiential leadership development of top

Farmer School students. Rare in business education among colleges and universities because of its undergraduate focus, the Center engages and challenges tomorrow's adaptive leaders through innovative core programming to develop graduates well-equipped to lead tomorrow's best organizations. The Center focuses on values-based leadership, which embraces authenticity and inclusivity, to create a holistic, integrative, practical relationship-based business leadership approach.

### **Student transition programs**

Students transitioning into, through, and out of Miami need special attention and support to navigate challenges and opportunities for growth. Miami offers a robust orientation experience for incoming first-year students and their families that addresses both their academic and social transitions. The goals of orientation broadly are to introduce students to university resources and support, to connect students to each other and the campus/local community in a way that promotes a sense of belonging, and to encourage students to take an active role in their learning, including being open to discovering new ideas and experiences.

Recognizing that a student's transition to Miami does not end with the completion of orientation, the Office of Orientation & Transition Programs partners with other departments across campus to continue supporting students throughout their transition. Students receive e-newsletters, videos, and information on the website, and active programming through pre-semester arrival programs, Welcome Weekend, and the First 50 Days. These events extend the introduction to campus life starting before move-in day in late August and continuing through mid-October to assist students in their overall academic and social transitions to Miami.

As most students prepare to move off-campus for their junior year, other types of transition programs start in the sophomore year, intended to help students be educated consumers and tenants, understand their responsibilities when living independently in a community, and learn self-advocacy and self-care skills needed as independent adults-- commonly known by students as "adulthood" workshops.

### **Health and wellness education**

Health Advocates for Wellness, Knowledge, and Skills (HAWKS), a peer education team affiliated with the Office of Student Wellness, continue to play a vital role in health and wellness education on Miami's campus. HAWKS have provided *Step Up!* bystander intervention training to more than 17,000 students in the past 5 years. Last year, they launched a "Fit in 15" series, a program that delivers information in 15-minute segments to be easily presented to large groups and flexible enough to be inserted into agendas of meetings already taking place. Topics include alcohol, sexual assault, healthy relationships, physical fitness, active living, and nutrition.

### **Student conduct**

One of the most transformative educational experiences students can have is through the student conduct accountability process. Whether learning from one's mistakes or facilitating

peer-to-peer accountability as a member of a conduct board, students participating in Community Standards' processes or programs experience critical reflection, values-based decision making, and goal development. Reflecting on and correcting mistakes can contribute to students' development of resilience and grit. Additionally, the Community Standards Office facilitates ongoing leadership development for students serving on hearing boards by delivering accountability training and regular case debriefing to advance skills. Regardless of how or why students find themselves in the conduct process, Community Standards delivers an educational, restorative, and fair process to advance student learning and growth.

## **Student support services**

A basic tenet of developmental theory is that students need an optimal balance of support and challenge to grow (Sanford, 1966). If a person is overly supported, they will feel comfortable to the point that there is no need to change and grow. But if they are only challenged without adequate supports in place, they will be overwhelmed and shut down or retreat, and growth cannot take place. Our goal, therefore, is to find the right balance of enough challenge to be pushed to grow, while feeling just enough support to be comfortable taking new risks. Miami provides a range of personal and academic support services and programs, many of which are designed for students with unique needs based on their perspective and experiences that are different from the majority of students.

### ***Personal support***

The mission of the [Student Counseling Service](#) (SCS) is to assist students in developing and maintaining healthy personal, emotional, and psychological functioning as they attempt to achieve personal and academic goals. This mission is accomplished through an array of professional services including brief counseling services (individual therapy, group therapy, and crisis consultation) for the full range of normative and mental health concerns, as well as preventive and outreach programming.

The SCS provided clinical services to over 11% of Oxford students last year and saw an 8.76% increase in individual counseling appointments August through May last academic year over the previous year. An increase in clinical staff workload combined with the strategic redirection of programming resources toward clinical resources contributed to a 21% reduction in average wait time for ongoing individual counseling services.

[Student Health Services](#), in partnership with TriHealth, provides primary and episodic general medical care to all students of the university. Additional services include women's and sexual health services, behavioral health and psychiatry services, international travel medicine, immunization services, minor procedures, annual wellness and preventative health, in addition to an onsite laboratory and pharmacy.

This past year the Student Health Center also began offering psychiatric services to students through an integrated model of primary care. This model has been tremendously successful with

a drastically decreased wait time for patients (ranging from 2 to 14 days, on average). In Fall 2019, Student Health Services added a mental health certified nurse practitioner, further enhancing psychiatric care in a timely and accessible manner.

With 24 full-time Resident Directors and Area Coordinators, 18 Graduate Assistants, and 258 Resident Assistants (RAs) living in the halls, the staff in the [residence halls](#) are an important source of personal support for students. This in-hall network fulfills five core functions:

1. to provide safe and healthy homes,
2. to assist in increasing persistence and retention,
3. to promote inclusive and diverse communities,
4. to extend the learning environment beyond the classroom, and
5. to ease students' transition to adulthood.

Some highlights on how in-hall staff supported residential students during 2018/2019 include:

- RAs held more than 12,000 intentional, scheduled 1-on-1 conversations with residents, and professional staff held an additional 4,000+ individual (non-conduct) related conversations.
- Staff responded to approximately 250 crisis situations throughout the year and managed an additional 175 mental health situations.
- RAs and professional staff helped manage more than 400 roommate concerns.
- Staff worked with more than 200 parents or family members to address residence-related concerns.
- RAs created and delivered more than 1,000 programs related to the five core functions.

### ***Academic support***

Tutoring and Supplemental Instruction (SI) are two academic support programs offered through the [Rinella Learning Center](#) that aim to empower students to be independent, critical, and successful learners both as recipients of service and representatives of the Center as tutors or SI Leaders. Tutoring is useful for students who need help clarifying course content and asking specific questions about the material in their classes. Tutors help students understand fundamental concepts in their courses. Supplemental Instruction (SI) targets historically difficult courses (those with a high percentage of Ds, Fs and Ws) through free, regularly scheduled out-of-class review sessions to all students enrolled in the course. SI improves student performance by teaching students how to integrate course content with reasoning and study skills. The programs continue to experience exponential growth each year. In 2018/19, Rinella held 45% more tutoring appointments and nearly twice as many SI sessions as they did 3 years before, serving 55% more students overall.

Also offered through the Rinella Learning Center, **academic coaching** cultivates academic strategies, time management skills, and awareness of resources. Rather than focusing on specific course material, coaching focuses on broad skill development that can be used across courses.

In addition to the Rinella Learning Center, some academic departments organize more informal help rooms and review sessions, and students are always encouraged to visit faculty office hours with questions about course material, as well as for general support and career advising.

The [Howe Writing Center](#) provides multiple services to ensure that both undergraduate and graduate student writers at Miami receive helpful feedback and support on their writing projects from well-trained peer-consultants, and are assisted in developing as effective writers in varied contexts and genres.

### ***Targeted support***

Many offices provide support and programming for any Miami student, as well as more targeted support for sub-populations of students. For example, the Student Counseling Service offers group therapy sessions specifically for women, graduate students, and Mandarin speakers. Residence Life provides affinity communities for first-generation college students and veteran students. Beyond targeted efforts embedded in offices, there are also offices and programs whose mission is to provide support for specific populations. The goal of these efforts is to help students persist, thrive, and graduate at Miami.

The [Center for Student Diversity & Inclusion](#) (formerly the Office of Diversity Affairs) actively creates an inclusive, welcoming, and affirming environment by providing direct services, support, and resources to students.

[International Student and Scholar Services](#) (ISSS) leads efforts to orient, support, and retain the students and scholars who call Miami home. They provide orientation and transition services, immigration advising and reporting, and academic monitoring in support of Miami's international students.

The [Miller Center for Student Disability Services](#) serves nearly 10% of the student body by providing services and mandated accommodations to ensure equal access to inclusive education and university life at Miami.

The [Access Fellows](#) program provides support to students receiving the Miami Access Initiative Scholarship. Access Fellows are connected to a vibrant affinity-based community and a vast network of resources which includes learning specialists or academic coaches, high-impact experiences, self-advocacy skill development, and mentoring relationships.

Miami's [First Generation program](#) seeks to build a community of first generation college students and their allies while celebrating their resilience, tenacity, and achievements. The Student Success Center provides holistic support and connects students to resources such as mentoring, career exploration, and financial aid, among others.

The Student Success Center also supports the [GradU8 Program](#), which offers a personalized achievement plan with the resources and support students need to successfully graduate in eight semesters. From day one through graduation, GradU8 Scholars work with a Success Navigator to make sure students know about campus resources, organizations, tutoring, internships, study abroad, as well as leadership and research opportunities.

**Miami Tribe Relations**, housed in the Myaamia Center, advises Myaamia students in the [Myaamia Heritage Award Program](#), providing ongoing support and helping them access campus resources and University services. Miami Tribe Relations also serves as the first point of contact for potential Myaamia applicants to Miami.

The Office of [Parent & Family Programs](#) engages parents and families as partners in supporting their students' learning, growth, and success at Miami. These efforts take a variety of shapes that include outreach through social media and online newsletters and webinars, in addition to programming on campus through orientation and Family Weekend.

The [Commuter Center](#) in the Armstrong Student Center supports our commuting population with a friendly atmosphere, commuter-friendly programming, and orientation sessions to help students build community and find their place at Miami.

Students who **transfer** into Miami after attending another institution are supported by the Office of Orientation and Transition Programs and the Student Success Center. Students receive information specifically geared toward them as transfer students through the orientation process and are provided the opportunity to take a transition course designed for transfer students.

**Student veterans** have access to a network of support on campus beginning at orientation. Designated staff in the One Stop, the Student Success Center, Student Life, and the Center for Career Exploration and Success are all trained to provide assistance unique to these students.

The learning specialists in **Student-Athlete Academic Support Services** challenge and support student-athletes to achieve their highest level of academic and personal development. In addition, the Student Counseling Service (SCS) completed its first full year of collaboration with Intercollegiate Athletics (ICA) by having an embedded sport psychologist working directly with student athletes. Through this collaboration, the SCS saw an 88% increase in the number of student-athletes served. Support services for student-athletes include performance enhancement, individual mental health counseling, and team/group consultation.

## Campus design

Not only are opportunities and support systems intentionally designed for students but Miami also uses physical spaces to facilitate growth, learning, and success. Many academic buildings and departments have been renovated to provide more comfortable spaces that encourage students to connect with one another and be productive between classes. The design of

residence halls and the Armstrong Student Center aim to help create a feeling of “home away from home” and are designed to encourage particular types of student behavior.

In addition to the programming and staffing in each residence hall, the physical design of the **residence halls** contributes to the student experience. Corridor style housing, suite style, and house style configurations each create a different type of experience for residents. Recent renovations and new construction have provided an opportunity for more intentional gathering space on the main or lower levels, the addition of relaxation, cooking, and study spaces on each floor, and the ability to break large buildings down into smaller communities to allow students to have a more intimate feeling in the halls.

Living space extends beyond the residence halls. The **Armstrong Student Center** creates a warm and comfortable environment where students can meet and interact with other students, faculty, and staff. These environments are both informal (lounge spaces, dining areas, and study rooms) and formal (programs and events sponsored by students and staff).

Data from the NASPA College Union and Programming survey clearly shows that the student experience has been positively impacted with the completion of the Armstrong Student Center. Compared to data from when Shriver served as the primary student union, students on the 2019 survey report that they are significantly more satisfied with meeting and lounge space, the atmosphere for studying, and the presence of a welcoming and comfortable environment. Our scores in each of these areas also exceeds the national average.

## Closing thoughts

In conclusion, the Miami student experience does not happen by chance. Our environment is carefully crafted to increase the likelihood that students will learn and grow through every interaction they have on campus--in residence halls and other spaces on campus, through programs and services, and in co-curricular organizations and events. While the campus environment will continually evolve as the needs of our students change, the core goals of student growth, learning, and success remain.

Questions for reflection from *The Undergraduate Experience* (2016):

- “How does your institution create structures, environments, and programs to encourage meaningful relationships? Who do these structures and programs tend to involve, and who typically is not included? What could be done to broaden and expand participation beyond these individuals and groups?”
- “What are the most important and effective practices your institution uses to encourage healthy interactions between students and their peers?”
- “How are positive relationships supported, rewarded, and recognized on your campus?”

Astin, A. W. (1991). *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education*. Washington, DC: American Council on Education/ Oryx Press Series on Higher Education.

Felten, P., Gardner, J. N., Schroeder, C. C., Lambert, L. M., and Barefoot, B. O. (2016). *The undergraduate experience: Focusing institutions on what matters most*. San Francisco: Jossey-Bass.

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# News and Updates

From the Division of Student Life

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

## Peer Education Expansion

After an unprecedented number of applications during the most recent HAWKS Peer Health Educators recruitment cycle in the spring, a new student organization called Student Wellness Advocates Team (SWAT) was created with the **Office of Student Wellness**. SWAT provides a way to keep all interested students engaged around these topics despite a limited number of HAWKS positions. SWAT members will raise awareness on campus about important health and wellness topics by tabling in Armstrong Student Center, passing out giveaways with related messaging, and attending, supporting, or planning campus events such as 5k runs. SWAT's main role is to create a place where students who share values about living a healthy lifestyle can find each other, build relationships, and have fun.

## New Student Organization Process

In an effort to increase opportunities for students to engage with each other when they have similar interests, there is an updated process for starting new organizations through **Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life**. The process includes a one-on-one meeting with a Student Engagement and Leadership (SEAL) Ambassador and a defined registration period, limited to two times per year. Through the process, students either identify existing organizations with similar missions that they could join or determine how their new organization will be distinct. The change is intended to reduce the number of duplicative organizations and help new student organizations create long-term plans for sustainability.

## Wilks Leadership Institute and Community Engagement and Service

In the Spring and Summer of 2019, the **Wilks Leadership Institute** merged with the Office of Community Engagement and Service. This merger leverages the natural synergy between leadership capacity development and the opportunity to practice leadership through service, volunteerism, and civic engagement.

## Campus Care

A new **Student Counseling Service** outreach program aims to give students increased access to mental health services this year by placing counselors in locations around campus (e.g. King Library, Farmer School of Business) during designated hours. The Campus Care program allows students to consult with a trained mental health professional in a less formal and more convenient setting than an individual counseling appointment. Student leaders from across campus have partnered closely on the design and implementation of the program.

## New Hours for Armstrong Student Center

As of August 22, 2019, **Armstrong Student Center (ASC)** hours are 6:30 a.m. to 2 a.m, seven days a week. The decision was made to close the building at 2 a.m. in order to maintain a safe facility for students and student staff, after changes in the dining operation were necessary due to an overall shortage of staff. Pulley Diner had previously been open 24 hours per day. During the five years the Armstrong Student Center has been open, overnight usage has remained minimal (typically fewer than three people in the building at any one time). King Library continues to provide space on campus for studying 24/7.



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

## STUDENT LIFE REPORT

# Learning

## Undergraduate Associates (UAs) in Transition Courses

This fall, 136 upper class students have signed on as Undergraduate Associates in first-year experience courses (UNV 101, CEC 101, BUS 106, etc.), coordinated through **Orientation and Transition Programs**. UAs lead discussions in class, share their experiences with common issues, and connect students with campus resources.

UAs can earn one academic credit for their work, and are supported through the EDT 310: Applications of Peer Education curriculum. Through EDT 310, UAs attend workshops on topics to help them learn about first-year student transition challenges and how they can support our newest Miamians. Example workshop topics include:

- Building Connections & Creating Inclusive Environments
- Public Speaking & Facilitation Skills
- Ethics: Balancing Relatability, Mentorship, & Professionalism
- Student Life: Helping Students with Co-Curricular Connections
- Academic Transition: Supporting New Students in the Classroom

## RA Training is a Community Effort

It takes a coordinated approach to prepare 258 Resident Assistants (RAs) for a successful year of building community, responding to crises and incidents of varying levels, resolving conflicts, and referring to campus resources. RAs go through an intensive, 10-day training in August, during which they learn how to plan a successful event, refer students to campus resources, and respond to a crisis or emergency.

One of the perennial highlights of training is *Behind Closed Doors*, when RAs get the opportunity to practice responding to an incident, acted out by returning RAs. Incidents range from introductory meetings to supporting a student who is experiencing suicidal thoughts. The session mimics real-life experiences that have occurred at Miami. RAs report that this is where the learning coalesces, and they can put their training into practice. "I felt pretty reassured after taking part in Behind Closed Doors because it gave me a real life situation where I was able to react," said Allison Abas, first-year RA on the Scott/MacCracken RA team. "It can be hard to know what you are going to do in the situation if you are not actually 'in it' so this activity really helped."



RA training spans 10 days and 24 sessions.

In addition to the **Office of Residence Life**, these efforts would not be possible without the support of offices across campus. In total, RAs heard from 91 faculty/staff members through 24 sessions of training. Online training supplements the in-person RA training, with daily quizzes to check knowledge and provide opportunities for reflection. Additional training and development opportunities are held throughout the year to support RA learning.

## Hear from a UA:

Shelby Frye, senior Sociology, Political Science, and Womens', Gender, and Sexuality Studies student, is in her third year as an Undergraduate Associate for a first-year experience course:

“

Being a UA has not only helped me gain clarity on my own career goals, but [it's] also given me a chance to develop soft skills like public speaking and active listening while getting to mentor and support a group of students.

## Online Leadership Module

The **Wilks Leadership Institute**, in collaboration with **Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life**, developed a required online leadership module for all fraternity and sorority members. All current members will complete the module this fall; new members will complete the module following initiation in the spring. The module introduces the concept of virtuous leadership and emphasizes individual accountability for both personal and organizational success.

## Leveling up Leadership through Class

*EDL 290T: Tabletop Games and Leadership*, co-created and taught by an Assistant Director of **Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life** immerses students in gameplay to teach about leadership concepts. Each class begins with playing a game, followed by a discussion about leadership. Games are carefully selected for their ability to illustrate a leadership concept. In the unit about exploring team leadership, students play *Hanabi*, a cooperative game in which players cannot communicate transparently. In the identity and interactions session, students play *Ladies & Gentlemen*, a team-based game that relies on stereotypical gender roles. Pre- and post-tests indicate statistically significant growth in students' understanding of leadership concepts through the class.

## STUDENT LIFE REPORT

## Growth

**Meet Emma Jewell**

As an incoming commuter student in 2017, Emma Jewell thought that if she just went to classes, did her homework, and got good grades, she would be getting everything she needed from her Miami experience.

It didn't work that way.

"My first semester was great academically, but I felt very disconnected from the university," said Jewell. "I finished my first semester without having any true friends, just people I would see that I would talk to between classes."

After taking stock of her fall semester, she knew she had to change something if she was going to stay at Miami. She joined the Commuters of Miami student organization and started spending time in **Armstrong Student Center's** Commuter Center between classes.

She found herself enjoying her time on campus, making friends, and starting to feel connected. But it was tough balancing her newfound place on campus with her 45 minute commute, her job in Germantown, Ohio, and her classes. Jewell realized an on-campus job would allow her to maintain more of a balance with her social, academic, and work life. She landed a job in the **Dean of Students Office** and saw new connections and opportunities emerge. She was elected Treasurer of the Commuters of Miami organization in February 2019, then became a SOUL (Student Orientation Undergraduate Leader) for **Orientation and Transition Programs** this past summer.

"I'm so glad I can give new commuter students guidance from my own experience," said Jewell. "At Commuter Prep Day this year, I told students to get involved, to reach out, to make friends, and to be on campus as much as they can. To reflect on my experiences in such a way has been truly amazing."

Looking back, Jewell can hardly believe how much she has grown. "I thought as a commuter that my college experience would be lacking in some way," she said. "Now I see that just because my experience has been different doesn't mean that it had to be worse."

Jewell traded in her commuter status this summer, when she moved into an off-campus house (with a group of other former commuters!) in Oxford. She plans to graduate with a degree in Mathematics in 2020.

**Global Friendship Day**

The first Global Friendship Day was held Wednesday, August 21 with about 115 domestic and international students coming together to build community and learn about campus and other cultures on the day before move-in. A collaborative effort between **Orientation and Transition Programs** and International Student and Scholar Services, Global Friendship Day is part of the Miami Bound pre-semester program series. Participants completed the Intercultural Development Inventory (IDI), explored campus through a photo hunt challenge, and participated in their choice of afternoon activity, including yoga, pottery painting, and a hike in the Miami Natural Areas, led by Student Life Vice President Jayne Brownell.



Vice President for Student Life Jayne Brownell led a hike around Miami natural areas with 10 Global Friendship Day participants.



Participants pointing to their hometowns around the world as part of the photo hunt challenge.

“

The experience was amazing and surreal. I learned perspectives and cultures of people from the different parts of the globe while actively engaging in tasks as a single group.

- Bhuvan Shah, first-year computer science major from Pune, India (@bhuvan\_77)

## STUDENT LIFE REPORT

# Success

## Empowering Leadership at Miami and Beyond

The **Center for Student Diversity & Inclusion** coordinated the 2019 Empowering Leadership at Miami and Beyond pre-semester program for new students. Through the program, 20 incoming students explored the connection between gender and leadership, with a focus on college women's interest in and experiences with leadership. Participants spent two days together learning from Miami faculty, Associated Student Government leaders, and elected officials about how to get involved in leadership opportunities in college and specifically at Miami. The program included an Elect Her workshop, a national program sponsored by Running Start that prepares women to successfully run for student government office.



Participants in the Empowering Leadership program with Hamilton County Commission President Denise Driehaus

## Shift in Student Conduct Focus

The **Office of Community Standards** is approaching student conduct with a more developmental and restorative lens. New this year, all students who are alleged to have violated the Code of Student Conduct will attend a hearing with a hearing officer to discuss their case. In the past, students not facing suspension could accept responsibility for the charges without meeting with a hearing officer to discuss their actions and how they've learned from the experience. Also new this year, a subset of cases will be referred to an alternative dispute resolution process focused on restoring harm and rebuilding trust. "We hope this change will shift the perspective that students have of our office from one of discipline to one of development, learning, and success," said Ann James, Director of Community Standards.

## A Letter to Mega Fair

Alyssa Francis, senior Public Administration major, spent the last year planning and implementing Mega Fair with **Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life**. She reflected on the experience in a recent Instagram post.



### Dear Mega Fair,

You have been one my most profound memories at Miami. The success of this event had me in tears in awe of all the eager students attending and recruiting our new first-year class.

I attended you before I knew who I wanted to be when I grew up, and now you are what I want to do... I could not be more proud of what this event does to jump start the Miami experience and enhance my own... I'm so blessed to participate in an office and a student org that works so hard to help students find their groove. The greatest privilege I have is working with these students to make Miami home, and it starts here!

It's been a year-long wait, but cheers to the First of the Lasts! It could not be more bittersweet.

-Alyssa Francis (@alyssa.marie.francis), co-head of SEAL Ambassadors, an Armstrong Student Center Board member and Building Manager, and Alpha Omicron Pi sorority member.



Alyssa Francis (right) with SEAL Ambassadors co-head Josie Purcell, seeing the 2019 Mega Fair come to life after working on it for the past year.

## 18 of the Last 9

Students engaged in leadership experiences through the Division of Student Life often go on to make significant impacts after graduation. In addition to student organizations and fraternities and sororities, many of the 2019 class of the "18 of the Last 9" honorees mention their involvement in Student Life programs:

- **Resident Assistants** - Viktor Barricklow '15, Robin Beavers '12, Courtney Cochran '10, Alisha Jones '10, Greg Shendel '10, Lance Theobald '10, Alex Tyree '11
- **Wilks Scholar Leader** - K. Jean Forney '11
- **Student Court** - Courtney Cochran '10
- **Myamia Project** - Lance Theobald '10

## STUDENT LIFE REPORT

# By the Numbers

After attending Miami's Summer Orientation, students intend to:



join an organization that relates to their interest or hobbies



join an organization that relates to their field of study



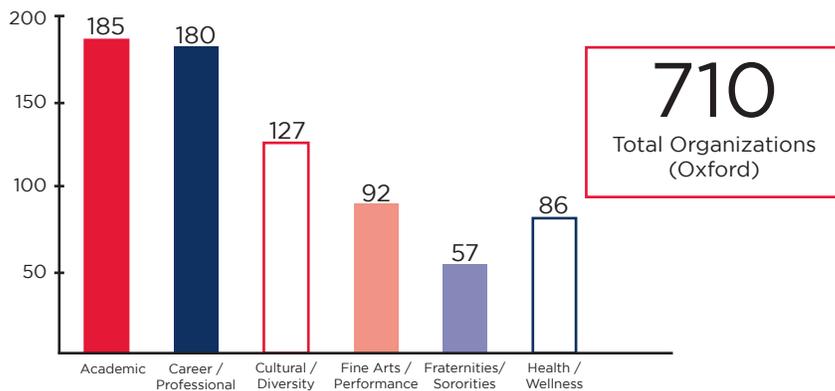
attend Late Night Miami events

## Involvement Matters.

"During the critical first year, involvement serves as a foundation upon which subsequent student and faculty affiliations are built and academic and social memberships established" (Tinto 2012).

Tinto, V. (2012). Completing college: rethinking institutional action. Chicago: The University of Chicago Press.

## 6 Largest Categories of Student Organizations at Miami\*



\*Some organizations list multiple categories in the Hub.

## NASPA College Union & Programming Survey

Data from the NASPA College Union and Programming survey clearly shows that the student experience has been positively impacted with the completion of the Armstrong Student Center. Administered every three years, Miami has seen significant increases since 2010.

How satisfied are you with...	National Average (2019)	Miami Average (2019)	Pre-Armstrong Average (2010)
...the availability of lounges and meeting room space?	3.06	<b>3.21</b>	<b>2.4</b>
...the Student Center's atmosphere for studying?	2.92	<b>3.26</b>	2.23
...the student union as welcoming and comfortable?	3.31	<b>3.48</b>	<b>2.67</b>
...the Student Union [overall]?	3.22	<b>3.39</b>	<b>2.67</b>

\*Bolded numbers indicate statistical significance from the national average.

**Why it matters.** There is a statistically significant relationship between satisfaction with physical spaces on campus and satisfaction with sense of community (Barrett 2014). Student center satisfaction was the strongest predictor of all physical space variables included in the study.

Barrett, L. A. (2014). The College Union and a Sense of Community for Students in Public Higher Education: Is there a Relationship? (dissertation).

## Recent Awards and Recognition

### International Fraternity Awards

Two fraternities in Interfraternity Council were recognized with the highest level of award at their international conventions this year.

**Sigma Chi** received the J. Dwight Peterson Significant Chapter Gold Award, ranking them 3rd of 238 active Sigma Chi chapters. The award is reserved for chapters that embody the organization's ideals and meet its highest expectations in all major areas of operation and programming.

**Sigma Alpha Mu** (Sammy) received the Founder's Cup and Jimmy Hammerstein Award ranking them 3rd of all Sammy chapters and best chapter in the midwest. The awards recognize achievements and excellence in all fraternal business including academics, service, and education.

### ICA Inclusive Excellence Award

The **Office of Residence Life** received the ICA Inclusive Excellence Award at the September 7, 2019 Homecoming football game for their everyday efforts in creating an inclusive living-learning environment for students who reside on campus. The award, presented by the Office of the President, Office of Institutional Diversity, and Intercollegiate Athletics, recognizes members of the Miami community who work to advance diversity and inclusion.

### Lifesaving Ambassador Award

Miami was awarded the Silver Level LifeSaving Ambassador Award from the Community Blood Center (CBC). The CBC collaborates closely with **Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life** in connecting to student organizations and staff with blood drives on campus. Throughout the year, Miami consistently came within 90 - 94% of blood drive goals. In the 2018-2019 academic year, there were 9 student-sponsored drives, 4 faculty and staff drives, and the 40th anniversary Greek Week Blood drive, totalling 15 days dedicated to helping save lives, 1,438 donors (including 608 first-time donors), and 1,074 units of blood donated.

**MIAMI UNIVERSITY**  
*Campus Services Center*

**2019-2020 Housing Occupancy Report at End of Week 2**

9/6/2019

Building Name	Standard Capacity	Residents	Occupancy %	Vacancies or (Beyond Standard)	Doubles Sold as Singles
Anderson	217	210	97%	7	
Beechwoods	266	263	99%	3	
Bishop	94	90	96%	4	
Brandon	144	142	99%	2	
Clawson	120	118	98%	1	1
Collins	145	140	97%	4	1
Dennison	271	265	98%	3	3
Dodds	215	214	100%	1	
Dorsey	212	206	97%	5	1
Elliott	35	33	94%	2	
Emerson	337	326	97%	10	1
Etheridge	237	222	94%	11	4
Flower	266	253	95%	13	
Hahne	366	358	98%	6	2
Hamilton	181	174	96%	5	2
Hawks Landing (Leased Apts)	76	61	80%	15	
Havighurst	332	310	93%	21	1
Hepburn	267	264	99%	3	
Heritage Commons					
Blanchard House	72	71	99%	1	
Fisher	72	72	100%	0	
Logan	70	65	93%	5	
Pines Lodge	72	70	97%	2	
Reid	72	70	97%	2	
Tallawanda	72	71	99%	1	
Hillcrest	270	259	96%	11	
MacCracken	175	172	98%	3	
Maplestreet Station	91	87	96%	3	1
McBride	142	139	98%	3	
McFarland	143	143	100%	0	
McKee	60	53	88%	7	
Miami Inn	99	98	99%	1	
Minnich	253	241	95%	11	1
Morris	371	365	98%	6	
Ogden	172	163	95%	9	
Peabody	153	149	97%	4	
Porter	183	175	96%	7	1
Presidents	348	345	99%	3	
Richard	212	198	93%	13	1
Scott	253	241	95%	10	2
Stanton (Under Renovation)					
Stoddard	45	44	98%	1	
Stonebridge	265	264	100%	1	
Symmes	196	189	96%	5	2
Tappan	300	292	97%	8	
Thomson	204	195	96%	9	
Wells	154	154	100%	0	
Withrow	281	275	98%	4	2
<b>8581</b>	<b>8309</b>	<b>97%</b>	<b>246</b>	<b>26</b>	

<b>Grand Totals</b>	<b>8581</b>	<b>8309</b>	<b>97%</b>	<b>246</b>	<b>26</b>
One Year Ago	8179	7847	96%	307	25

First Year Student Admission Comparison	
Residents in First Year Housing	4351
Less Current ACE Students	(104)
Add Commuters	105
= First Year Admissions #	4352

History of Residents in First Year Housing	
2019-2020 (Includes ACE)	4,351
2018-2019 (Includes ACE)	3,993
<b>Increase (Decrease)</b>	<b>358</b>

History of New Transfer/Relocation Residents (All New Transfer, Exchange & Relocations)	
2019-2020	141
2018-2019	152
<b>Increase (Decrease)</b>	<b>(11)</b>

History of Returning Student Residents	
2019-2020	3,817
2018-2019	3,702
<b>Increase (Decrease)</b>	<b>115</b>

<b>Total Occupancy Today:</b>	<b>8309</b>
<b>Increase from Last Year:</b>	<b>462</b>

# Center for Student Diversity & Inclusion

## Division of Student Life | Board of Trustees Report

*September 2019*

### Introduction

Our biggest update from previous reports is that the Office of Diversity Affairs (ODA) has a new name. The newly named Center for Student Diversity & Inclusion (CSDI), formally announced in June 2019, better encompasses the revised focus areas within the department: Intercultural Initiatives, LGBTQ+ Initiatives, and Women\*s Initiatives. The name also intentionally reflects our primary focus on students.

Despite a new name, the Center for Student Diversity & Inclusion's charge remains the same: to ensure that all students on campus, particularly students of color, women, and LGBTQ+ students, develop and sustain a strong sense of belonging and inclusion on campus. We identify ways to advance diversity, equity, and inclusion as a critical component of students' social, academic, and intellectual life on campus and implement programs and services to promote student understanding of multiculturalism, diversity, equity, and inclusion on campus.

### Space

After a summer of construction in the Armstrong Student Center, CSDI now has a unified office space for staff on the second floor of Armstrong. While the space on the second floor includes a small lounge area for students, the Center for Student Diversity & Inclusion Suite includes additional student lounge space and a conference room (reservable for students, staff, and faculty) on the third floor. This space will be completed by the end of September 2019.

### Programming Highlights from 2018-2019 Academic Year

**MADE@Miami Conference.** MADE, or **M**entoring, **A**chievement, **D**iversity, and **E**xcellence, is a three-day pre-semester experience for first-year students. MADE@Miami is open to all entering first-year undergraduate students; however, students of color, LGBTQ+ identified students, international students, and students receiving Miami Access Initiative scholarships receive direct invitations to attend. This year, we collaborated with Admissions, the Farmer School of Business, the Louis Stokes Alliances for Minority Participation (LSAMP) program, and the Student Success Center to combine our different pre-semester experiences into one conference-style program. The new format allowed students to create their schedule for three breakout sessions presented by various students, staff, and faculty.

Approximately 350 students participated this year. In our post survey, 70 of 104 respondents agreed they would utilize the CSDI community space and participate in our programs/events as a result of participating in MADE. When asked what they enjoyed most about MADE@Miami, a majority of students cited small group time with peers and connecting with upper class students to learn about their Miami experiences. Many students also stated they felt prepared for success via the resources and tools they received from the workshops and panels.

**Welcome Receptions.** Four welcome receptions (geared toward our Asian/Asian American/Pacific Islander students, Black/African American students, Latinx students, and LGBTQ+ students) were held in Fall 2018. Receptions each took place within the first six weeks of classes, and were open to students, staff, and faculty. Approximately 250 people attended the receptions. Welcome receptions are intended to help students meet new people, build community, and learn more about services and resources on campus.

**Diversity, Equity, and Inclusion (DEI) Module.** The CSDI led the implementation workgroup to pilot the Diversity, Equity, and Inclusion Module (DEI) for students in 2018-2019. The module, which helps students learn about and develop skills related to identity, bias, privilege and oppression, the benefits of a diverse community, ally behavior, self-care, and inclusive spaces, was taken by about 1,300 students throughout the pilot.

Beginning fall 2019, all incoming first-year students are required to take the online DEI module prior to fall semester. The DEI module emerged as a recommendation from the President's Diversity and Inclusion Working Group from 2017-2018. It was created by EVERFI, the same organization that provides Miami's prevention education courses to incoming students, AlcoholEdu for College and Sexual Assault Prevention for Undergraduates.

**Record numbers at LGBTQ+ signature events.** We continue to see increased visibility and awareness on LGBTQ+ issues across campus, as well as new programming initiatives. In 2018-2019, there were 49 programs/events with a total attendance of 1,180 and 17 co-sponsored programs/events with a total attendance of 1,178. One highlight was a week of programming in observation of Transgender Day of Visibility in April 2019. Programs included tabling, a documentary screening, counseling resources, self-care and crafting, and a guest lecture by Laverne Cox hosted by CSDI, Student Activities (MAP and Late Night), and the Performing Arts Series.

**Safe Zone.** Safe Zone is a training designed to educate participants on LGBTQ+ identities and experiences and build their skills in actively creating an inclusive Miami community for people of all sexual orientations and gender identities and expressions. In 2018-2019, 240 faculty, staff, students, and community members were trained through 16 Safe Zone programs.

**Women\*s Initiatives Collaborations.** Our Women\*s Initiatives area continued its support and advocacy for the Muslim Women's Collaboration by hosting three taaruf gatherings and a World Hijab Day informational tabling event. The American and Muslim Women's Taaruf is a gathering of women interested in building community between Muslim and Middle Eastern with American women, open to anyone interested in developing a broader understanding and a sisterhood across faith, culture and identity. World Hijab Day strives to improve cultural competency by fostering understanding and knowledge about Muslim women, their right to wear a Hijab, and their freedom to practice their faith.

## **Council for the Advancement of Standards in Higher Education (CAS) Review Process**

Our department completed a CAS Departmental Review June 24-26, 2019. Dr. Mona Hicks, Assistant Vice President/Dean of Students at Saint Louis University and Dr. Todd Suddeth, Executive Director of the Student Life Multicultural Center at the Ohio State University served as External Reviewers. During their time on campus, they met with various departmental stakeholders including Student Life

Leadership, students, and campus partners both within and outside of the Division of Student Life. They provided their overall report including recommendations to our staff on July 31, 2019. We will use information from the report to incorporate in our ongoing strategic planning process.

## **Focus on the Future**

With our staff now housed in one physical location, we believe we can achieve some authentic synergy among both the staff and the types of programs/events we present.

Our top priority continues to be building relationships with our students while serving them in various areas of their lives. Staff members in CSDI spend significant time providing one-on-one mentorship to students. Through these mentorship connections with students, we are able to learn more about their story and unique experiences and better understand the resources they need, such as financial aid or counseling services, to succeed on campus. A number of students have informed staff members how our ability to care for them helped them get to graduation day, successfully gain admission to graduate school, or land their ideal job after college.

This year, four different departments will hold weekly office hours in our space: Center for Career Exploration and Success, the Student Counseling Service, the University Library, and Women Helping Women. These office hours provide increased accessibility of services to our students.

### **Opportunities for 2019-2020:**

- Intentionally create intersectional programming and events between our three functional areas.
- Pursue funding opportunities with University Advancement to support current and new initiatives.
- Support students in creation of a Queer People of Color group.
- Investigate creation of a Peer Educator program to facilitate dialogues on diversity, social justice, and equity.
- Investigate development of general workshops and trainings on diversity, social justice, equity, identities, and inclusion to provide on a regular basis for the campus community.

# Orientation & Transition Programs

## Division of Student Life | Board of Trustees Report

*September 2019*

### Introduction

The Class of 2023 is the largest and most diverse in Miami's history, so welcoming them to Miami this summer has been especially exciting. In the past three months, Orientation and Transition Programs (OTP) has supported the college transitions of nearly 4,500 domestic and international first-year and transfer students. The orientation programs, transition courses and transition programs that OTP coordinates and facilitates help introduce new students to academic and student life, and help them make the most out of their Miami experience.

### Summer Orientation welcomes over 9,600 students and family members

Summer orientation in June is attended by domestic first-year students and their families. About 225 students attend each session. New transfer students attend a transfer one-day orientation. Those who did not attend a summer orientation session come to August orientation.

This year, new and distinctive aspects of summer orientation include:

**Two additional sessions added.** Because individual attention is a hallmark of summer orientation, two additional sessions were added to accommodate the larger class. Hundreds of faculty and staff – including advisors, presenters, housing/dining staff, and student leaders – coordinated to make these two additional sessions possible.

- 4,030 domestic students attended summer orientation (94% of incoming class)
- 5,654 family members attended summer orientation
- 146 new transfer students attended one of 11 transfer one-day sessions (73% of incoming transfer class)
- 179 first-year (4% of incoming class) and 45 transfer students (22.5% of incoming transfer class) attended August orientation

**New partnership with Career Center.** OTP expanded our collaboration with the Career Center to offer a new presentation for all students and families about career clusters. New students also selected 1-2 career clusters at orientation, allowing the Career Center to target communications to new students early in their first year. On the orientation survey, 70% of respondents indicated that they are more likely to utilize the Career Center after learning about career clusters at orientation.

**Pathways program includes introduction to multiple campuses.** OTP staff worked closely with staff in Admission, the College of Arts and Science, and the Hamilton campus to coordinate a multi-campus introduction for students in the new National Pathways program. Pathways students, who live on the Oxford campus and take classes on the Hamilton campus for their first semester, attended

select summer orientation sessions in Oxford that allowed them to meet other students and families in the Pathways program, learn about transportation options, and tour the Hamilton campus.

**Active learning keeps students engaged at orientation.** For the second year, OTP used an original “puzzle box challenge” during which new students work together in teams to discover campus life resources as they compete for prizes. Students reported they not only learned the material through this collaborative and creative activity, but also developed connections with their teams in the process.

**Comments from the Parent & Family Facebook group:**

*“My son just shared with me the email from his SOUL (orientation leader) with 2 group photos. Such an excellent touch to the already amazing orientation program. I am feeling more and more happy and confident about his choice to attend Miami. Thank you staff and students for making all of us new families feel welcome and included. See you in August!”*

*“For those of you excitedly awaiting orientation, I have to say, you are in for a treat. My incoming freshman son and husband are on a plane now returning home from orientation, singing nothing but the highest praise for the event. I cannot begin to thank the university enough for putting on such an incredibly comprehensive, organized, and well-oiled program. The kindness of the staff was what impressed my son the most - he kept saying - mom, everyone is so nice - they really care! We are from a state where although the state university system is very highly “ranked” nationally, we had to turn away, because kids there are just a faceless number. Our experience has been so incredibly different in our dealings with Miami - and the orientation was no different.”*

**Positive assessment results; upcoming departmental review**

New students commonly respond with positive feedback about their orientation experiences. This year’s survey results are consistent with past years:

- 95% responded that orientation met or exceeded expectations
- 96% are more confident that they have made the right choice to attend Miami
- 94% feel a stronger sense of belonging at Miami

Though students report high satisfaction, we consistently strive to improve and innovate our program. This fall, OTP will conduct a departmental review, including a self-study and external reviewer feedback. As part of this process, OTP will undertake a full review of orientation programs to ensure that the Miami orientation experience remains valuable and relevant for today’s Generation Z students.

**First-Year Experience courses engage nearly all members of the Class of 2023; UNV 101 extends to include international students**

A large majority of first-year students – about 3,500 students this fall – are taking a course that introduces them to Miami, facilitates connections with their peers and instructor, and helps them make the most of academic and co-curricular opportunities. OTP pre-registered first-year students in 70 sections of UNV 101. Sections are coordinated by student major. For the first time this year, international students were also included in UNV 101, in lieu of taking a separate transition course for

international students. This shift is designed to increase connections between international and domestic students.

**Additional FYE experience for those not enrolled in a course.** For the approximately 650 students in the Class of 2023 who do not have a first-year experience course (e.g., UNV 101, CEC 101, BUS 106), OTP has developed an optional Canvas course through which they can learn about key transition topics, events, and experiences, and connect with a mentor. Students will be invited to participate in the first weeks of the semester.

## First Annual Global Friendship Day

Among the transition programs coordinated by OTP, pre-semester programs are an increasingly popular way for first-year students to build connections to campus communities. This fall, approximately 715 first-year students (over 15% of the class) participated in one of 10 Miami Bound programs in the days prior to move-in day. New programs for this fall include Miami Discovery Bound, which connects University Studies majors to career exploration opportunities, and Global Friendship Day, which builds connections between new international and domestic students.

**Global Friendship Day** was developed in a collaborative effort between OTP and International Student and Scholar Services. A total of 115 new students (75 international, 40 domestic) participated in the daylong event, which took place on the last day of international orientation. Feedback about the day was very positive, and OTP hopes to expand the program for 2020.

## Welcome Weekend and First 50 Days offers hundreds of diverse, engaging experiences

In addition to orientation and Miami Bound pre-semester programs, OTP supports new students' transitions by facilitating four days of campus programs for the new class during Welcome Weekend, and coordinates hundreds more programs through mid-October, as part of First 50 Days. This year, Welcome Weekend and First 50 Days includes nearly 300 programs, with contributions from 46 campus departments, 14 student organizations, and the City of Oxford. New initiatives include:

- **Convocation location and date change.** Convocation shifted to Sunday of Welcome Week (the day before classes begin), in order to serve as the kickoff to the academic year. Convocation was held in Millett Hall, where students watched the new *From Now On* music video for the first time. After Convocation, students proceeded to Yager Stadium for the Love & Honor Celebration, where they received *From Now On* t-shirts, heard from Athletics and the Marching Band, and took their "M" class picture on the field.
- **Academic College Welcomes.** On Friday morning of Welcome Weekend – students' first full day on campus – all students attended an Academic College Welcome, during which they learned more about their academic community and how to succeed in their area of study. The College of Arts and Science hosted nearly 1,800 new majors for their Welcome at Millett Hall – the first time in several years that all new CAS students have gathered together.
- **Service Saturday.** Welcome Weekend always includes a Service Saturday project. This year's project – making dog toys for the Animal Adoption Society in Hamilton – engaged more than

600 students, who also visited with therapy dogs during the event. The record attendance represents a nearly 600% increase over the 2018 Welcome Weekend service event.



## EMSS WRITTEN REPORT

Brent Shock, Interim Senior Associate Vice President

### Admission

Please see written report for update.

### Center for Career Exploration & Success (CCES)

The Center for Career Exploration and Success held several events during August to encourage students to participate in career development activities in their early college years.

1. **Job Shadow Program** - During the Summer 2019 Job Shadow Day, students explored the world of work through an on-site experience with employers that are endorsed by the Career Center. A total of 73 students participated at 6 employers in Cincinnati and 4 employers in Chicago. Job Shadow Day saw a 62% increase in student participants (all class years represented), and a 67% increase in employer hosts.

One student said, "I accepted an internship offer with the company at which I shadowed. Without this experience, I would not have even known of the company or likely have been given this opportunity."

Additional job shadow events are scheduled for January and Summer 2020.

2. **Miami Bound Programs**

- **Career Development for CAS Students.** Twenty-two students spent two days learning about career services, tools, and resources such as Handshake, LinkedIn, and Miami Alumni Connect. Each student took the Strong Interest Inventory career assessment as well. Students also learned about alumni, faculty, and student career experiences, paths, and tips during a panel discussion. Miami alumnus Bobby Goldwater, who held executive roles at Madison Square Garden and Staples Center and is one of the most successful individuals in the sports, entertainment, and facility management industry, joined the students for lunch. Students also met with their career advisor for individual 10-minute "get-to-know-you" sessions.
- **Miami Discovery Bound** - CCES and the CAS Advising Office worked in partnership to lead twenty-eight students through a series of activities designed to help them select careers and majors. At the program's welcome session, parents shared parting words of wisdom with their students. During the program, students completed the Strong Interest Inventory career assessment, learned about study skills and Rinella Learning Center, and participated in a low ropes team building exercise at the Rec Center.

A networking session was held for participants of each program to practice their skills and was followed by a Miami alumni and faculty career panel and dinner.

Participants have continued engaging with the Career Center, attending a career cluster kickoff event, the Sweet Success career advising event, and scheduling career advising appointments within the first two weeks of classes.

## **Bursar**

Direct deposit participation rates increased by nearly 11% for FY19 through targeted marketing, education, and word-of-mouth promotion. The rate for FY19 was 75.39%, compared to a 64.54% participation rate for FY18. Increases in our direct deposit participation rates result in savings to the University.

## **One Stop Services**

The One Stop presented the webinar, “Understanding and Paying the Tuition Bill” in July. Since that time, the webinar has been viewed 299 times and is set to outpace the number of views from the 2018 webinar, indicating its usefulness as a resource. Staff also participated in August orientation sessions for first-year, transfer and international students. Additionally, veteran representatives worked with campus support staff to schedule open houses in August and September to welcome military affiliated students. Veteran representatives also successfully completed the most recent Compliance Survey Audit conducted by the Ohio State Approving Agency.

## **Student Financial Assistance**

The Office of Student Financial Assistance and University Advancement have identified scholarships where the designated expenditure authority resides within the divisions and could be repurposed to reduce the commitment on E&G funds used for scholarship awards. We anticipate funds will be repurposed starting in FY21.

## **Student Success Office**

- **MADE@Miami Conference**

Student Life, Academic Affairs, and Enrollment Management & Student Success collaborated to develop the MADE@Miami Conference, a two-day pre-arrival program for 362 first-year students. Objectives of the conference included connecting students to important campus resources, establishing relationships with faculty, staff, and other students to provide guidance, and learning how to make the most of their time at Miami.

Incoming students from underrepresented populations and those from the following programs were invited: Louis Stokes Alliance for Minority Participation (LSAMP), Miami Access Initiative, Bridges Scholars, Miami GradU8 Scholars, and FSB Pathways. Students were welcomed by President and Dr. Crawford, Miami Athletics, and several student organizations. Students then attended sessions of interest such as time management, mental health, campus engagement, first generation student support, roommate relations, and study abroad, among others.

- **Miami GradU8 Program Welcome**

The GradU8 Program began its inaugural year with a welcome dinner on Monday, August 26 in Shriver Center. Students in the GradU8 program were able to engage with President Crawford and members of his executive cabinet as well as Miami faculty, staff, and fellow students. A total of 235 students were selected for the GradU8 program, which provides additional support to help students graduate in eight semesters. To be eligible, students must be Ohio residents, grant recipients, admitted for the 2019-2020 academic year, and enrolled in at least 15 credit hours.

## **Office of the University Registrar**

The University Registrar awarded 602 of the following degrees during August, as follows:

- Associates: 20
- Bachelors: 271
- Masters: 252
- Doctoral: 36
- Certificates: 23

There continues to be an additional 77 candidates:

- Associates: 2
- Bachelors: 73
- Certificates: 2

## NEWS &amp; UPDATES

# University Communications & Marketing

SEPTEMBER 2019

## ONGOING PROJECTS



Wayne Embry '58, a former professional basketball player and the first black general manager in major American professional sports, is featured in the "From Now On" campaign.

## "FROM NOW ON" CAMPAIGN

UCM launched its "From Now On" campaign at Convocation with an uplifting music video that highlighted research, outcomes, and the student experience. A 30-second version also aired on national television during the Iowa football game and will air throughout the football season. The campaign will be expanded this fall to include targeted digital advertising to support student recruitment. Watch the music video at [MiamiOH.edu/FromNowOn](http://MiamiOH.edu/FromNowOn).

## 3D INTERACTIVE MAP

UCM helped launch a new online map that represents Miami's campuses in 3D,

providing detailed information on buildings, housing, campus dining, parking, transportation, and more. Explore the new map at [MiamiOH.edu/Map](http://MiamiOH.edu/Map).

## EMAIL NEWSLETTERS

To better communicate Miami's top news and achievements across campus, UCM reimagined Miami Matters, an internal newsletter that is distributed each Friday to all Miami employees. The modern, mobile-friendly design helps highlight Miami's most notable achievements in large photos and text. A similar newsletter for external audiences is in production and will be available for public sign-up this fall. ■



▲ Looking for a specific department? The new 3D interactive map's built-in search function can help you find your destination.

▶ Miami Matters highlights Miami's biggest stories each week.

**STAFFING UPDATE** To further strengthen the marketing synergy between UCM and EMSS and to continue our work producing effective student recruitment materials, the enrollment communications team has joined UCM and now reports through Michele Sparks. The team of five, led by Cathy Heinz, Director of Enrollment Marketing & Communications, started the new reporting structure and relocated to UCM's suite in the Campus Avenue Building on Sept. 1. UCM also welcomed Cliff Peale, Director of Executive Communications, who transitioned to UCM and will work closely with Michele and her staff on executive communications projects.

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

## Marketing by the Numbers

June 30 - September 1, 2019

### SOCIAL MEDIA

# 9,954,558

Total social media impressions on the university's primary Twitter, Facebook, Instagram, LinkedIn

 849,466  4,009,294

 4,753,613  342,185

# 389,399

Total social media engagements

 19,273  70,337

 286,951  12,838

### WEBSITE

# 701,600

New website visitors

# 4.7m

Website page views

### PEER-TO-PEER CAMPAIGN

# 5.7m

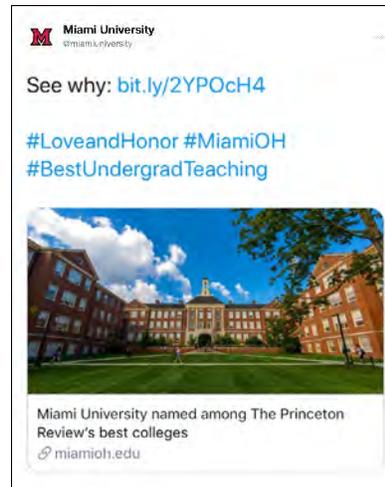
Impressions

# 43,328

Clicks

## Social Media Top Highlights

June 30 - September 1, 2019



## News by the Numbers

June 30 - September 1, 2019

# 39

News media pitches

# 3,866

Messages sent about students recognized for academic achievements

# 7,312

Engagements (shares, reactions, comments, clicks) on social media regarding Merit-recognized student achievements

# 3.0m

News reach

# 10

National news media mentions, including The Chronicle of Higher Education, Vice and Physics Today

# \$1.7m

PR value

► Miami received top U.S. placements in USA Today, Bloomberg, and Forbes.



# Provost Update for Board of Trustees

Provost Jason Osborne  
September 19-20, 2019

>> *Boldly Creative*



**BOLDLY**  
*Creative*

@ MIAMI UNIVERSITY

# >> What are the goals for *Boldly Creative*?



Boldly Creative = Reputation and Resilience

Amplify strengths

Drive innovation

Recruit better students

Drive net revenue growth

Serve public good

# *Boldly Creative: First Round Projects*



- Data Analytics: multiple credentials/threads
- Expanding health care degree programs: PA, MSN and DNP, pre-med certificate, MS Biomedical Sciences
- Realigning engineering: robotics, AI/automation, adv. materials
- Center for Cybersecurity
- Microcredentials to advance careers
- eSports curriculum @ Miami
- MS Business management program (10 mo.) with certificate

# *Boldly Creative: First Round Projects*



Boldly Creative Initiative	Total Budget (Personnel and Operational)	Total Personnel and Spent/Encumbered
Clinical Healthcare/Nursing	2,337,596	782,385
Data Analytics	934,387	539,935
Engineering	1,548,403	672,088
Cybersecurity	147,490	115,076
Microcredentials	170,400	110,400
Management	79,220	79,220
eSports	100,000	24,279
Total	5,317,496	2,323,383

# >> *Boldly Creative: Second Round*



Round 2 - Call for Proposals is underway with some modifications from Round 1:

- Proposals must move the Strategic Plan goals forward in convincing and measurable ways
  
- Proposal must have either:
  - A financial model that returns net revenue to replenish the *Boldly Creative* fund; OR
  - Mission-critical impact that warrants a permanent investment

# *Boldly Creative: The Future*



## Where do we want to go?

- ❖ Fill out our high value academic portfolio
- ❖ Look for unique opportunities to bring intra- & trans-disciplinary themes to Miami
- ❖ **Take on global “Grand Challenges”**
- ❖ Engage faculty, staff, and students in innovation
- ❖ Revenue Generation = Resilient and Sustainable Miami

# *Boldly Creative: Questions*



## Questions on *Boldly Creative?*

# >> Leadership



# Leadership In Academic Affairs

# Transitions in Leadership



## Deans retiring or finishing their terms on June 30, 2020

- Marc Rubin, Dean, Farmer School of Business
- Marek Dollár, Dean, College of Engineering and Computing
- James Oris, Dean, Graduate School, Associate Provost for Research



# Transitions in Leadership con't

## Upcoming Dean Searches

- Farmer School of Business
  - Chair – Dean Elizabeth Mullenix
  - Search Firm – Storbeck/Pimentel
  
- College of Engineering and Computing
  - Chair – Dean Cathy Bishop-Clark
  - Search Firm – Storbeck/Pimentel
  
- Graduate School
  - Chair – Dean Jerome Conley
  - Search Firm – Isaacson, Miller



# Transitions in Leadership con't

## Big goals for research and graduate education

- Research and Graduate education are related but are not the same
- Need: increase sponsored programs expenditures and scholarship
- Increases net resources, serves mission of university, enhances reputation
- Increases opportunities for undergraduate research and 3+1/4+1 opportunities
- Workforce development and changing lives



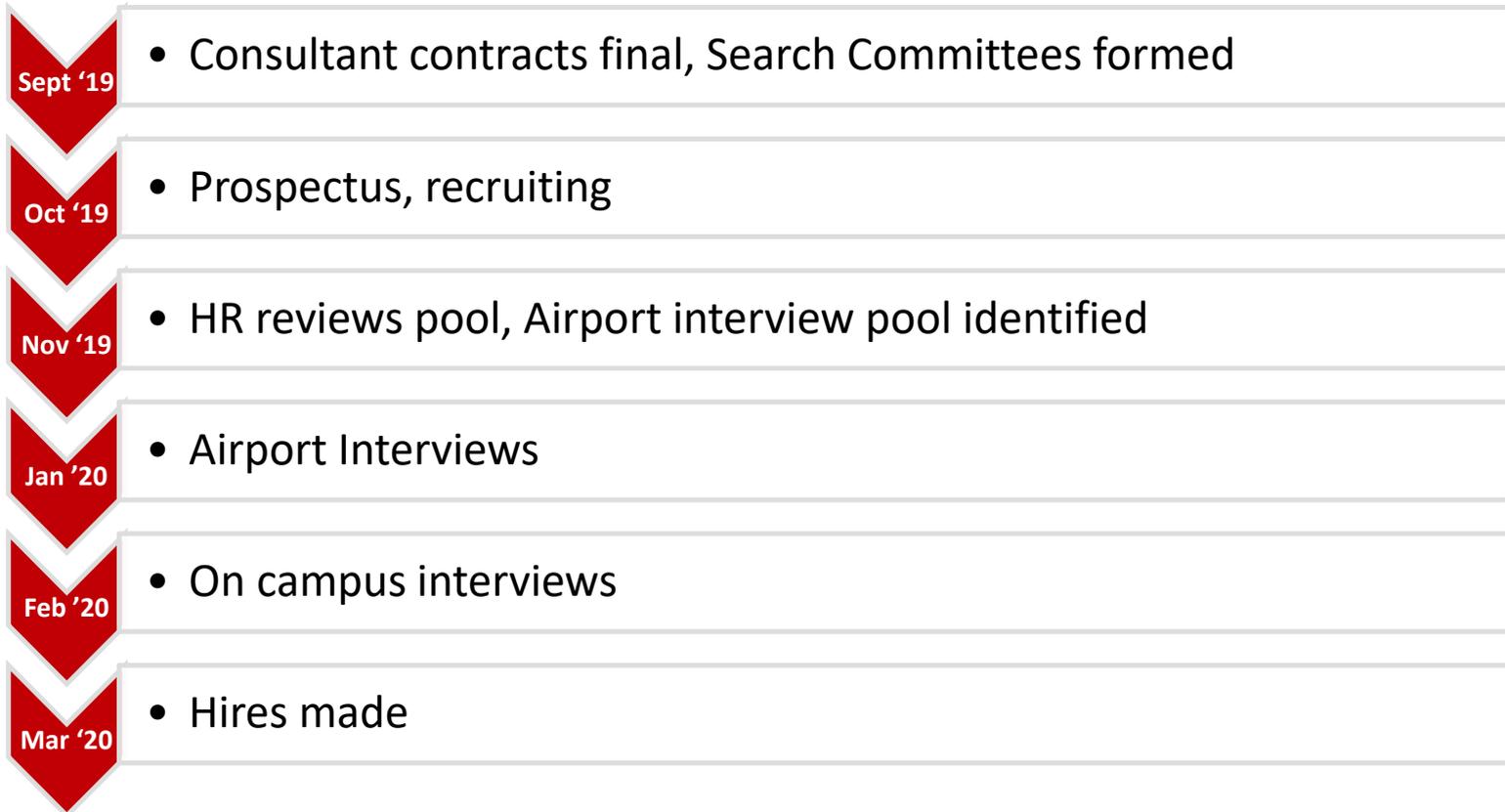
# Transitions in Leadership con't

## Vice President for Research and Innovation

- Request to change in title - Associate Provost for Research to VPR&I
- For Miami to meet the ambitious goals of the Strategic Plan, we need two people focusing energy on innovation in these two related but distinct areas
- Most peer institutions have already adopted this leadership model
- ROI could be significant if we increase:
  - Sponsored Programs;
  - Innovation;
  - Net tuition from existing and new graduate programs.
- If approved, a faculty member with strong external funding record, ideally an endowed professor or distinguished professor would be asked to chair the search



# Transitions in Leadership Timeline





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

September 20, 2019  
Academic Affairs

### RESOLUTION R2020-xx

WHEREAS, the mission of Miami University values teaching and intense engagement of faculty with students through its teacher-scholar model, by inviting students into the excitement of research and discovery; and

WHEREAS, the mission also states that Miami University will offer select graduate programs of excellence; and

WHEREAS, to fulfil Miami's mission, it is imperative that Miami is appropriately organized to best support research, and graduate programs.

NOW, THEREFORE BE IT RESOLVED: that the functions, duties, and responsibilities currently assigned to the Dean of the Graduate School and Associate Provost for Research and Scholarship, along with any additional duties as required, be evaluated and redistributed to two distinct areas; the Graduate School, and Research and Innovation; and

BE IT FURTHER RESOLVED: that the current position of Dean of the Graduate School and Associate Provost for Research and Scholarship be reformed into two positions; the Dean of the Graduate School, and the Vice President for Research and Innovation, who will each lead their respective areas, with both positions reporting directly to the Provost.

**GRADUATE SCHOOL & RESEARCH OFFICE:  
PROGRAMS AND SERVICES  
FOR A 21<sup>ST</sup> CENTURY LIBERAL ARTS INSTITUTION**

*Jim Oris*

*Associate Provost for Research  
Dean of the Graduate School*

*Jim.Oris@MiamiOH.edu*



**WHO AM I?**

- University Distinguished Professor of Biology
  - *Ph.D. in Environmental Toxicology & Risk Assessment*
  - *34 year career at Miami University*
  - *>130 publications*
  - *\$5M in grant funded research*
  - *Advised 14 PhD, 13 MS, and >100 BS students*
  - *University Distinguished Scholar (2008)*
  - *Benjamin Harrison Medallion recipient (2015)*
- Research & Innovation Officer (2008 – now)
- Dean of the Graduate School (2011 – now)



## WHO AM I? M

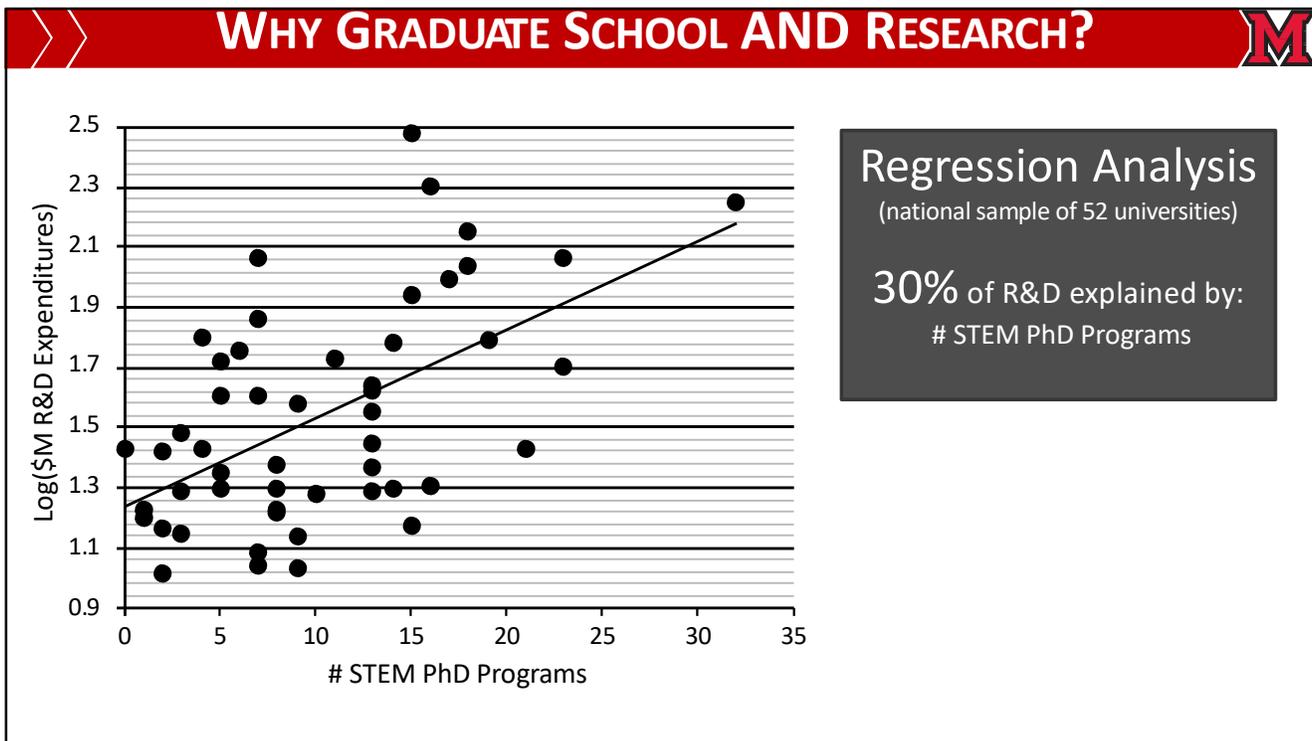
Research?



Graduate Studies?







## GRADUATE SCHOOL



### *“A Community of Scholars”*

#### **Mission:**

Advocate for and support graduate programs dedicated to the pursuit of new knowledge and best teaching practices that promote diverse, globally aware graduate students and faculty.



*The Graduate School at Miami University is a community of scholars that lies at the heart of the Miami Experience, where students are immersed in the process of research and scholarly inquiry. With 65 master’s, 13 doctoral, 1 specialist, and 19 certificate programs spanning a wide range of disciplines, these programs serve as a platform for discovery, creativity, innovation, and collaboration.*

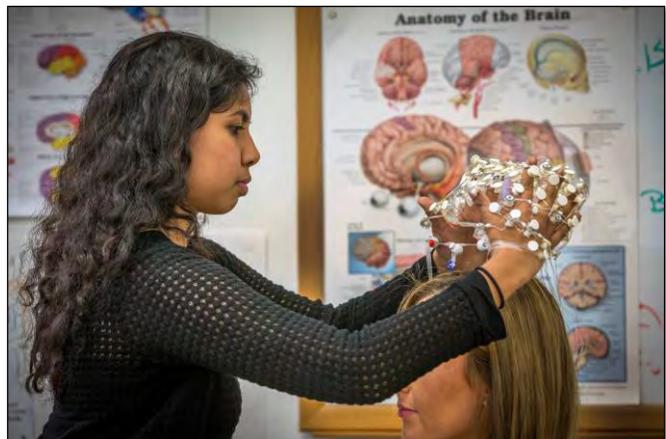
## OFFICE OF THE ASSOCIATE PROVOST FOR RESEARCH



### *“Research, Scholarship, and Creative Activity”*

#### **Mission:**

To encourage discovery and innovation that connects Miami University to the larger research, scholarly, and creative community, expands knowledge across traditional boundaries, and creates valuable assets for the university, region, and country.



*Our role is to support and increase the scope and impact of research and scholarship conducted at Miami University. Research enables faculty to engage students in authentic, real-world projects. The strong connection among faculty, graduate, and undergraduate research creates an exceptional learning environment that is one of the hallmarks of the Miami Experience. It is our goal to create a culture that fosters and rewards discovery and innovation while bringing together those units that oversee the financial and other resources that support the research and scholarship enterprise at Miami University.*

## THE THINGS I DO...



### Committees Managed:

- Graduate Council (chair)
- Academic Program Review (chair 2012-2019)
- High Performance Computing Advisory Group (chair)
- Undergraduate Research (*ex officio*)
- Faculty Research (*ex officio*)
- Animal Care and Use (*ex officio*)
- Human Subjects (*ex officio*)
- Institutional Biosafety (*ex officio*)

### Incentives/Support for Grant Funding:

- External Proposal Submission Incentive
- Grant-Funded Fee Waivers for graduate research assistants (100 tuition waivers)
- Return of F&A to investigator (5%)
- Interdisciplinary research incentives (~\$100,000 per year)
- Proposal consultant/grant writers (~\$30,000 per year)
- New Faculty Grant Planning & Support (GPS) program (~\$30,000 per year)
- New Faculty Research Community (\$10,000 per year)
- Equipment matching (50:50 match; \$200,000 per year)
- Grant-writing workshops/continuing education (~4 per year)
- Faculty Research Grants (~\$200,000 per year)
- Undergraduate Research Grants (~\$50,000 per year)

- Undergraduate Summer Scholars (100 students; ~\$300,000 per year)
- HawksNest Crowd-Funding Portal
- "The LAB" innovation program (\$425,000 received to date)

### Incentives/Support for High-Performing & Diverse Graduate Students:

- Graduate School Scholar Assistantships (20 semesters of research assistantships for top recruits)
- Diversity Enhancement Pathway Assistantships (>60 assistantships w/ dept match for domestic diverse recruits)
- McNair Graduate Fellows (10 recruiting assistantships for Ronald E. McNair Undergraduate Scholars)
- Domestic Grants-in-Aid (40 semesters of tuition waivers used for programs requiring unpaid internships)
- International Grants-in-Aid (20 tuition waivers – targeted at World Bank Low Income Countries)
- Annual Jazz Reception for Graduate Students of Color Association (29 years)
- Cross Cultural Mentoring Program for doctoral students of color (4 years)

### Other Divisional Service:

- Review, negotiate, and execute all non-financial academic agreements for Academic Affairs
- Institutional Official for IRB, IACUC, IBC
- Research Ethics and Integrity Officer
- Export Controls Officer
- Technology Commercialization Officer
- Divisional Lean Leader for Academic Affairs

### Organizational Management:

- Graduate School (7.8 FTE)
- Research & Sponsored Programs (4 FTE)
- Research Compliance (2 FTE)
- Tech Commercialization & Outreach (1 FTE\*)
- Undergraduate Research Office (1.5 FTE)
- Research Computing Support (2 FTE)
- High Performance Computing (1FTE)
- Scripps Gerontology (1 FTE)
- Myaamia Center (1 FTE)

## TWO RESEARCH CENTERS



### Scripps Gerontology Center

*An Ohio Center of Excellence*



Suzanne Kunkel – Executive Director & University Distinguished Professor

### Myaamia Center

*2016 MacArthur Award*



*kiiloonaa myaamiaki*

## RESEARCH AND GRADUATE PROGRAMS - STRATEGIC GOALS

### GRADUATE PROGRAMS

Certificates & Professional Masters

- *Experience Design*
- *Creative Writing*
- *Aging & Entrepreneurship*
- *Data Science & Analytics*
- *Emerging Media/Gaming*

### RESEARCH FUNDING

Strategy to increase R&D Funding

- *Transdisciplinary*
- *Convergence*
- *Corporations & Foundations*
- *Leverage Strength (e.g., undergrads)*
- *Economic Impact*

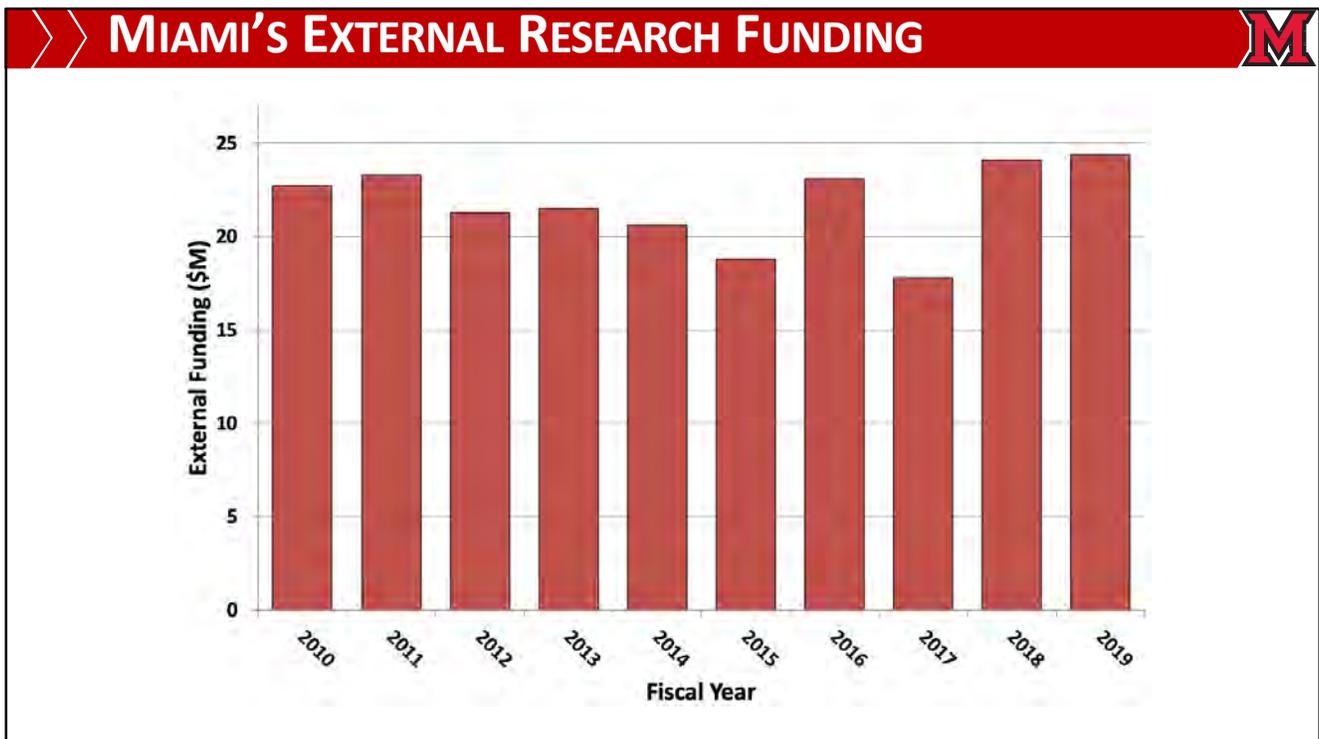


### PARTNERSHIPS

- *Focus on Public / Private Partnerships*
- *Deep Penetration into Cincinnati*
- *Better Understand Dayton, WPAFB*
- *Leveraging Academics & Business*

### COMMERCIALIZATION

- *Better Leverage of our Ecosystem*
- *Embed into Regional Innovation Hubs*
- *Tap into Alumni Networks*
- *Harness Student and Faculty Talent*
- *Economic Impact*



## THREE CROSS-CUTTING FOCI OF EMPHASIS



1. Embedded Culture of Diversity and Inclusion
2. Public Communication and Outreach
3. Innovation and Technology Commercialization



## PROGRAMMING IN SUPPORT OF GOALS



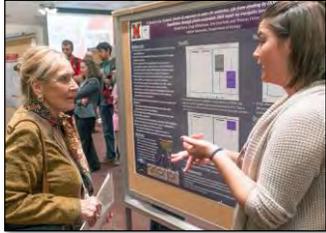
- Grant Preparation Faculty Support Programs
- Diversity and Inclusion Faculty Research Grants
- Undergraduate Research Forum
- Graduate Research Forum
- Government Relations Network Alternative Spring Break
- Doctoral Cross-Cultural Mentoring Program
- "Truth and Reconciliation" Graduate Seminar
- Three Minute Thesis Competition
- Redhawk Talks
- Professionalism 101 for Graduate Students
- "Leveraging Academics and Business" Innovation Program



## STUDENT AND ALUMNI ENGAGEMENT



### Graduate Research Forum



## STUDENT HIGHLIGHTS



### Government Relations Network Alternative Spring Break Trip



**STUDENT HIGHLIGHTS** 



### Three-Minute Thesis

*An 80,000 word doctoral dissertation would take 9 hours to present.*

*Their time limit... 3 minutes.*



Founded by the University of Queensland

**STUDENT HIGHLIGHTS** 

### Redhawk Talks



Class of 2018

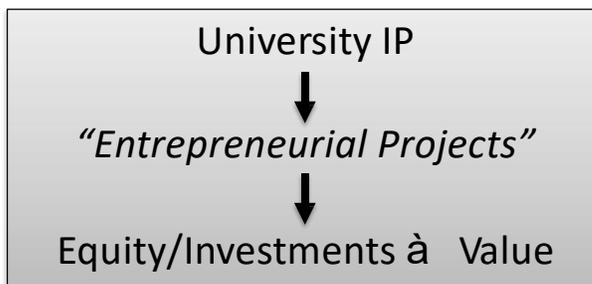
**ä·r·t·i·c·u·l·ä·t·i·o·n.**  
where voices of leaders are made  
*Founded and managed by Ruth Milligan (MU '90)*

## OBLIGATION TO ENHANCE COMMERCIALIZATION

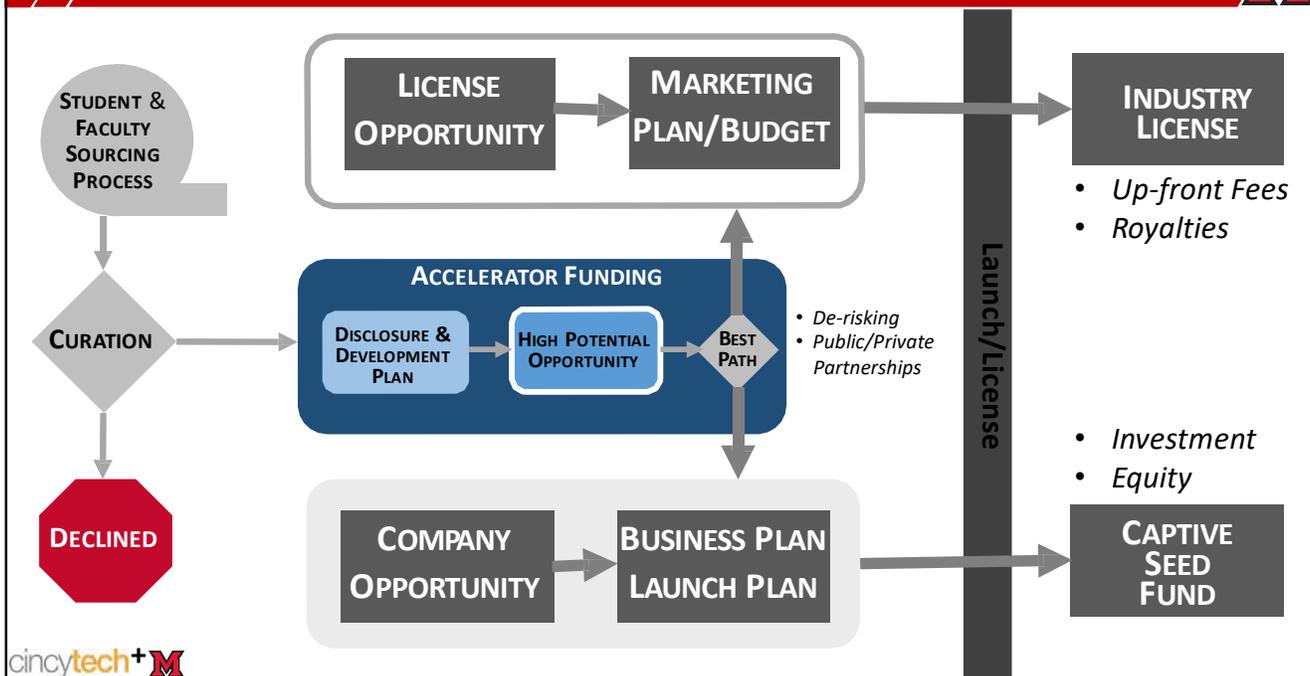


### Ohio Revised Code Section 3345.36

It is public policy for institutions of higher education to facilitate and assist with establishing and developing efforts to develop or commercialize technology through research or technology transfer, utilizing internal resources or in partnership with governmental agencies or private entities.



## BUSINESS DEVELOPMENT MODEL



## EXAMPLE OF A WIN AT MIAMI

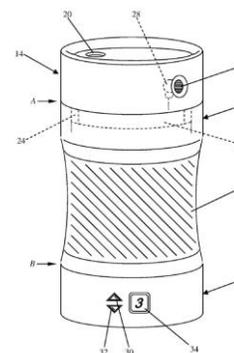


### “Active Flow Control Cup for Transitional Drinking”



Professors Donna Scarborough (SPA) & Michael Bailey-Van Kuren (MME)

- U.S. Patent 20100252563 A1
- Ohio Third Frontier TVSF Funding
- NewCo will launch in 2020



## LIMITATIONS OF TRADITIONAL & BUS/DEV MODELS



- Miami’s technology portfolio is very modest (~40 patents).
- Typical outcome is ~1 license / 100 patents.
- Relies on a “Push” strategy.
  - Companies don’t buy patents anymore, they buy companies.
  - Common for patent holder to de-risk and commercialize.
  - Typical for major universities to run internal incubators.
- Technology Commercialization is expensive.
  - Less than 5% universities receive license income >\$1M/yr<sup>†</sup>.
  - Operating costs can easily exceed income.
  - Requires 100’s to 1,000’s of patents to be sustainable.



<sup>†</sup>Source: Association of University Technology Managers (AUTM), FY2017

## NEW INNOVATION STRATEGY

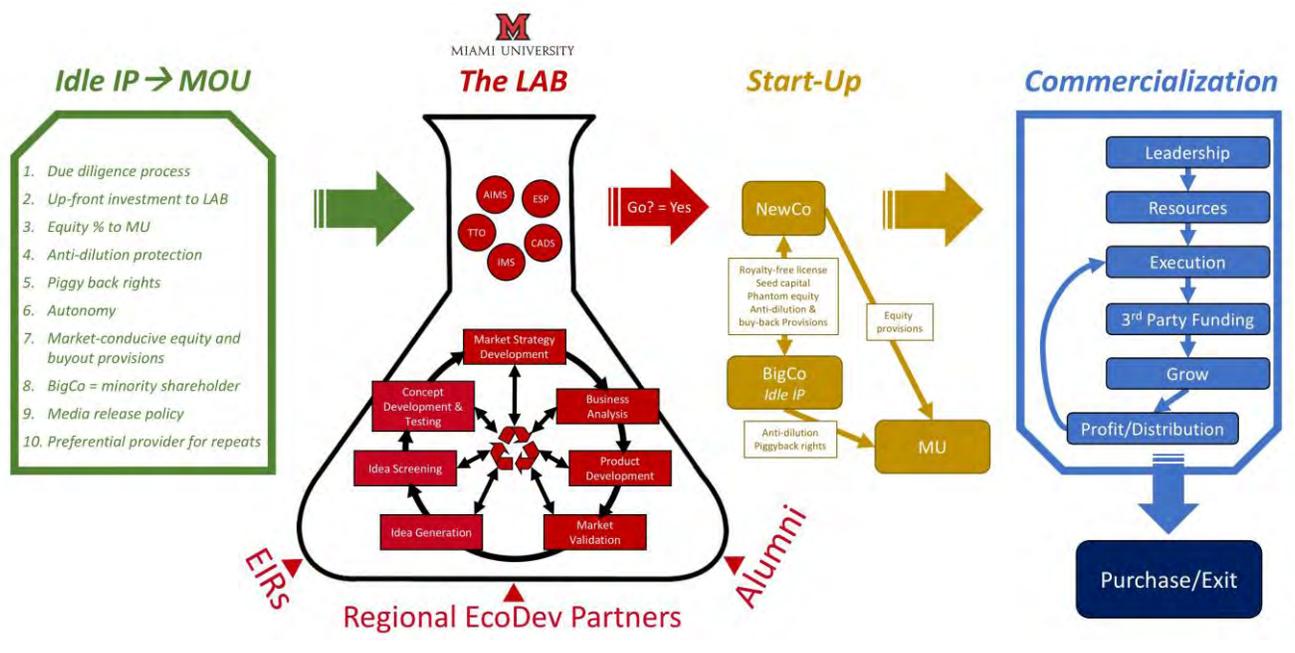


### “Cultivating Inclusive Innovation by Leveraging Academics and Business (The LAB)”

- Leverage Miami’s student and faculty talent.
  - *ESP, IMS, CADs, Design, Gaming, STEM ...*
- “Pull” existing technologies.
  - *Work with companies on idle or underutilized IP*
- Develop new products/companies.
- Value stream comes from up-front investments, royalties, equity, and buyouts.



## THE LAB: EXTERNAL BUSINESS DEVELOPMENT MODEL



## COLLABORATORS & PARTNERS – THE LAB



### *“Cultivating Inclusive Innovation by Leveraging Academics and Business (The LAB)”*

- Cintrifuse
- CincyTech
- Cincinnati USA Chamber, Minority Business Accelerator
- REDI Cincinnati
- Dayton Development Coalition
- Hillman Accelerator
- The Procter & Gamble Company
- CVG Innovation Group
- University of Dayton Research Institute
- Wright Brothers Institute/AFRL



## THE LAB – EXAMPLE 1



### Air Force Research Lab (AFRL)



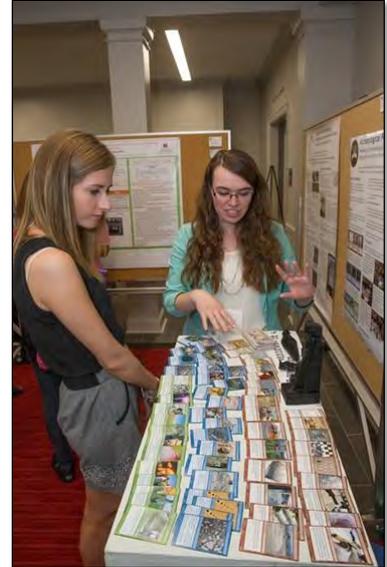
- AFRL scientists & engineers tasked with creating inventions to increase effectiveness and safety of Air Force personnel.
- Eight technical directorates.
- Basic and applied research.
- 10,000 employees; \$4.4B budget.
- >1,000 patents not selected for defense application and made available for domestic use through the USPTO.

## AFRL PATENT PORTFOLIO IN THE LAB



### AFRL Patent Portfolio Review Outcomes to Date

- 937 à 11 à 8 à 4 technologies.
- Expect 1-2 new patents.
- Predict 3 - 4 viable products/businesses.
- >10 business alignments.
- Exploring other opportunities in “top 30 list”.
- Renewed with funding by AFRL for 2019/20.
- Additional \$100,000 obtained from the Kettering Family Foundation

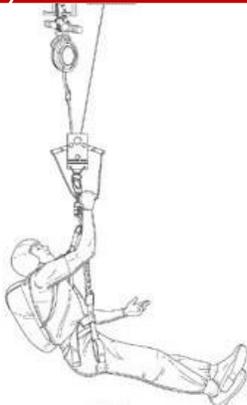


## AFRL PATENT PORTFOLIO IN THE LAB



### Descendably

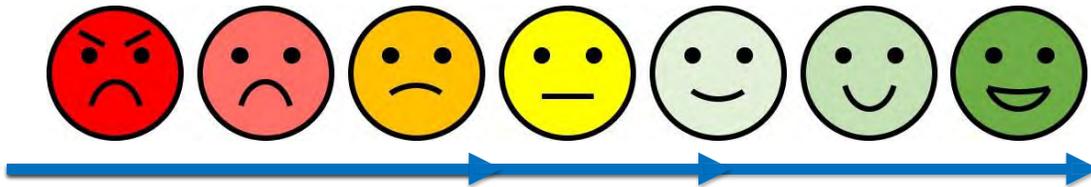
Auto-belay Insertion Braking System Device



**THE LAB – EXAMPLE 2**

How would you feel if a major consumer products company:

- Offers students access to an “under-performing” product, but that is worth \$40M in annual sales?
- Allows students to develop a plan to stand-up an independent business to compete against them in the open market place?
- Provides a modest up-front investment, accepts that you share intellectual property, and agrees you will take an equity stake in the newco?

**THE LAB – EXAMPLE 2**

# Cognycent

A Whole–Body Health, Consumer Products Company

## OUR BROADER INSTITUTIONAL GOALS



- Full alignment with institutional academic priorities.
- Recognized as premier undergraduate experience through teacher-scholar model.
- Best-in-class graduate research and scholarship in targeted areas of emerging strength.
- Go-to university for public/private collaboration and value creation.
- National model of innovation and business development.
- Contribute to State and National economy.



## QUESTIONS?



[Jim.Oris@MiamiOH.edu](mailto:Jim.Oris@MiamiOH.edu)



## ACADEMIC AFFAIRS GOOD NEWS

### June 2019 – September 2019

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### **Rachel Ollier and Rosie Ries awarded Astronaut Scholarships**

**Jun 19, 2019** - Miami University seniors Rachel Ollier and Rosamiel “Rosie” Ries have been awarded scholarships from the Astronaut Scholarship Foundation (ASF). They are two of 52 students from 40 universities to receive the award, worth up to \$10,000, for the 2019-2020 academic year. The Astronaut Scholarship is among the most significant merit-based monetary scholarships awarded to undergraduate STEM juniors and seniors who intend to pursue research or advance their field upon completion of their final degree. Astronaut Scholars are among the best and brightest minds in STEM who show initiative, creativity and excellence in their chosen field, according to the ASF.

Ollier, from Beavercreek, started at Miami as a biochemistry major and pre-medical studies co-major. Attracted by the mix of physics, calculus and chemistry, she switched majors to chemical engineering and loves the opportunity to apply these subjects “to real world situations,” she said.

Selected as a Miami Undergraduate Research Scholar last summer, this summer she was one of 10 students selected for the Research Experience for Undergraduates (REU) program at the University of Maine’s Forest Bioproducts Research Institute. She is a member of the Miami University Stamps Scholars, the Miami chapter of AIChE (American Institute of Chemical Engineering) and the Engineering Honors Fraternity Tau Beta Pi. She volunteers as a tutor at the Hamilton Boys and Girls Club and participates in Miami’s club rugby and intramural soccer and broomball.

Ries, from Centerville, began undergraduate research her first year at Miami with mentor Mike Brudzinski, professor of geology and environmental earth science, after meeting him at a physics seminar. She has been part of his team researching earthquakes induced by hydraulic fracturing (fracking) in Oklahoma, an area of interest to both scientists and the public.

Ries is a co-author on a paper published in a well-respected peer-reviewed journal. This past fall she was selected to give oral presentations on her research at the national conferences of the Geology Society of America and of the American Geophysical Union (AGU). Ries was selected as a Miami Undergraduate Summer Scholar last summer. This summer she is one of about 10 students nationwide selected for the Incorporated Research Institutions for Seismology (IRIS) Undergraduate Summer Research Program in Seismology, at Sandia National Laboratories in Albuquerque, New Mexico.

She is a member of Miami’s geology club and Academic Team and is a leader of two groups on campus: president-elect of the Students with Disabilities Advisory Council and the Society of Physics Students. Ries is also a mentor for the physics mentors program. “Science is based on mentor-mentee relationships,” she said. “I have had great mentors (at Miami). Now I am doing my part to continue that cycle.” She plans to pursue a doctorate in geophysics after graduating from Miami in 2020.

Ries and Ollier were recently named two of the 10 Provost’s Student Academic Achievement Award winners at Miami for 2019-2020. Astronaut Scholars must be nominated by a faculty member, be entering their junior or senior year at one of the 40 participating schools the foundation supports and demonstrate excellence in research and academics. Miami’s office of the provost partners with the ASF to provide matching scholarship funds that allow a second Astronaut scholar to be named at Miami.

### **STEAM-powered and DIY: Mixing art, neurobiology and renovations in Pearson Hall**

**Jul 10, 2019** - Walking down a hallway in Pearson Hall’s newly renovated research lab area, visitors can view a mural of the neuroscience research within. Like in the 1966 science fiction film “Fantastic Voyage,” passersby can view a larger-than-life painting of the inner world of neurons. You can visualize, on a giant scale, the central nervous system of the Jonah crab.

The composition is in the research lab of neurobiologist [Dawn Blitz](#), associate professor of biology.

## ACADEMIC AFFAIRS GOOD NEWS

### June 2019 – September 2019

---

After moving into the renovated lab space earlier this year, Blitz ended up with an electrophysiology rig cabinet she no longer needed. She repurposed it as a cabinet to hold two printers. But the large metal cabinet lacked visual appeal.

Blitz encouraged her graduate student Amanda Rainey (Miami '13) to paint a design on the cabinet wall that faces the hallway. Rainey — who had been a biology major and studio art minor as an undergraduate at Miami — created the painting earlier this summer. She designed and painted it during a period of several weeks while she was writing the introduction to her master's thesis.

"I tried to put the overall picture of my research into the painting," she said. "Our study model organism is the Jonah crab (*Cancer borealis*). In the painting, the crab is grabbing a neuron to 'get a handle on what's going on' in the function of neurons," and how they produce different behaviors.

Neurotransmitters, synaptic connections and hormone regulators are all depicted in her painting.

Rainey will defend her master's thesis this month. In August, she will join the doctoral program in neurobiology at Florida Atlantic University, leaving a "STEAM-powered (STEM + art) legacy in Pearson Hall.

"Amanda is an extremely talented artist who has really brightened up the lab with her beautiful micrographs, the amazing electrophysiology equipment rack and numerous drawings for presentations and manuscripts." Blitz said.

"We will certainly miss Amanda's enthusiasm and her 'sciart' contributions to the lab."

Like many of the renovated labs in Pearson, Blitz's "[Crab Lab](#)" is in a shared collaborative space.

Tom Crist, chair and professor of biology, said that the new advanced, modular lab spaces being built in Pearson can be reconfigured, expanded or contracted as the scope of the research changes. "The flexibility of these modernized spaces will increase productivity, enhance partnerships and facilitate collaborative projects," he said.

Blitz's area is shared with associate professors of biology Susan Hoffman and Kathleen Killian.

## Cybersecurity pros convene at Miami University

**Jul 25, 2019** - Cybersecurity and information professionals from the worlds of banking, insurance, pharmaceuticals, IT and others are meeting for a Cybersecurity Summit at Miami University in Oxford, Monday, July 29, at the [Farmer School of Business](#).

Speakers and attendees will share the latest in best practices regarding data platforms, risks, employee exposure and more. The goal is to determine industry needs in cybersecurity, not only technical needs but also in the areas of policy, risk assessment and risk management. Among attendees are representatives of Eli Lilly, IBM, KPMG, faculty from Miami and Marshall universities, the Ohio Secretary of State's office and Procter & Gamble, among others.

"Cybersecurity concerns no longer belong solely to the IT team," said James Kiper, chair of [computer science and software engineering](#) at Miami. "From business to government to education, to every individual who gets online or uses a cell phone, data security is being challenged from many directions. Ideally, conference participants will leave with improved understanding of how to be proactive in data defense."

Miami is in the midst of a [feasibility study for creating a Center for Cybersecurity](#), with faculty collaborating from departments of computer science and software engineering, [information systems and analytics](#) and [political science](#). It's funded by Miami's [Boldly Creative](#) initiative, with faculty-launched programs aimed at spurring a new generation of academic excellence, enhancing its nationally recognized undergraduate teaching, learning and research with a sharpened focus on innovation and creativity.

## ACADEMIC AFFAIRS GOOD NEWS

### June 2019 – September 2019

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### **Miami named among The Princeton Review's best colleges**

**Aug 06, 2019** - Miami University is one of the nation's best institutions for undergraduate education, The Princeton Review reports. Among Miami students surveyed, some said, the curriculum offers "a challenging academic workload" that tests a student's abilities and "prepares students for the workplace after graduation." Some said Miami is "the perfect size" and that the campus has a "plethora of student activities" that "makes it possible to find groups or organizations that can fit any student's interest."

The Princeton Review does not rank the colleges in the book from 1 to 385. Instead, the schools are rated in various categories including academics, quality of life, admissions selectivity, financial aid, fire safety and green. The Princeton Review, an education services company, tallies ratings based on institutional data it collected during the 2018-2019 academic year and from the nationwide survey. Miami appears on the list for [Best Value Colleges](#) and it also made the list for best Midwestern schools and the guide to green colleges.

Specific programs that have been called out for merit include:

- Miami's [entrepreneurship program](#), ranked 14th among the 2019 Top Schools for Entrepreneurship (7th among public universities.)
- Miami's [video game design program](#), ranked 11th on Princeton Review's Top 50 list (3rd among public universities.)

### **Miami Convocation caps Welcome Weekend Sunday, Aug. 25**

**Aug 15, 2019** - Author Stephanie Anderson addressed 4,285 students, largest incoming class ever Miami University's Convocation — a special event that welcomes Miami's incoming first-year class — held at 3 p.m. Sunday, Aug. 25, in Millett Hall.

Stephanie Anderson, author of Miami's summer reading program book, *One Size Fits None: A Farm Girl's Search for the Promise of Regenerative Agriculture*, was the featured speaker. In *One Size Fits None*, published this year, Anderson follows diverse farmers across the country who use nontraditional agricultural techniques. These practices show how varied farm operations can give back to the earth, rather than degrade it.

Industrial agriculture has co-opted the term sustainability for marketing purposes without implementing better practices, Anderson argues. In order to provide nutrient-rich food and fight climate change, Anderson claims we need to move beyond sustainable to regenerative agriculture, a practice that is highly tailored to local environments and renews resources.

Anderson grew up on her family's ranch in South Dakota. She received her bachelor's degree in English from Augustana University in 2009 and her master's in creative nonfiction from Florida Atlantic University in 2015. She is currently an instructor of creative writing at Florida Atlantic.

During her visit to Miami, Anderson met with students and faculty from the [Institute for the Environment and Sustainability](#) and other Miami and Oxford community groups. She also met with staff and students at the [Institute for Food farm](#) and new students participating in the Miami Bound "A Day at the Farm" program.

## ACADEMIC AFFAIRS GOOD NEWS

### June 2019 – September 2019

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### **Miami University ranked a top 50 national public university**

**September 9, 2019** - In the just-released U.S. News & World Report “Best Colleges 2020” guidebook, Miami University is ranked in the top 50 of best national public universities, moving up three slots to No. 39. Among public and private universities and colleges combined, Miami is in the top 100, up five spots to number 91. There are 399 universities on the list.

In a special list, Miami is in the top 5 of national institutions recognized for “unusually strong commitment to undergraduate teaching.” This is the 10th year that Miami has been recognized by U.S. News for its faculty commitment to teaching. Miami is No. 3 among public universities and No. 8 including private schools.

U.S. News also places Miami in the top 10 for undergraduate engineering among U.S. public universities without a doctorate program, placing Miami at No. 8.

Among public national universities, Miami also garnered these accolades:

- No. 41 in undergraduate business programs.
- No. 23 in its number of international students.
- No. 35 for best colleges for veterans.
- No. 81 for “Best Value Colleges.”

Within Miami's [Farmer School of Business](#), these programs achieved high rankings among public universities:

- No. 17 in accounting (No. 26 among all universities)
- No. 15 in entrepreneurship (No. 33 among all universities)
- No. 19 in marketing (No. 33 among all universities)

U.S. News & World Report also recognized some of the numerous academic and co-curricular programs that support "the Miami Experience" with high rankings among public universities:

- No. 13 in learning communities (No. 29 among all universities)
- No. 6 in study abroad (No. 35 among all universities)
- No. 12 in undergraduate research/creative projects (No. 50 among all universities)

#### Faculty-student connections

The faculty focus on teaching for which Miami receives annual recognition is marked by numerous faculty-student connections, including these examples:

- More than 2,800 Miami undergraduates conducted research with faculty in 2018-19.
- Faculty lead students in many study abroad and study away (elsewhere in the U.S.) programs, with 55% of Miami students studying away or abroad.
- Faculty and staff advising support the 50% of students who carry a double major or minor.
- Faculty-developed proposals include class-related professional development activities for students via support from the Center for Career Exploration and Success.

"Our faculty focus on creating best-in-class experiences for our students has become a national story," said President Gregory Crawford. "I'm grateful to our talented faculty whose dedication and care help students to succeed." Some of U.S. News rankings are based on data, others on reputation. The list of universities with an “unusually strong commitment to undergraduate teaching” comes from a survey of college presidents, provosts and admissions deans.

## **Board of Trustees – Academic & Student Affairs Committee**

### ***Global Initiatives Update***

September 2019

#### **Cheryl D. Young**

Assistant Provost, Global Initiatives

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

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

The 2018-19 academic year was a banner year for Global Initiatives with the accomplishment of all of our strategic goals set forth when we merged into a single administrative unit in 2012-13. The final accomplishment was receiving the 2019 Senator Paul Simon Award for Campus Internationalization. This prestigious award is granted to a limited number of institutions of higher education each year and recognizes overall excellence in internationalization efforts as evidenced in mission, strategies, programs, and results. Specifically, the award for Miami recognized the introduction of intercultural and global dimensions through international and lifelong learning opportunities through the Global Miami Plan and co-curricular programming, faculty led study abroad, globally focused research and international partnerships, international student and scholar support and programming, faculty development opportunities, and outreach efforts such as the Confucius Institute, Myaamia collaboration, partnerships in Luxembourg, and the administration of internationalization, specifically the infrastructure for opportunities at Miami.

The Global Initiatives team is currently developing a forward thinking strategic plan and goals to take us to the next level of comprehensive internationalization at Miami University. We are focusing in on developing intercultural competence through on campus and faculty led programs that provide an intense transformational learning experience which is appropriately assessed, connecting more students to global experiences through technology, mapping faculty and staff research efforts to understand our global footprint and impact, concentrated scholar-practitioner opportunities, increased student mobility for underrepresented students, intensified innovative collaborations with universities abroad, and carefully considering how we can better connect international education with global development and sustainability. Collaborations across the campus will be strengthened to build on opportunities.

#### **Education Abroad**

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

## Global Initiatives | 2

abroad. Ryan Dye came to Miami on February 1, 2019 as the first full time director of education abroad. Under Dr. Dye's leadership we are reviewing all realms of education abroad to understand how we can increase diversity, strategically develop depth in faculty led programs, and tactically use our partners to expand opportunities for students for internships, service learning, and research.

The MUDEC experience, housing, and curriculum is being carefully considered under the leadership of James Shiveley, Condit Professor of Teacher Education. Dr. Shiveley's appointment to the position of MUDEC Curriculum Coordinator has been critical to a close examination of student needs in the realms of curriculum, and co-curricular experiences, in an effort to ensure that the MUDEC program is meeting the needs of students today and into the future. Housing options are being considering in collaboration with Finance & Business Services, and others.

### **International Student & Scholar Services**

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

The International Student & Scholar Services (ISSS) office leads the effort to support international students and scholars from the point of commitment to Miami through to their alumni status. We have welcomed about 400 new international students to our campuses this fall.

Efforts in 2018-19 included an increased level of attention to compliance with ever changing immigration regulations which impact our students and visiting scholars. A high priority for the upcoming year is ensuring that international students and scholars maintain their visa status and do not inadvertently fall out of status. Faculty, staff, and student communication is continuing to prove critical in this effort.

### **Center for American & World Cultures**

The Center for American & World Cultures launched the Voice of Discovery intergroup dialogue program at Miami University. This program is based in the University of Michigan model of academic peer learning involving semi-structured face-to-face meetings across social identity group which allows for exploration of group experiences in social and institutional contexts with a goal of creating a setting in which there is open and constructive dialogue. In the process, participants learn about themselves and peers with different social identities while gaining valuable cross-cultural communication and team building skills. The first year of Voices of Discovery resulted in great success. The EHS Discovery Center for Evaluation and Research qualitative and quantitative data analysis of evaluations and assessments revealed that significant gains were realized by students, as well as facilitators (faculty, staff, and graduate students) in their knowledge and skill, as well as their ability to have dialogues and gain understandings across cultural identities. We will continue these critical dialogues, in both classroom based, residence hall, and informal spaces, in the upcoming year. Based on student feedback, we are requesting permanent course approvals for the credit based options

[MiamiOH.edu/Global](http://MiamiOH.edu/Global)